

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Connecticut State Department of Education	Applicant's Mailing Address: 165 Capitol Ave. Hartford, CT 06106
State Contact for the School Improvement Grant Name: Michelle L. Rosado Position and Office: Education Consultant, Bureau of Accountability and Improvement Contact's Mailing Address: 165 Capitol Ave. Hartford, CT 06106 Telephone: 860-713-6748 Fax: 860-713-7023 Email address: michelle.rosado@ct.gov	
Chief State School Officer (Printed Name): Dr. Mark K. McQuillan	Telephone: 860-713-6500
Signature of the Chief State School Officer: X 	Date: 12/3/10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

School Improvement Grants Application

Section 1003(g) of the
Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

State Name:Connecticut



U.S. Department of Education
Washington, D.C. 20202



OMB Number: 1810-0682
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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2010 Submission Information

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before December 3, 2010.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at carlas.mccauley@ed.gov.

FY 2010 Application Instructions

Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.

Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.

We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.

Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.

SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.

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Chief State School Officer (Printed Name): Dr. Mark K. McQuillan	Telephone: 860-713-6500
Signature of the Chief State School Officer: X	Date: 12/3/10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	

SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State’s most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State’s FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of “persistently lowest-achieving schools”. An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of “persistently lowest-achieving schools” or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i>	<i>For an SEA revising its definition of PLA schools, please select the following option:</i>

<p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input type="checkbox"/> <i>SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</i></p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input checked="" type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>
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<p>Persistently Lowest Achieving Schools Definition January 2011</p>	<p>Insert defini “persistently</p>
<p>The Connecticut State Department of Education (CSDE) will not exercise the option to identify as a Tier I, Tier II or Tier III school any school that was made newly eligible to receive School Improvement Grant (SIG) funds by the Consolidated Appropriations Act, 2010.</p> <p>The CSDE followed the sequence of steps outlined in the SIG guidance to identify Connecticut’s persistently lowest-achieving schools:</p> <p>Step 1: Determine all relevant definitions—<i>i.e.</i>, the definition of “secondary school,” of</p>	

determining “lack of progress” on the state’s assessments.

Definition of a Tier I school: Any Title I school in improvement, corrective action or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.

Definition of a Tier II schools: Any secondary school that is eligible for, but does not receive, Title I funds that is among the five lowest-achieving secondary schools in Connecticut.

Definition of a Tier III schools: Any Title I school in improvement, corrective action or restructuring that is not a Tier I school.

Secondary schools in Connecticut are defined as high schools.

Three years was used as the definition of a “number of years” for purposes of determining whether a high school has a graduation rate less than 60 percent. The three years of data that were used are 2006-07, 2007-08 and 2008-09.

Three years was used as the definition of “number of years” for determining “lack of progress.” The three years of data that were used are 2007-08, 2008-09 and 2009-10.

Step 2: Determine the number of schools that make up five percent of schools in each of the relevant sets of schools (*i.e.*, five percent of Title I schools in improvement, corrective action, or restructuring and five percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger.

The number of schools that make up five percent of Title I schools in improvement, corrective action, or restructuring is 12 (100 percent = 223; 213 elementary and middle + 10 high schools).

The number of schools that make up five percent of secondary schools that are eligible for, but do not receive, Title I funds is two (100 percent= 39 secondary schools.); five as it is the larger number was used.

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school.

A single percentage method was used for calculating a combined English/language arts and mathematics proficiency rate in the “all students” group based on 2009-10 data. The following steps were conducted:

A. Establish the numerator

- a. Calculate the total number of proficient students in the “all students” group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in

the “all students” group in mathematics by adding the number of proficient students in each grade tested in the school.

- b. Add the total number of proficient students in reading/language arts and mathematics.

B. Establish the denominator

- a. Calculate the total number of students in the “all students” group in the school who took the state’s reading/language arts assessment and the total number of students in the “all students” group who took the state’s mathematics assessment.
- b. Add the total number of students in the “all students” group in the school who took the state’s reading/language arts assessment and the total number of students in the “all students” group who took the state’s mathematics assessment.

C. Divide the numerator by the denominator to determine the percent proficient in reading/language arts and mathematics in the school.

D. Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step D.

Step 4: Determine the method for determining “lack of progress” by the “all students” group on the state’s assessments.

Lack of progress was determined by repeating the single percentage method (see Step 3) for the three previous years for each school (2007-08, 2008-09 and 2009-10). Then, five percent of the schools with the lowest combined percent proficient, based on three previous years of data (2007-08, 2008-09 and 2009-10), were identified to define the persistently lowest-achieving schools in Connecticut.

Step 5: Determine the weights to be assigned to academic achievement of the “all students” group and lack of progress on the state’s assessments.

Not applicable - Weights were not assigned to academic achievement in determining lack of progress.

Step 6: Determine the weights to be assigned to elementary schools and secondary schools.

Not applicable - Weights were not assigned to elementary schools and secondary schools.

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action, or restructuring from highest to lowest based on the academic achievement of the “all students” group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and

count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) Title I schools in improvement, corrective action, or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action, or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

There were no Connecticut high schools that met these criteria.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the “all students” group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving five percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14.

There were no Connecticut high schools that met these criteria.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14.

Because no high schools were identified in Step 15, this step was not applicable.

In addition, please note that the CSDE did not exclude any type of school.

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

Please attach the two tables in a separate file and submit it with the application.

SEA has attached the two tables in a separate file and submitted it with its application.

B. EVALUATION CRITERIA:

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA’s commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

SEA is using the same evaluation criteria as FY 2009.

SEA has revised its evaluation criteria for FY 2010.

Insert response to Section B Evaluation Criteria here:

Part 1

The Connecticut State Department of Education (CSDE) will evaluate a Local Education Agency

(LEA) application* with respect to the requirements that follow using a review guide (see Connecticut's LEA SIG application). Districts must score good or excellent on each requirement in order to be approved.

*Please refer to Connecticut's LEA SIG application.

1. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

The CSDE will review the needs analysis provided for each school that is required to be based on three years of disaggregated achievement data down to the subgroup level and will also review the LEA's summary of the needs to be addressed at each school. The identified needs will be considered along with the intervention model selected for each school and how the LEA's implementation of the model will assist in meeting the school's identified needs. Three year student achievement goals in reading /language arts and mathematics on the CMT or CAPT for all students and subgroups will be evaluated in relation to past achievement. The LEA's ability to monitor the implementation of each school's intervention model will be assessed. Also taken into consideration will be how the LEA has monitored the implementation of school improvement, corrective action and/or restructuring plans, and the implementation status of each plan.

The results of any external evaluations conducted at each school within the past five years will be considered as well as the status of school-level data teams. The LEA's participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives will be reviewed.

*Please refer to the *Connecticut Accountability for Learning Initiative* descriptive document.

2. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

The CSDE will review how SIG funds are to be used to support the staffing and the organizational structure at the district and school level required to implement the selected intervention model. Consideration will be given to how SIG funds will provide adequate resources to:

- identify and train district- and school-level staff to fully implement the selected intervention model in each school;
- monitor each component of the selected intervention model for each school; and
- monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

The CSDE will require that principals of Tier I and Tier II schools participate in regularly scheduled meetings with the CSDE.

3. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as

well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The CSDE will evaluate whether the LEA's budget is sufficient to cover the staffing costs and resources needed for the three-year period of implementation of the selected intervention model as well as pre-implementation activities, if applicable. The LEA's budget will be reviewed for sufficiency of funds for start-up costs, recruitment of additional staff, training of staff, etc. Costs for district-level activities designed to support implementation of the selected school intervention models in the Tier I and Tier II schools will also be reviewed. The adequacy of funds to support school improvement activities, at the school and/or district level, for each Tier III school the district commits to serve over the three-year period will also be considered.

Part 2

An SEA must describe how it will assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.

As part of the LEA application, the CSDE requires LEAs to address each of the intervention model requirements at the school level for each Tier I and Tier II school. LEAs are required to provide information on district-level support that will be available to schools in order to implement the selected intervention model. In addition, LEAs are required to complete an intervention model checklist for each Tier I and Tier II school to ensure accountability with the requirements. A review guide, which incorporates the requirements of each of the four intervention models, has been provided at the end of the LEA application. The CSDE will carefully review the programmatic information provided and will also consider the reasonableness and adequacy of the LEA and school-level budget information to ensure that the LEAs' plans for the design and implementation of the selected interventions are consistent with the final requirements.

- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

The CSDE will review the LEA's criteria regarding how to recruit, screen and select external providers to determine that it is in accordance with the SIG guidance and CSDE policy. LEA's must provide the CSDE specific information regarding each external provider in the LEA's application in "Evaluation of External Partners" in order for the CSDE to approve the use of external providers. The CSDE will evaluate an external provider's capacity to provide effective services by examining:

- Provider history
- Demonstrated record of effectiveness in increasing academic achievement
- Subject area and grade level experience
- Experience providing services to students with disabilities and English language learners
- Liability insurance coverage
- Legal status
- Financial soundness

In addition, monitoring of approved external providers will be conducted annually by a team of CSDE and LEA staff.

(3) Align other resources with the interventions.

Within the LEA application, the CSDE has provided examples of other resources that could be aligned with SIG funds (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, State Priority School District funds, State Accountability funds and State Education Cost Sharing set-aside funds).

The CSDE will review the LEA's applications to determine if there is alignment of SIG funds with ongoing school improvement efforts currently being supported with other federal and state resources. The CSDE Technical Assistance Team which includes external consultants presently assigned to work with districts with eligible Tier I and II schools on district and school improvement initiatives will participate in the review of the LEAs' applications.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The CSDE requires the LEA to address how it will modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively. The CSDE will review the LEAs' responses including evidence of local board, administrator and teacher support to assess the LEAs commitment to making necessary changes in order to meet final requirements and assist in the successful implementation of the selected intervention models.

(5) Sustain the reforms after the funding period ends.

In the LEA application, the CSDE requires the LEA to address the sustainability of the reforms after the funding period ends. The CSDE will review the LEA responses for adequacy and reasonableness. Members of the CSDE Technical Assistance Team presently working on district and school improvement initiatives in the districts with eligible Tier I and II schools who have considerable knowledge of each district's capacity will assist with assessing the LEAs commitment to sustain reforms.

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

Insert response to Section B-1 Additional Evaluation Criteria here:

(1) The CSDE will review each district’s proposed budget with respect to activities carried out during the pre-implementation period to determine that the activities will enable the district to fully implement the selected SIG intervention model in fall 2011. Activities planned for pre-implementation must be aligned to the SIG intervention model and may include activities related to family and community engagement, staff, instructional programs, professional development and support, preparation for accountability measures and rigorous review of external providers.

(2) The CSDE will evaluate the district’s proposed activities to be carried out during the pre-implementation to determine if they will enable the district to fully implement the selected SIG intervention model in fall 2011 and evaluate these using the SIG review guide included with the LEA application. Allowable activities must be aligned to the selected SIG intervention model and may include activities related to family and community engagement, staff, instructional programs, professional development and support, preparation for accountability measures and rigorous review of external providers. The CSDE will evaluate using the SIG review guide included with the LEA application if the activities specifically align to carrying out the reform model and are activities that will prepare the district/school in carrying out the reform model in the fall 2011. The CSDE will monitor the pre-implementation activities monthly through onsite visits with each district.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

SEA is using the same evaluation criteria for capacity as FY 2009.

SEA has revised its evaluation criteria for capacity for FY 2010.

Insert response to Section C Capacity here:

The capacity of an LEA to implement a school intervention model in each Tier I school will be evaluated by the CSDE Technical Assistance Team. Members of the team who are currently working on district and school improvement initiatives in districts with eligible Tier I schools and who are familiar with each district's capabilities will participate in the evaluation. Also included on the review team will be CSDE grant program reviewers assigned to the LEAs who have historical knowledge of how other federal and state grant programs have been effectively implemented.

The SEA will evaluate the district to determine that they lack sufficient capacity to serve one or more of its Tier I schools by requesting documentation of unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformational model, qualified staff to implement the turnaround model or to find a qualified CMO or EMO to implement the restart model.

If the CSDE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the CSDE will strongly suggest that LEA implement the school intervention model in each eligible school. The CSDE will provide technical assistance to the LEA to ensure that interventions are implemented to the LEA's full capacity. During this process, the CSDE will ascertain what additional supports may be necessary in order for the LEA to implement an intervention model in each Tier I school.

D (PART 1). TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

Insert response to Section D (Part 1) Timeline here:

The CSDE will seek LEA applications for the SIG once Connecticut's application has been approved by the U.S. Department of Education. Notice of the application will be sent to all eligible LEAs and posted on the CSDE Web site. LEAs will be given six weeks to complete the application. The CSDE will take two weeks to process and review all applications. It is anticipated that notice of grant awards and access to available funding will conclude by April 1, 2011 (pending federal approval).

Process	Date
Release preliminary information about SIG to LEAs	December 30, 2010
Hold meetings with eligible districts regarding SIG	January 25, 2011
Release SIG to LEAs	March 21, 2011
Bidder's conference	March 31, 2011
SIG application due	April 25, 2011
Review SIG applications	April 25- May 6, 2011
Provide feedback to SIG applicants	April 2011
Review revised SIG applications	April 2011
Award SIG funding	May 9, 2011
Begin pre-implementation for intervention implementation	May 9, 2011
Begin intervention implementation	September 2011

D (PARTS 2-8). DESCRIPTIVE INFORMATION:

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.³

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

SEA is using the same descriptive information as FY 2009.

SEA has revised its descriptive information for FY 2010.

Insert response to Section D (Parts 2-8) Descriptive Information here:

2. Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The purpose of the team will be to review implementation of SIG interventions and monitor progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups as well as the leading indicators listed below:

- which intervention the school used (i.e., turnaround, restart, closure, or transformation);
- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

By reviewing the implementation of SIG interventions, monitoring student achievement progress and given consideration to the leading indicators, a determination with regard to the renewal of a SIG grant will be made. See Appendix G of the LEA application for more information on monitoring.

3. Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

The goals proposed by the district for Tier III schools will be reviewed by the CSDE to ensure that the goals are high, yet reasonable and aligned to the SIG reform model. See review guide in LEA application for more information. The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The purpose of the team will be to review implementation of SIG interventions and monitor progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups.

By reviewing the implementation of SIG interventions and monitoring student achievement progress, a determination with regard to the renewal of a SIG grant will be made. See Appendix G of the LEA application for more information on monitoring.

4. Describe how the SEA will monitor each LEA that receives a SIG to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

The CSDE will assign a Technical Assistance Team to each LEA that receives the SIG. The team will monitor each school monthly to determine that the school is meeting the requirements of the SIG. The purpose of the team will be to review the implementation of SIG intervention model to determine progress and to review adult indicators and student outcomes to determine progress of the school in meeting the three-year student achievement goals in reading/language arts and mathematics for all students and all subgroups. Schools not implementing all aspects of the reform model will not be funded for the following year. See Appendix G of the LEA application

for more information on monitoring documents that are used.

5. Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

If the CSDE does not have sufficient SIG funds to serve all eligible schools for which each LEA applies, priority will be given based on:

- Tier I and Tier II schools are given priority over Tier III schools;
- the number of Tier I, Tier II and Tier III schools in the district;
- location of the schools throughout the state;
- the district's history with implementing corrective action or restructuring plans;
- how funds will be used to support the staffing and organization at the district level;
- how district- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;
- how the district will monitor each component of the selected intervention model for each school; and
- how the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school.

Additionally, the CSDE will determine whether an LEA needs less than \$2 million a year for a Tier I or Tier II school that is implementing a turnaround, restart, or transformation model based on school size, demographics, and other state and local resources allocated to the school.

6. Describe the criteria that the SEA intends to use to prioritize among Tier III schools.

The CSDE intends to give priority to districts with Tier I and Tier II schools who have Tier III schools in corrective action or restructuring.

7. If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The CSDE does not intend to take over any Tier I or Tier II schools or to provide services directly to any schools in the absence of a takeover.

8. If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

The CSDE does not intend to provide services directly to any school in the absence of a takeover.

E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Insert response to Section F SEA Reservation here:

The CSDE plans to use the state-level set aside funds from the SIG to fund technical assistance teams to provide support and evaluate the progress of the LEA in the implementation of the SIG interventions and progress of the school in meeting annual goals and leading indicators. Funds will be also be used to provide support to school principals and the work of the school data teams, to support the SIG professional learning committee which meets monthly through resources for professional development, to support schools in implementing all aspects of the reform model and to attend national conferences related to SIG and school reform.

G. CONSULTATION WITH STAKEHOLDERS: The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including the SIG advisory committee and partner district advisory committee.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

WAIVERS OF SEA REQUIREMENTS

Enter State Name Here requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier

III schools.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.

Waiver 3: New list waiver

Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

Assurance

The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

WAIVERS OF LEA REQUIREMENTS

Enter State Name Here Connecticut requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 4: School improvement timeline waiver

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.

Waiver 5: Schoolwide program waiver

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

PERIOD OF AVAILABILITY WAIVER

Enter State Name Here Connecticut requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

Waiver 6: Period of availability of FY 2009 carryover funds waiver

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

(Must check if requesting one or more waivers)

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
 - The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Design and implement interventions consistent with the final requirements;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

APPENDIX A

SEA ALLOCATIONS TO LEAS AND LEA BUDGETS

Continuing Impact of ARRA School Improvement Grant Funding in FY 2010

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

Maximizing the Impact of Regular FY 2010 SIG Allocations

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

Continuation of \$2 Million Annual Per School Cap

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

APPENDIX B

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” [‡]	Title I eligible [§] elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. ^{**}	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> • in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u> • have not made AYP for two years.

[‡] “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

[§] For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

^{**} Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF TEACHING, LEARNING AND INSTRUCTIONAL LEADERSHIP
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



SCHOOL IMPROVEMENT GRANTS (SIG) APPLICATION

SECTION 1003(g) OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT
(ESEA)

2010-11

Comment [RM1]: Not sure why this was indicated as being the incorrect year as a comment. It is school year 2010-11 and this is required to be included on all grants sent by CSDE.

Purpose: School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through state educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status.

Application is due no later than 4:00 p.m. on March 31, 2011

CONNECTICUT STATE DEPARTMENT OF EDUCATION

GEORGE A. COLEMAN
ACTING COMMISSIONER OF EDUCATION

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, (860) 807-2071.”

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

**District School Improvement Grants (SIG) Application
Table of Contents**

Part I. Submission Instructions	4
A. Application Completion	4
B. Application Deadline	4
C. Mailing and Delivery Information	4
D. Technical Assistance Workshop	4
E. Application Timeline	4
F. Application Approval Notice	5
G. Questions	5
Part II. School Improvement Grant (SIG) Background	5
A. General Information	5
B. Eligibility Requirements	6
C. Responsibilities of Approved SIG Applicants	6
D. Resources	7
E. Renewal of the SIG	7
F. Review of SIG Application	7
Part III. SIG Application	9
A. Schools to be Served	9
B. Descriptive Information	10
C. Information Regarding Each Tier I and Tier II school using the Turnaround Model ..	12
D. Information Regarding Each Tier I and Tier II school using the Restart Model	13
E. Information Regarding Each Tier I and Tier II school using the Transformational Model	14
F. Information Regarding Each Tier I and Tier II school using the School Closure Model	16
G. Budget Information, District and School Budget Worksheets, District and School Closure Budget Narratives	17
H. Waivers	24
I. Intervention Model Checklists	25

Appendix A - List of Eligible Schools

Appendix B - Connecticut Accountability for Learning Initiative

Appendix C - Statement of Assurances

Appendix D - Definitions taken from the federal School Improvement Grant Application

Appendix E: Review Guide

Appendix F: Evaluation of External Partners

Appendix G: Monitoring Documents Used for SIG Schools

Part I. Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Respond to each question in the application. Only complete applications will be accepted. Each application will be screened for completeness prior to review. Incomplete applications will NOT be reviewed.
3. Complete appropriate *Intervention Model Checklists*.
4. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, IRRESPECTIVE OF POSTMARK DATE, must be received by 4:00 p.m. on or before **Thursday, March 31, 2011**. All submissions must include one original and three (3) additional copies. The original application must bear an original signature of the superintendent of schools or authorized representative and the Chairperson of the local board of education. The Connecticut State Department of Education (CSDE) will not make copies on the behalf of the applicant and failing to meet this requirement will deem the application incomplete and ineligible for review.

PLEASE NOTE: All applications become the property of the CSDE and are part of the public domain and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Mailing Address:	Overnight Mailing and Hand Delivery Address:
Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 222 Hartford, CT 06145-2219 Attention: Michelle Rosado	Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 222 Hartford, CT 06106 Attention: Michelle Rosado

D. Technical Assistance Workshop

The CSDE will hold an information session designed to provide guidance to potential applicants on how to complete the application. This session will be held on Tuesday, February 22, 2011, from 1:00-3:00 pm. Details regarding location and registration will be sent to districts.

E. Application Timeline

Process	Date
Release preliminary information about SIG to LEAs	December 30, 2010
Hold meetings with eligible districts regarding SIG	January 25, 2011
Release SIG to LEAs	March 21, 2011
Bidder's conference	March 31, 2011
SIG application due	April 25, 2011

Review SIG applications	April 25-May 6, 2011
Provide feedback to SIG applicants	May 2011
Review revised SIG applications	May 2011
Award SIG funding	May 9, 2011
Begin pre-implementation for intervention implementation	May 9, 2011
Begin intervention implementation	September 2011

F. Application Approval Notice

Approval will be determined by May 9, 2011, and all applicants will be notified of their status.

G. Questions

All questions regarding the SIG application process should be directed to:

Michelle Rosado
 Education Consultant
 Connecticut State Department of Education
 Telephone: (860) 713-6748
 Email: michelle.rosado@ct.gov

Part II. School Improvement Grants (SIG) Background

A. General Information

The federal Title I School Improvement Grants (SIG) authorized under the Elementary and Secondary Education Act (ESEA) will provide states and districts the funds they need to leverage change and turn around chronically low-performing schools. For FY 2010, Connecticut is eligible to receive approximately \$4 million in SIG funds, providing an unprecedented opportunity to turn around the state’s persistently lowest-achieving Title I schools, and Title I-eligible, but not participating, secondary schools. SIG funds will be made available to districts in the form of competitive grants. Eligible schools served by SIG funds may receive a minimum of \$50,000 and a maximum of \$2 million a year. Federal guidance on the final requirements that govern the process that states must use to award SIG funds to eligible districts can be found at <http://www2.ed.gov/programs/sif/index.html>

According to the federal requirements for the SIG, states must give priority in awarding SIG funds to districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to raise substantially the achievement of students attending the persistently lowest-achieving schools. Districts may also use SIG funds to serve the persistently lowest-achieving high schools that are eligible for, but do not receive, Title I funds. Additionally, SIG funds may be used for Title I schools in improvement, corrective action and/or restructuring that are not among the persistently lowest-achieving schools. Connecticut schools that are eligible to participate in the SIG program are:

Tier I schools: Any Title I school in improvement, corrective action or restructuring that:

- is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring.

Tier II schools: Any secondary school that is eligible for, but does not receive, Title I funds that:

- is among the five lowest-achieving secondary schools in Connecticut.

Tier III schools: Any Title I school in improvement, corrective action or restructuring that is not a Tier I school.

B. Eligibility Requirements

Only districts with schools listed in Appendix A are eligible to apply for SIG funds.

Please note that the CSDE must give priority to districts that apply to serve Tier I and Tier II schools. The CSDE may not award funds to any district for Tier III schools unless and until the CSDE has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the state that districts commit to serve and that the CSDE determines have the capacity to serve. **Given the number of Tier I and Tier II schools, there will be insufficient funds to serve any Tier III schools.**

SIG funds may also be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.

C. Responsibilities of Approved SIG Applicants

Each approved SIG applicant must:

1. Set three-year student achievement goals in reading/language arts and mathematics on the Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) for all students and subgroups for each Tier I, Tier II or Tier III school.
2. Provide the following data beginning with the 2010-11 school year and for each subsequent year of the grant:
 - which intervention the school used (i.e., turnaround, restart, closure, or transformation);
 - number of minutes within the school year;
 - discipline incidents;
 - truants;
 - dropout rate;
 - student attendance rate;
 - average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
 - number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
 - teacher attendance rate.

Districts that choose the school closure intervention model do not need to report the data listed above.

3. Work cooperatively with the CSDE technical assistance team assigned to your district.
4. Provide any information that the CSDE requests in regard to SIG in a timely manner.
5. Cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct on selected districts. In addition to on-going monitoring, mid-year and annual reviews will be conducted. See Appendix G for more information on monitoring.

D. Resources

A *Handbook on Effective Implementation of School Improvement Grants* is available on the Center for Innovation & Improvement Web site at www.centerii.org. From the home page, click on the red bar marked "SIG Handbook." The Handbook was developed at the request of the U.S. Department of Education, Office of Secondary and Elementary Education to provide practical and useful guidance on the models and strategies required and recommended for use in applying for SIG funds, and includes references to the underlying research and connections to useful resources.

E. Renewal of the SIG for Additional One-Year Periods

The CSDE must evaluate annually if the district is eligible to have their SIG application renewed. A district's SIG application will be renewed if it is determined that each Tier I, Tier II and Tier III school is meeting or is on track to meet the three-year goals set with respect to student achievement of all students in each school, as well as subgroups. Additionally, the schools must demonstrate progress with regard to the following indicators:

- which intervention the school used (i.e., turnaround, restart, closure or transformation for Tier I and II schools only);
- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

F. Review of the SIG Application

Each SIG application will be reviewed by a team of CSDE staff from the Bureau of Accountability and Improvement. Applications will be reviewed using the *Review Guide* found in Appendix E. Applicants must score excellent or good in each category for each school in order to be approved.

Connecticut State Department of Education

School Improvement Grants 2011-12

COVER SHEET

Name of District:	
Name of Grant Contact:	
Phone:	
Fax:	
Email:	
Address of Grant Contact:	
Name of Superintendent:	
Signature of Superintendent:	Date:
Name of Board Chair:	
Signature of Board Chair:	Date:

B. DESCRIPTIVE INFORMATION: Please complete each section below.

1. For each Tier I and Tier II school that the district commits to serve, provide the following:
 - a) an analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school;
 - b) three-year student achievement goals in reading/language arts and mathematics on the CMT or CAPT for all students and subgroups (see Appendix G for more information);
 - c) a detailed description of the intervention model selected for each school and how implementing the model will assist in meeting the identified needs of the school (NOTE: SIG funds may be awarded to a district for a Tier I or Tier II school that has implemented, in whole or in part, a turnaround model, restart model or transformation model within the last two years so that the district and school can continue or complete their implementation of the model.);
 - d) a description of how the district has monitored the implementation of each school's improvement plan;
 - e) the results of any external evaluations conducted at each school within the past five years;
 - f) the status of school-level data teams at each school;
 - g) a description of how the district has monitored the implementation of corrective action plans or restructuring plans for each school, if applicable, and provide the status of the implementation of each plan; and
 - h) a description of the level of the district's participation in the Connecticut Accountability for Learning Initiative (CALI)* and the implementation of applicable CALI initiatives.

*Please refer to Appendix B for *Connecticut Accountability for Learning Initiative* descriptive document.

2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:
 - a) funds will be used to support the staffing and organizational structure to implement the selected intervention model in each school. Include an organizational chart outlining district- and school-level support structures;
 - b) district- and school-level staff will be trained to fully and effectively implement the selected intervention model in each school;
 - c) the district will monitor each component of the selected intervention model for each school;
 - d) the district will monitor the allocation of resources and funds to effectively implement the selected intervention model in each school; and
 - e) funds will be used for pre-implementation activities, if applicable, and how these activities align to the intervention model
3. Describe actions the district has taken, or will take, to:
 - a) design and implement interventions consistent with the federal requirements of the SIG (see <http://www2.ed.gov/programs/sif/index.html> for guidance on federal requirements);
 - b) recruit, screen and select external providers, if applicable, to ensure their quality. You must submit the *Evaluation of External Partners* form found in Appendix G for each external partner you are proposing to use;

- c) align other federal, state and local resources with the interventions (e.g., Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition, state Priority School District funds, State Accountability funds and Education Cost Sharing funds);
 - d) modify its teacher or administrator contracts, practices or policies to enable its schools to implement the interventions fully and effectively; and
 - e) sustain the reforms after the funding period ends.
4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II school the district commits to serve including pre-implementation activities, if applicable.
 5. Provide a description of how the district has consulted with relevant stakeholders, including parents, regarding the district's application and implementation of the intervention model in its Tier I and Tier II schools.
 6. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research based and designed to address the particular needs of the Tier III schools.
 7. For each Tier III school the district commits to serve, describe the goals established to hold Tier III schools accountable that receive SIG funds. If the district is not applying to serve each Tier I school, explain in detail why it lacks capacity to serve each Tier I school. Include in your explanation specific reasons for not applying such as documentation of unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformational model, qualified staff to implement the turnaround model or to find a qualified CMO or EMO to implement the restart model.

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

School Name:

1. Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
2. Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.
3. Describe how you will implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
4. Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader," who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district to obtain added flexibility in exchange for greater accountability.
6. Describe how you will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.
7. Describe how you will promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8. Specify how you will establish schedules and implement strategies that provide increased learning time.
9. Describe how appropriate social-emotional and community-oriented services and supports for students will be provided.

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

D. Provide the following information regarding EACH Tier I and Tier II school using the Restart Model.

School Name:

1. Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a Charter Management Organization (CMO) or an Education Management Organization (EMO).
2. Explain the process for enrolling, within the grades it serves, any former student who wishes to attend the new school.
3. Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO or EMO accountable for complying with the final SIG requirements.

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

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

School Name:

- A. Describe how you will develop and increase teacher and school leader effectiveness by:
1. Replacing the principal who led the school prior to commencement of the transformation model.
 2. Using rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - are designed and developed with teacher and principal involvement.
 3. Identifying and rewarding school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 4. Providing staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
 5. Implementing such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in a transformation model.
- B. Describe how you plan to implement comprehensive instructional reform strategies by:
1. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.
 2. Promoting the continuous use of student data (such as from formative, interim and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.
- C. Describe how you plan to increase learning time and create community-oriented schools by:
1. Establishing schedules and strategies that provide increased learning time.
 2. Providing ongoing mechanisms for family and community engagement.
- D. Describe your plans to provide operational flexibility and sustained support by:
1. Giving the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
 2. Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE or a designated external lead partner organization.

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

F. Provide the following information regarding EACH Tier I and Tier II school using the School Closure Model.

School Name:

1. Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
2. Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds, if they are reasonable and necessary in accordance with federal guidance.

G. BUDGET: Please complete the following budget information.

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

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

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

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

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

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

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

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

District _____

Town Code _____

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

CODE	OBJECT	FUND 12060 SPID 22223 FY 2012 (School Year 2011-12) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2013 (School Year 2012-13) Program 82071 Chartfield 1: 170002	FUND 12060 SPID 22223 FY 2014 (School Year 2013-14) Program 82071 Chartfield 1: 170002
		Pre- implementation	Year 1- Full Implementation		
100	Personal Services/ Salaries				
200	Personal Services/ Employee Benefits				
300	Purchased Professional & Technical Services				
400	Purchased Property Services				
500	Other Purchased Services				
600	Supplies				
700	Property				
890	Other Objects				
	TOTALS				

DISTRICT SUMMARY GRANT BUDGET NARRATIVE

DISTRICT: _____

TOWN CODE: _____

FY _____

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.	\$
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.	\$
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.	\$

CODE	OBJECT	Amount
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.	\$
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$
	TOTAL	

District _____

School _____

Tier _____

**ED114 SCHOOL-LEVEL BUDGET WORKSHEET
SCHOOL IMPROVEMENT GRANTS (SIG)**

CODE	OBJECT	FUND 12060 SPID 22223 FY 2012 (School Year 2011-12) Program 82071 Chartfield 1: 170002		FUND 12060 SPID 22223 FY 2013 (School Year 2012-13) Program 82071 Chartfield 1: 170002	FUND 12060 SPID 22223 FY 2014 (School Year 2013-14) Program 82071 Chartfield 1: 170002
		Pre-Implementation	Year 1 – Full Implementation		
100	Personal Services/ Salaries				
200	Personal Services/ Employee Benefits				
300	Purchased Professional & Technical Services				
400	Purchased Property Services				
500	Other Purchased Services				
600	Supplies				
700	Property				
890	Other Objects				
	TOTALS				

SCHOOL GRANT BUDGET NARRATIVE

DISTRICT: _____ SCHOOL: _____ TIER: _____

FY _____

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.	\$
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.	\$
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.	\$

CODE	OBJECT	Amount
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.	\$
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$
	TOTAL	

H. WAIVERS

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

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

_____ All Tier I schools

_____ The following Tier I schools: _____

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

_____ All Tier I schools

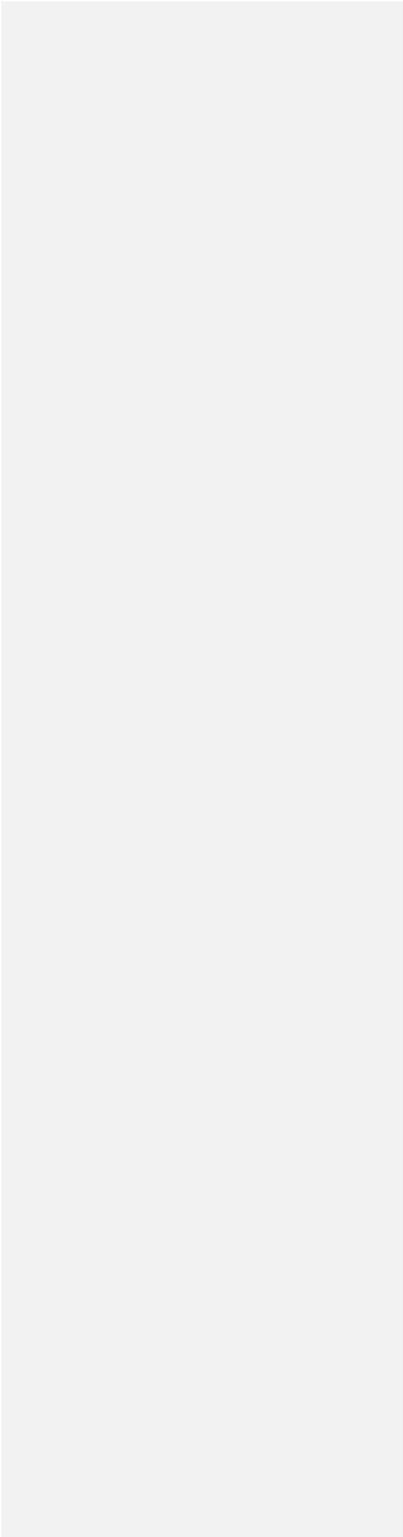
_____ The following Tier I schools: _____

I. INTERVENTION MODEL CHECKLISTS

In order to ensure that the district has addressed the requirements for the intervention models selected for each Tier I and Tier II school the district commits to serve, complete the relevant checklist that follows for each school.

District:	
School:	
Turnaround Model	
Requirements Addressed in Application:	Please Check
1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.	
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	
4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or CSDE, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district or CSDE to obtain added flexibility in exchange for greater accountability.	
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.	
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
8. Establish schedules and implement strategies that provide increased learning time.	
9. Provide appropriate social-emotional and community-oriented services and supports for students.	

District:	
School:	
Restart Model	
Requirements Addressed in Application:	Please Check
1. A rigorous review process must be used to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).	
2. Restart school must enroll, within the grades it serves, any former student who wishes to attend the school.	
3. District must include in its contract or agreement terms and provisions to hold the charter school operator, CMO, or EMO accountable for complying with the final School Improvement Grant requirements.	



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

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

District:	
School:	
School Closure	
Requirements Addressed in Application:	Please Check
1. Students who attended the closed school are to be enrolled in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.	
2. Costs associated with closing a school can only be paid for with School Improvement Grant funds if they are reasonable and necessary in accordance with in federal guidance.	

List of Appendices

Appendix A – List of Eligible Schools

Appendix B – *Connecticut Accountability for Learning Initiative*

Appendix C – Statement of Assurances

Appendix D – Definitions taken from the federal *School Improvement Grants Application*

Appendix E – Review Guides

Appendix F – Evaluation of External Partners

Appendix G – Monitoring Documents Used for SIG Schools

APPENDIX A

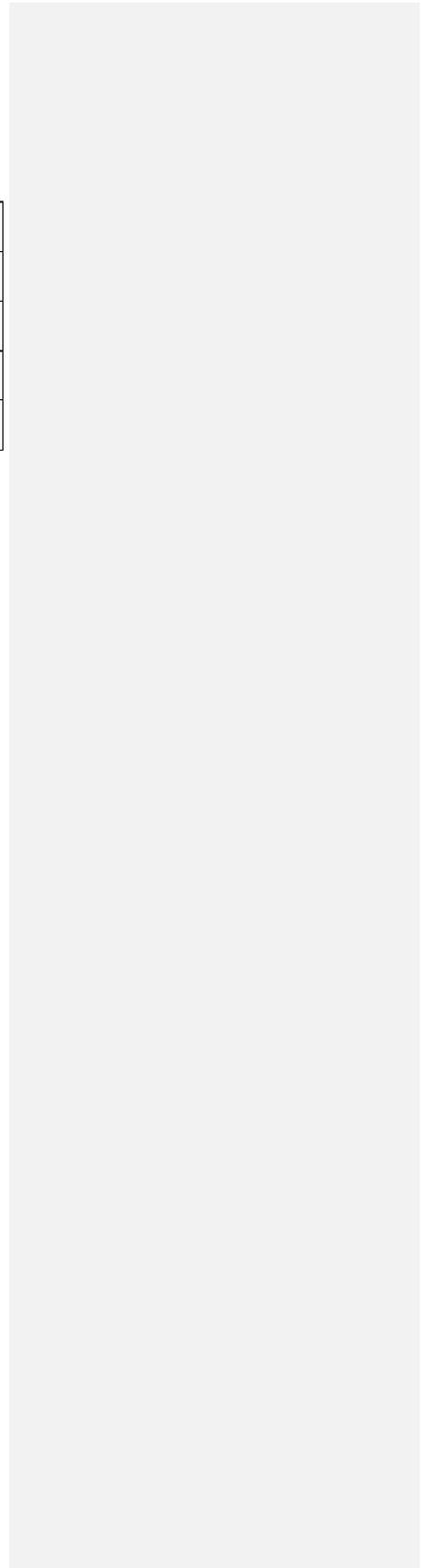
List of Eligible Schools

Tier I Eligible Schools

Bridgeport	Dunbar School
Bridgeport	Roosevelt School
Bridgeport	Luis Munoz Marin School
Bridgeport	Cesar Batalla School
New Britain	Chamberlain School
New Britain	Northend School
New Britain	Gaffney School
New Britain	Di Loreto Magnet School
New Britain	Pulaski Middle School
New Haven	Clemente Leadership Academy
Waterbury	Walsh School
Waterbury	Crosby High School

Tier II Eligible Schools

Bloomfield	Bloomfield High School
Bridgeport	Central High School
Meriden	Maloney High School
New London	New London High School
Windham	Windham High School



Tier III Eligible Schools

Ansonia School District	Ansonia Middle School
Area Cooperative Educational Services	Thomas Edison Magnet Middle School
Berlin School District	Catherine M. McGee Middle School
Bloomfield School District	Laurel School
Bridgeport Achievement First	Achievement First Bridgeport Academy
Bridgeport School District	Bryant School
Bridgeport School District	Curiale School
Bridgeport School District	Longfellow School
Bridgeport School District	Columbus School
Bridgeport School District	Hallen School
Bridgeport School District	Geraldine Johnson School
Bridgeport School District	Cross School
Bridgeport School District	Edison School
Bridgeport School District	Jettie S. Tisdale School
Bridgeport School District	Read School
Bridgeport School District	Blackham School
Bridgeport School District	Black Rock School
Bridgeport School District	Waltersville School
Bridgeport School District	Beardsley School
Bridgeport School District	Classical Studies Academy
Bridgeport School District	Hooker School
Bridgeport School District	Madison School
Bristol School District	Clara T. O'Connell School
Bristol School District	South Side School
Bristol School District	Memorial Boulevard Middle School
Capitol Region Education Council	Montessori Magnet School
Colchester School District	William J. Johnston Middle School
Connecticut Technical High School System	Eli Whitney Technical High School
Connecticut Technical High School System	E. C. Goodwin Technical High School
Connecticut Technical High School System	A. I. Prince Technical High School
Cooperative Educational Services	Six-Six Magnet School
Coventry School District	George Hersey Robertson School
Cromwell School District	Woodside Intermediate School

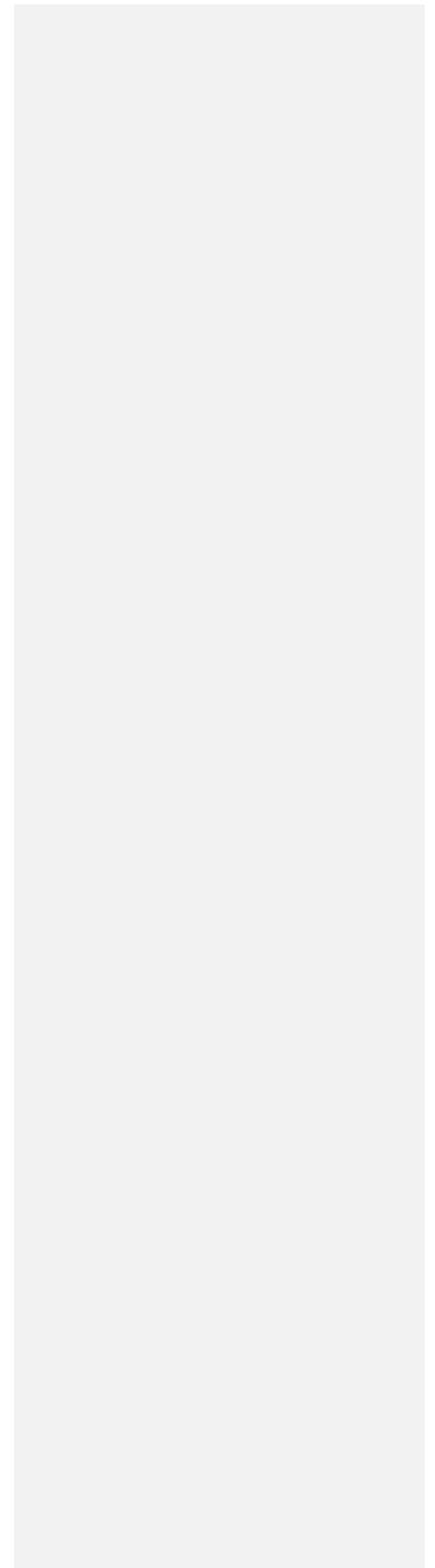
Danbury School District	Hayestown Avenue School
Danbury School District	Mill Ridge Intermediate School
Danbury School District	Ellsworth Avenue School
Derby School District	Irving School
East Hampton School District	East Hampton Middle School
East Hartford School District	Dr. Franklin H. Mayberry School
East Hartford School District	Anna E. Norris School
East Hartford School District	Hockanum School
East Hartford School District	Robert J. O'Brien School
East Hartford School District	Silver Lane School
East Hartford School District	Dr. John A. Langford School
East Hartford School District	East Hartford Middle School
East Hartford School District	Sunset Ridge School
East Haven School District	Momauguin School
East Haven School District	D. C. Moore School
East Haven School District	Joseph Melillo Middle School
East Haven School District	Robert W. Carbone School
East Windsor School District	Broad Brook Elementary School
Fairfield School District	McKinley School
Griswold School District	Griswold Elementary School
Griswold School District	Griswold Middle School
Groton School District	Catherine Kolnaski Magnet School
Hamden School District	Helen Street School
Hamden School District	Church Street School
Hamden School District	Dunbar Hill School
Hamden School District	Shepherd Glen School
Hartford School District	Clark School
Hartford School District	Dr. Joseph Bellizzi Middle School
Hartford School District	Batchelder School
Hartford School District	M. D. Fox ComPACT School
Hartford School District	McDonough School
Hartford School District	Moylan School
Hartford School District	Naylor School
Hartford School District	Sanchez School
Hartford School District	M. L. King School
Hartford School District	West Middle School
Hartford School District	Rawson School
Hartford School District	Kennelly School
Hartford School District	Wish School
Hartford School District	Pathways to Technology Magnet School
Hartford School District	Simpson-Waverly School

Hartford School District	Hooker School
Hartford School District	Burr School
Hartford School District	Annie-Fisher School
Hartford School District	Bulkeley High School Lower School
Hartford School District	Dwight School
Hartford School District	Parkville Community School
Hartford School District	Kinsella Magnet School
Hartford School District	Noah Webster Micro Society School
Hartford School District	Breakthrough Magnet School
Hartford School District	Classical Magnet School (CAPT)
Hartford School District	Classical Magnet School
Hartford School District	Hartford Magnet Middle School
Interdistrict School for Arts and Comm District	Interdistrict School For Arts And Communication
Jumoke Academy District	Jumoke Academy
Killingly School District	Killingly Memorial School
Ledyard School District	Ledyard Middle School
Lisbon School District	Lisbon Central School
Manchester School District	Verplanck School
Manchester School District	Nathan Hale School
Manchester School District	Washington School
Manchester School District	Robertson School
Meriden School District	Roger Sherman School
Meriden School District	John Barry School
Meriden School District	Nathan Hale School
Meriden School District	Casimir Pulaski School
Meriden School District	Israel Putnam School
Middletown School District	Spencer School
Middletown School District	Bielefield School
Middletown School District	Snow School
Milford School District	West Shore Middle School
Naugatuck School District	Central Avenue School
Naugatuck School District	Hop Brook Intermediate School
New Britain School District	Roosevelt Middle School
New Britain School District	New Britain High School
New Britain School District	Holmes School
New Britain School District	Jefferson School
New Britain School District	Smith School
New Britain School District	Vance School
New Britain School District	Slade Middle School
New Britain School District	Lincoln School

New Fairfield School District	New Fairfield Middle School
New Haven School District	Wexler/Grant Community School
New Haven School District	Augusta Lewis Troup School
New Haven School District	Truman School
New Haven School District	Beecher School
New Haven School District	John S. Martinez School
New Haven School District	Celentano School
New Haven School District	Fair Haven School
New Haven School District	Microsociety Magnet School
New Haven School District	Clinton Avenue School
New Haven School District	East Rock Global Studies Magnet School
New Haven School District	Bishop Woods School
New Haven School District	Christopher Columbus Academy
New Haven School District	Lincoln-Bassett School
New Haven School District	Conte/West Hills Magnet School
New London School District	Winthrop School
New London School District	Harbor School
New Milford School District	Sarah Noble Intermediate School
North Branford School District	Totoket Valley Elementary School
Norwalk School District	Tracey School
Norwalk School District	Jefferson Magnet School
Norwalk School District	Silvermine Elementary School
Norwalk School District	Fox Run Elementary School
Norwich School District	John B. Stanton School
Norwich School District	Greeneville School
Norwich School District	Veterans' Memorial School
Norwich School District	Wequonnoc School
Norwich School District	Thomas W. Mahan School
Norwich School District	John M. Moriarty School
Norwich School District	Teachers' Memorial Middle School
Norwich School District	Kelly Middle School
Odyssey Community School District	Odyssey Community School
Park City Prep Charter School	Park City Prep Charter School
Plymouth School District	Harry S. Fisher Elementary School
Plymouth School District	Eli Terry Jr. Middle School
Putnam School District	Putnam Elementary School
Regional School District 16	Long River Middle School

Regional School District 17	Haddam-Killingworth Middle School
Rocky Hill School District	Albert D. Griswold Middle School
Seymour School District	Anna L. Lopresti School
Side By Side Community School District	Side By Side Community School
Stafford School District	Stafford Elementary School
Stamford School District	Davenport Ridge School
Stamford School District	Springdale School
Stamford School District	K. T. Murphy School
Stamford School District	Julia A. Stark School
Stamford School District	Hart School
Stamford School District	Stillmeadow School
Stamford School District	Toquam Magnet School
Stamford School District	Rogers International School
Sterling School District	Sterling Community School
Suffield School District	McAlister Intermediate School
The Bridge Academy District	The Bridge Academy (CMT)
Thompson School District	Mary R. Fisher Elementary School
Torrington School District	Forbes School
Torrington School District	Vogel-Wetmore School
Trailblazers Academy District	Trailblazers Academy
Vernon School District	Northeast School
Vernon School District	Maple Street School
Vernon School District	Vernon Center Middle School
Waterbury School District	Wilby High School
Waterbury School District	John F. Kennedy High School
Waterbury School District	Bucks Hill School
Waterbury School District	North End Middle School
Waterbury School District	Driggs School
Waterbury School District	Brooklyn Elementary School
Waterbury School District	Gilmartin School
Waterbury School District	Woodrow Wilson School
Waterbury School District	Sprague School
Waterbury School District	West Side Middle School
Waterbury School District	Carrington School
Waterbury School District	Washington School
Waterbury School District	H. S. Chase School
Waterbury School District	Barnard School
Waterbury School District	Michael F. Wallace Middle School
Waterbury School District	B. W. Tinker School
Waterbury School District	Bunker Hill School

Waterbury School District	Regan School
Waterbury School District	Margaret M. Generali Elementary School
Waterbury School District	Waterbury Arts Magnet School (High)
West Hartford School District	Smith School
West Haven School District	Clarence E. Thompson School
West Haven School District	Washington School
West Haven School District	May V. Carrigan Middle School
West Haven School District	Savin Rock Community School
West Haven School District	Forest School
Winchester School District	Mary P. Hinsdale School
Windham School District	Windham Center School
Windham School District	North Windham School
Windsor School District	Clover Street School
Windsor School District	John F. Kennedy School
Windsor School District	Oliver Ellsworth School



APPENDIX B

Connecticut Accountability for Learning Initiative



Connecticut's Reform Model: The Connecticut Accountability for Learning Initiative

The Connecticut State Department of Education established the Connecticut Accountability for Learning Initiative (CALI) to provide professional development and coaching in 2004 to accelerate the learning of all students and to close the achievement gap. The CALI initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr. Michael Smoker, Dr. Robert Marzano, Dr. Richard Elmore and Dr. John Simpson. The Department collaborated with the Center on Performance Assessment (currently called the Leadership and Learning Center [LLC]) to develop the initiative. This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. Common characteristics of these schools include and the foundation to the initiative includes:

- a clear focus on achievement;
- a standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- an emphasis on research-based effective teaching strategies, including non-fiction writing;
- collaborative teams focused on student learning; and
- all adults held accountable for student achievement.

CALI began as a series of training modules focusing on data driven decision-making, use of standards based instruction and the use of effective teaching strategies. At the time, Title I districts and schools identified in need of improvement were offered access to the training and technical assistance on a voluntary basis.

State Legislation to Support Reform in Partner Districts

In July 2007, this work was significantly strengthened by the passage of state accountability legislation. The legislation required the Department to identify low achieving schools and districts for intensified supervision and direction by the State Board of Education. In the 2007-08 year, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math or both, using No Child Left Behind (NCLB) criteria. Three additional districts were added in the 2008-09 school year and three more in the 2010-11 school year for a total of 18 districts. The districts are now referred to as **Partner Districts**. In addition to the required NCLB sanctions of corrective actions, offering of school choice and supplemental education services, and restructuring schools, the Department developed and implemented a Theory of Action to intervene at the district and school level to support

the process of continuous school and district improvement. The Department has created our support and intervention based on the theory that in order to systemically change districts and schools, that the district is an integral part of the accountability and monitoring process. The Department has been guided by the work of Richard Elmore in his description of "Reciprocal Accountability." As explained by Dr. Elmore, "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Hess, 2006). Our interventions rely on a combination of pressure or urgency, transparency and support for change. This view is well supported through the work of Michael Fullan's on producing a "cohesive, multilevel approach for sustainable educational reform" (Fullan, 2009).

To support implementation of the accountability legislation, the Department established two new bureaus, the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring. These bureaus worked closely to design, implement and monitor supports and accountability systems. In 2009, the bureaus were collapsed to form the Bureau of Accountability and Improvement.

District and School Requirements to Support Reform

Over the past two years, significant support has been offered to these districts and schools. The Department's involvement began with instructional and financial diagnostic assessments of the districts and schools. The assessments covered the areas of securing positive outcomes for students, support for student learning, leadership and management, management of human and fiscal resources, operational systems, stakeholder engagement and satisfaction. These assessments were conducted by Department staff in collaboration with Cambridge Education and included district staff, families, community members and students. The results of the assessment were presented to local boards of education, community members and an Ad Hoc Committee on Accountability for the Connecticut State Board of Education. A team of Department consultants and an external consultant (retired superintendent) were assigned to each district to facilitate the revision of the District Improvement Plan (DIP) based on the assessment findings.

The revision of the DIPs was a significant undertaking in each district. The Department required that each district assemble a multi-stakeholder district data team to design the

DIP. Districts were required to identify a limited number of high leverage actions based on data. Data reviewed included state and local assessment data, as well as other student and adult data points, such as attendance, discipline, suspension expulsion data, graduation and drop out. All data was disaggregated based on sub groups. Districts were guided to set realistic, yet ambitious measurable targets for a three-year period. Strategies to address the targets were chosen based on data on effectiveness and a sound research base. The DIPs were presented to the local and State Board of Education for approval. Once approved by the State Board of Education, districts then required each school in the district to revise their School Improvement Plans (SIP) to align with the DIP. The accountability legislation also required that the Department direct a portion of each district's Education Cost Sharing (ECS) allocation to support the implementation of the DIPs.

Each district was required to establish an accountability system based on the CALI model (Reeves, 2004). The accountability system must include a district level, school level and instructional level data team. The Department staff is members of the district data team, which is responsible for implementation of the DIP as well as oversight of the implementation of the SIPs. Two times a year, formal monitoring visits are conducted in each district to monitor implementation and progress on the DIP. In addition to staff from the Bureau of Accountability and Improvement, as needed, staff from the Bureaus of School Family Community Partnerships, Teaching and Learning, Early Childhood, Special Education and Student Assessment are called on to participate on the district data teams. The Bureau has worked very closely with the Bureau of Special Education on monitoring progress for students with disabilities.

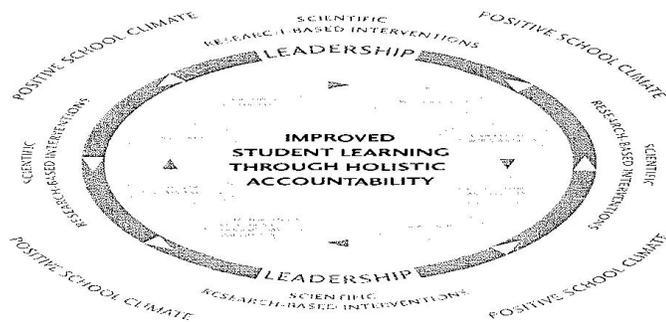
Professional Development to Support Reform

The Department developed an extensive array of professional development activities to support the implementation of the accountability systems and improve the quality of teaching and learning. These were developed in collaboration with LLC and the Regional Education Service Centers (RESCs) and the State Education Resource Center (SERC). Each module has two levels, a basic and a certification. The certification training is designed to build the capacity in each district to conduct their own training with fidelity. The modules include the following:

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessment
- Best Practices in Educating English Language Learners
- Improving School Climate to Support Student Achievement

- Leading Change and Getting Everyone on Board
- Paraprofessional Overview for CALI
- Scientific Research-Based Interventions (CT RTI model)
- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- School Climate for Leaders
- School Improvement Planning

Each district and school in need of improvement was offered access to training and onsite technical assistance in the CALI modules. Each partner district and their schools were required to participate in the CALI training. The modules are designed to support each other as the basis to improving the quality of instruction and learning at the classroom level. The following graphic represents the theoretical design of how the components of CALI fit together:



Demonstration Schools to Display Reform Efforts

Acknowledging that it would take a minimum of two to three years to see significant achievement gains in the districts and schools, the Department funded two Demonstration Schools in each district. The purpose of the Demonstration Schools was to demonstrate that with increased focus of resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap. The Demonstration Schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities.

Coaching for the Demonstration Schools is provided through a contractual relationship with the Connecticut Association of Schools (CAS). The Department has staff assigned to work with CAS on the identification of potential coaches (retired school administrators), placement of coaches, training and networking of coaches, monitoring of coaching activities and data

collection. The Coaching model has had an external evaluation of the project conducted by the University of Connecticut Department of Educational Leadership and Department of Psychology.

In 2009-10, in the 15 Partner Districts, five schools were removed from the In Need of Improvement status. An additional 36 schools that had not made AYP in the previous year, made AYP or Safe Harbor. Eight of these schools were Demonstration Schools.

State Intervention for Supported Districts

In 2008-09, the Department identified an additional seven school districts that were in year 3 or greater in need of improvement for a sub-group of students. These districts are referred to as the Supported Districts. These districts completed a self-assessment utilizing the Decision Support Architecture Consortium Framework II (DSAC II), which was developed collaboratively with the Council of Chief State School Officers and Center on Leadership in Technology. The Department provided the on-line framework and onsite technical assistance to complete the self-assessment. These districts were required to use the self-assessment results to revise their DIPs. They also were offered access to the CALI training modules as well as each district was awarded one Demonstration School. Twelve schools in the Supported Districts, who had not made AYP in the past year, made AYP or Safe Harbor. Three of the seven Demonstration Schools made AYP or Safe Harbor.

Collaboration with State Organizations to Support Reform

In an effort to align our work with other professional organizations on the implementation of CALI professional development, the Department has been working very closely with the Connecticut Association of Boards of Education (CABE), the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT). The work with CABE has focused on developing training modules for local boards of education on the role of boards of education in an accountability era. The Department has funded CABE and two bureau consultants to participate in ongoing training with the Iowa State Boards of Education Lighthouse Project. This is a research-based project to identify ways in which local school boards influence the conditions for success necessary for student achievement.

The Department has met with Connecticut Education Association (CEA) and American Federation of Teachers (AFT) on a regular basis to provide updates, gather input from the field and problem solve the outreach of the CALI system. We have invited the union leadership from our 15 partner districts to meet with the state union leadership and the Department on a regular basis. In addition, the Department staff working in districts has been meeting

with union representatives in the districts to enlist their support in implementation of the accountability systems as required.

External Evaluation of Reform Efforts

To assist with determining the effectiveness of CALI, the Department has established multiple avenues for gathering information. The bureau has an Advisory Committee on Accountability, which consists of the Assistant Superintendents from the Partner Districts. This group meets every six weeks to provide updates, provide input and feedback on implementation of CALI, discuss problems of practice and identify needed resources. Representatives from this group also work on subcommittees such as the CALI Quality Assurance Committee and participation in an annual CALI summit to determine next steps for the development of CALI supports. In addition, the Department has identified an external evaluator (RMC Research) to conduct an evaluation of our statewide system of support. Work on the evaluation began in early 2009 and will continue through June 2010. An Interim Evaluation Report was completed in September 2009. An excerpt from the report demonstrates the promise of CALI if we stay the course: "CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and an intensive in what it had does as CALI. But CSDE cannot rest on its laurels. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course."

Reeves, D. B (2004) *Accountability for learning How teachers and school leaders can take charge* Alexandria: VA: Association for Supervision and Curriculum Development

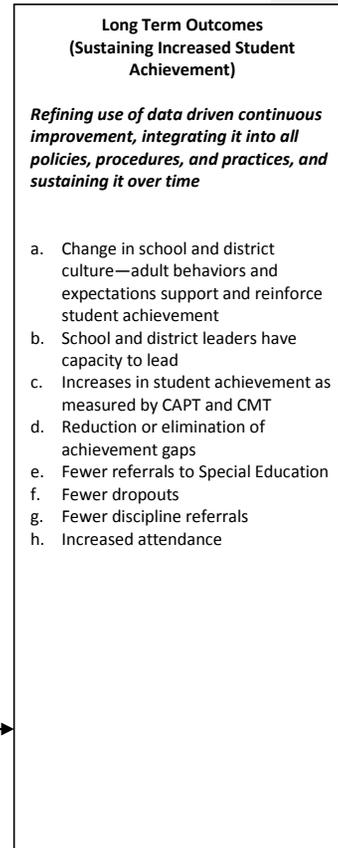
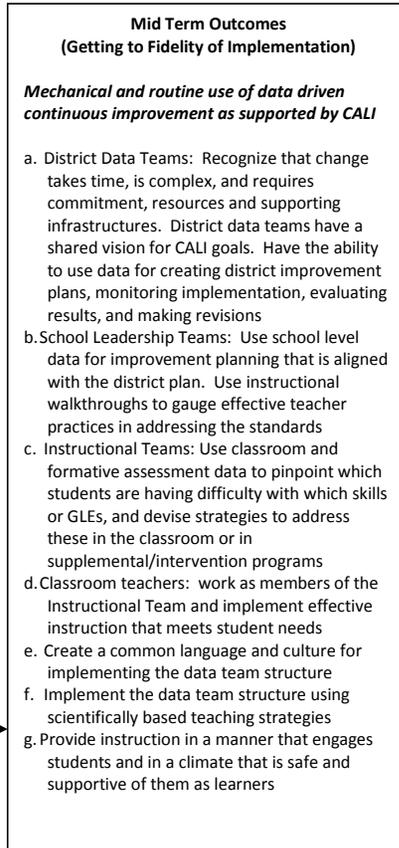
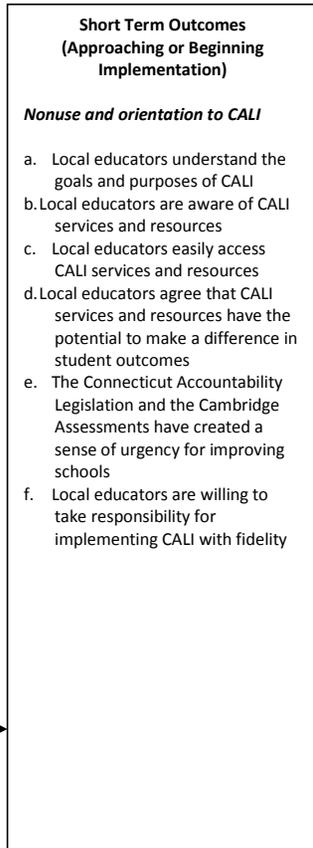
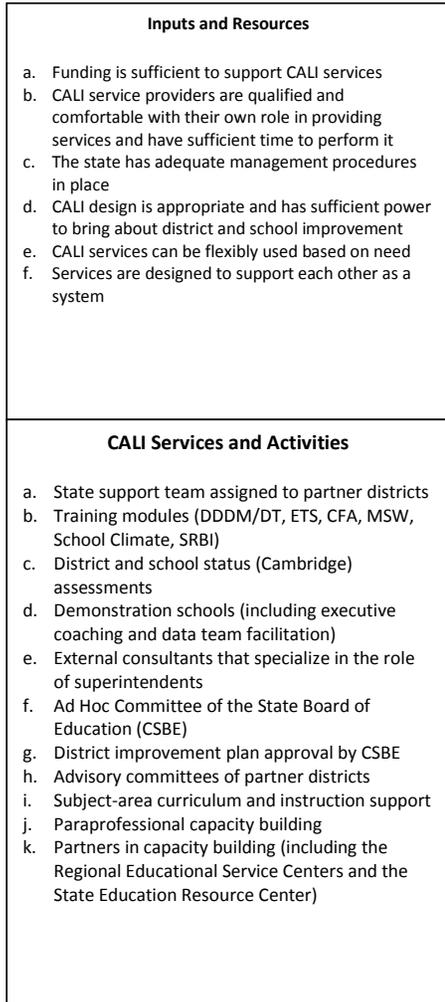
Marzano, R ,Norford, Is, Paynter, DJ ,Gaddy, B B.. (2001) *A handbook for classroom instruction that works* Alexandria: VA: Association for Supervision and Curriculum Development

Hess, FM, (2006) *Urban school reform -Lessons from San Diego*. Cambridge: Harvard Education Press.

Fullan, M (2009) *The challenge ofchange*. Thousand Oaks: CA: Corwin Press

CALI Mission: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

CALI Vision: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improvement will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/support, curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.



APPENDIX C

Statement of Assurances

PROJECT TITLE:

THE APPLICANT: _____ HEREBY ASSURES THAT:

The district must assure that as federally required—

- A. It uses its School Improvement Grant to implement fully and effectively an intervention in each Tier I, Tier II and Tier III schools that the district commits to serve consistent with the final requirements;
- B. Establishes annual goals for student achievement on the CMT and/or CAPT in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I, Tier II and establish goals to hold accountable its Tier III schools that are reserved with school improvement funds;
- C. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- D. It reports to the CSDE the school-level data required under section III of the final requirements.

The district must assure that as state required—

- A. It 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 Connecticut State Board of Education (CSBE) and the CSDE;
- 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 reports, as specified, to the CSDE, including information relating to the project records and access thereto as the CSDE may find necessary;

- H. The CSDE 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. The applicant will protect and save harmless the CSBE 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; and
- J. 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 CSDE any monies not expended in accordance with the approved program/operation budget as determined by the audit.

Required Contract Language

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 per cent 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.

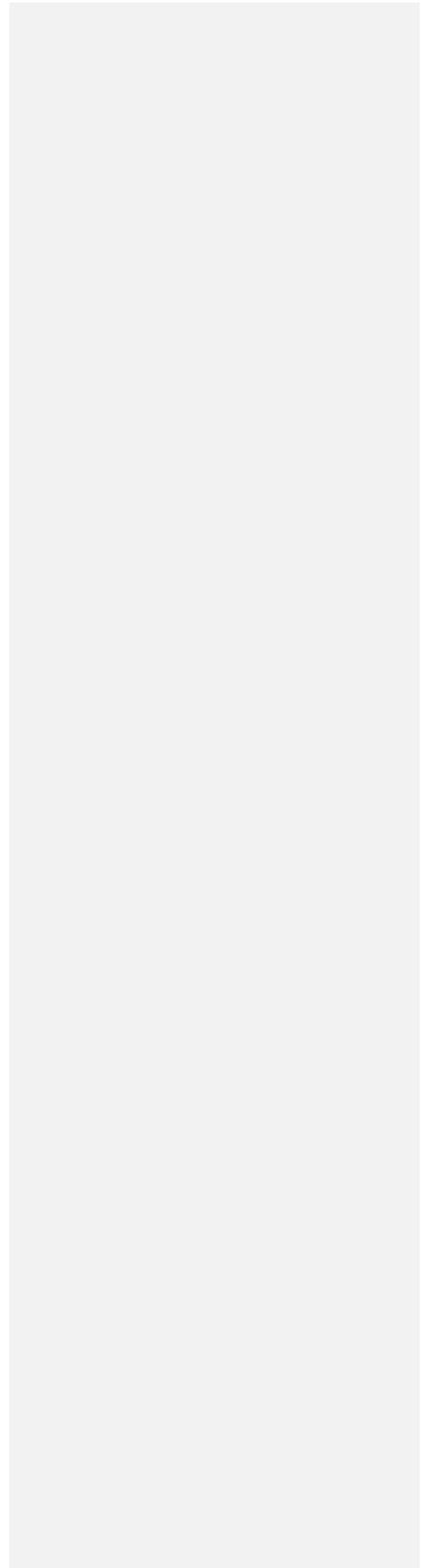
I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature:

Name (typed):

Title (typed):

Date:



APPENDIX D

Definitions taken from the federal *School Improvement Grants Application*

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable persistently lowest-achieving schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
 - (ii) Design and implement interventions consistent with these requirements;
 - (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - (iv) Align other resources with the interventions;
 - (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
 - (vi) Sustain the reforms after the funding period ends.
- (b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

Examples of Pre-Implementation Activities taken from SIG Guidance

What are examples of SIG-related activities that may be carried out in the 2010–2011 school year in preparation for full implementation in the 2011–2012 school year?

This section of the guidance identifies possible activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. The activities noted should not be seen as exhaustive or as required. Rather, they illustrate possible activities, depending on the needs of particular SIG schools:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model (see H-19a).

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and

observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

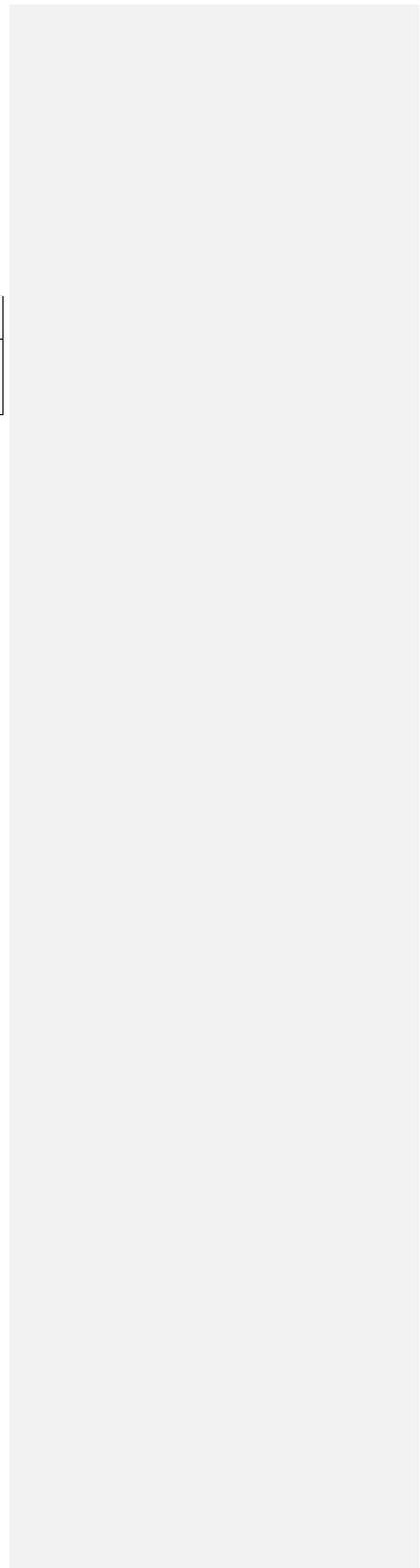
As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities. (New for FY 2010 Guidance)

APPENDIX E

Review Guide

This review guide will be used by the CSDE in the review of your district's SIG application.

A. Schools to be Served	Yes	No
A list of Tier I, II and III schools is provided along with the selected intervention for Tier I or Tier II schools.		



<i>B. Descriptive Information</i> 1. For each Tier I and Tier II school the district commits to serve:	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
An analysis of the needs of each school down to the subgroup level using at least three years of disaggregated achievement data. Include a copy of the needs analysis for each school with a summary of the needs to be addressed at each school					
Three-year student achievement goals in reading/ language arts and mathematics on the CMT or CAPT for all students and subgroups					
A detailed description of the intervention model selected and how it will assist in meeting the needs of the school					
A description of how the district has monitored the implementation of the SIP					
The results of any external evaluations conducted at each school					
The status of school level data teams at each school					
A description of how the district has monitored the implementation of each school's corrective action or restructuring plan					
A description of the level of the district's participation in and implementation of CALI					

<i>B. Descriptive Information</i> 2. For each Tier I and Tier II school that the district commits to serve, demonstrate the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention in each of those schools, by stating how:	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
funds will be used to support the staffing and organization at the district level. Include a district organizational chart					
district and school-level staff will be trained to fully and effectively implement the selected intervention model in each school					
the district will monitor each component of the selected intervention model for each school					
the district will monitor the allocation of necessary resources and funds to effectively implement the selected intervention model in each school.					
funds will be used for pre-implementation activities, if applicable, and how these activities align to the intervention model					
design and implement pre-implementation interventions, if applicable, consistent with the federal requirements of the SIG					

<i>B. Descriptive Information</i>	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
3. Describe actions the district has taken, or will take, to:					
design and implement interventions consistent with the federal requirements of the SIG					
recruit, screen, and select external providers, if applicable, to ensure their quality					
align other resources with the interventions (e.g., general Title I, Part A Regular and ARRA, Title II, Part A Teacher Quality, Title III, Part A English Language Acquisition funds)					
modify its teacher or administrator contracts, practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively					
sustain the reforms after the funding period ends					
4. Include a timeline delineating the steps the district will take to implement the selected intervention in each Tier I and Tier II school the district commits to serve including pre-implementation activities, if applicable					
5. Describe the annual goals for student achievement on the CMT and CAPT in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.					
6. Provide a description of the how the district has consulted with relevant stakeholders including parents regarding the district's application and implementation of school improvement models in its Tier I and Tier II schools.					
7. For each Tier III school the district commits to serve, describe the goals established to hold Tier III schools accountable that receive SIG funds					

<p>8. For each Tier III school the district commits to serve, identify the services the school will receive or the activities the school will implement. A district has flexibility to choose the strategies it will implement in the Tier III schools it commits to serve. A district does not have to implement a particular school improvement strategy in its Tier III schools. The strategies the district selects should be research-based and designed to address the particular needs of the Tier III schools.</p>					
<p>9. If the district is not applying to serve each Tier I school, explain in detail why it lacks capacity to serve each Tier I school. Include in your explanation specific reasons for not applying such as documentation of unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformational model, qualified staff to implement the turnaround model or to find a qualified CMO or EMO to implement the restart model.</p>					

C. Turnaround Model	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Describe how you will replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.					
Describe in detail how you will use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent and select new staff.					
Describe how are you prepared to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.					
Describe how you will provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					
Describe how you will adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or CSDE, hire a "turnaround leader" who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the district or CSDE to obtain added flexibility in exchange for greater accountability.					
Describe your plans to use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.					
Describe how you plan to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.					

Specify how you will establish schedules and implement strategies that provide increased learning time.					
Specify how appropriate social-emotional and community-oriented services and supports for students will be provided.					

D. Restart Model	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Describe the rigorous review process you will use to select a restart operator for a school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).					
Explain the process that will be used for enrolling, within the grades it serves, any former student who wishes to attend the new school.					
Provide the contract or agreement terms and provisions you will use to hold the charter school operator, CMO, or EMO accountable for complying with the final SIG requirements.					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. Transformational Model					
Describe how you will develop and increase teacher and school leader effectiveness by:					
Replacing the principal who led the school prior to commencement of the transformation model.					
Using rigorous, transparent, and equitable evaluation systems for teachers and principals that: <ul style="list-style-type: none"> take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and are designed and developed with teacher and principal involvement. 					
Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.					
Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.					
Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.					
Describe how you will implement instructional reform strategies by:					
Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.					

Promoting the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.					
Describe how you plan to increase learning time and create community-oriented schools by:					
Establishing schedules and strategies that provide increased learning time.					
Providing ongoing mechanisms for family and community engagement.					
Describe your plans to provide operational flexibility and sustained support by:					
Giving the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.					
Ensuring that the school receives ongoing, intensive technical assistance and related support from the district, the CSDE, or a designated external lead partner.					

F. Closure Model	Adequately Demonstrated	Partially Demonstrated	Not Adequately Demonstrated
Explain how you will enroll students who attended the closed school in other schools in the district that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.			
Explain how you will ensure that costs associated with closing a school will only be paid for with SIG funds if they are reasonable and necessary in accordance with federal guidance.			

G. Budget	Adequate	Not Adequate
District Budget		
School Budget		
District Narrative		
School Narrative		
Supplement and not Supplant		

APPENDIX F

Evaluation of External Partners

<p>1. Legal Name of External Provider</p>	<p>Name:</p> <p>Doing Business As (DBA):</p>
<p>2. CEO/Owner Information</p>	<p>Name:</p> <p>Title:</p> <p>Phone:</p> <p>Email:</p>
<p>3. Federal EIN, Tax ID Number, or Social Security Number (SSN)</p>	<p>Check which applies and type in the number:</p> <p><input type="checkbox"/> Federal EIN _____</p> <p><input type="checkbox"/> Tax ID Number _____</p> <p><input type="checkbox"/> SSN _____</p>
<p>4. Type of Provider</p>	<p>a. Indicate if your organization is:</p> <p><input type="checkbox"/> For-profit</p> <p><input type="checkbox"/> Non-profit</p> <p>b. Check all categories that best describe your organization:</p> <p><input type="checkbox"/> Business (public or private)</p> <p><input type="checkbox"/> Sole Proprietorship</p> <p><input type="checkbox"/> Limited Liability Corporation</p> <p><input type="checkbox"/> General or Limited Partnership</p> <p><input type="checkbox"/> Community-Based Organization</p> <p><input type="checkbox"/> Regional Educational Service Center (e.g., RESC)</p> <p><input type="checkbox"/> Institution of Higher Education</p> <p><input type="checkbox"/> Other (specify): _____</p>

<p>12. Legal Status to Conduct Business in CT</p> <p>See www.ctcllic.com for information on registering as a business in Connecticut.</p>	<p>Please attach a copy of the document that formally acknowledges your entity's legal status to conduct business in Connecticut.</p> <p>Select one form of verification you are submitting:</p> <p><input type="checkbox"/> Connecticut business license</p> <p><input type="checkbox"/> Certificate of Authority (out of state applicants)</p> <p><input type="checkbox"/> 501C3 (non-profit organizations)</p> <p>Please attach a copy of one of the following document:</p> <p><input type="checkbox"/> Articles of Incorporation</p> <p><input type="checkbox"/> Partnership Agreement</p> <p><input type="checkbox"/> Sole Proprietorship</p>
<p>13. Financial Soundness</p>	<p>Financial Soundness: Criteria for Approval</p> <p>1. Positive net assets</p> <p>AND</p> <p>2. Current assets exceed current liabilities</p> <p>What total percentage of your organization's revenue do you expect from providing services for SIG? ____%.</p> <p>Please include your organization's most current accrual balance sheet, such as audited financial statements or personal financial statements.</p>

APPENDIX G

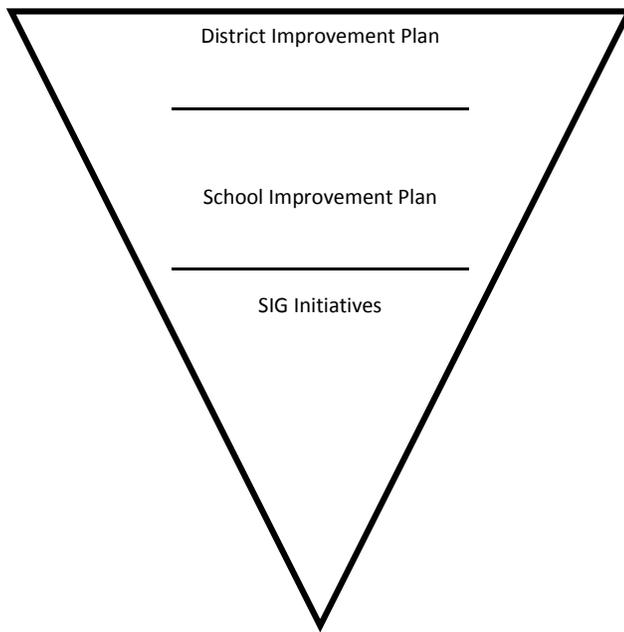
Monitoring Documents Used for SIG Schools

Measurement and Monitoring Standards for SIG Schools

The standards for measurement and monitoring in the SIG schools are not fundamentally different than in any school or district required to participate in CALI. What is different is the focus and intensity of measurement and monitoring that the SIG schools can apply to their work in part because of the increased funding made available to them through the grant.

Theory of Action

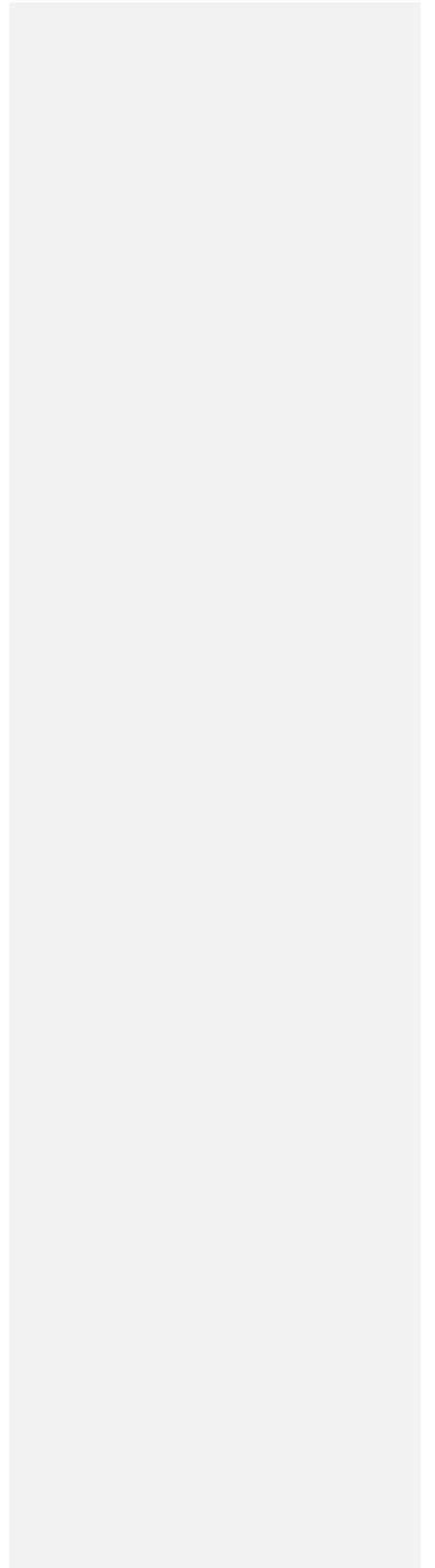
Effective implementation of key CALI components will bring about positive changes in high-leverage adult practices and therefore will result in substantial improvement in student academic achievement and other targeted student outcomes.



Measurement Requirements

A. Adult Practice

Each SIG School will be required to measure and document changes in their school improvement plan in the following areas of adult practice:



- 1) Collaborative work through successful implementation of school and instructional data teams
- 2) Actions contributing to a positive school climate
- 3) Effective instructional strategies

Schools may choose to measure additional changes in adult practices, but the above three are mandatory in keeping with the theory of action underlying the CALI program.

1.) School and Instructional Data Teams

Each school is expected to monitor their school and instructional data teams using the CSDE *Standards for School Data Teams* and *Standards for Instructional Data Teams*. The CSDE will monitor data teams through on site monitoring and provide support as needed. Documentation must indicate progress toward meeting the standards.

2.) School Climate

Each school is expected to administer a climate survey to adults in the school and students. Based on the survey results, each school must identify at least one area of adult behavior it desires to change to improve school climate. The plan to change this area must be included in the school improvement plan. The school must document positive changes in this behavior over time.

3.) Effective Instructional Strategies

Each school must focus on one or more instructional strategies. These strategies must be included in the school improvement plan. The strategies must be measured to show improvement in adult practice.

B. Student Outcomes

SIG K-8 Schools must show growth on two out of the three following measures:

- 1.) At least a 5 percentage point increase in the percent at or above proficiency in reading and mathematics for each grade level on CMT
- 2.) At least a 10 percentage point increase in the percent at or above proficiency in reading and mathematics for each grade level matched cohort of students on CMT
- 3.) A school set percent of achievement of the success rate for students by grade level in reading and mathematics using the CMT vertical scale

SIG High Schools must show growth on the following measures:

- 1.) For the 2010 cohort, a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics as measured by 2011 and 2012 CAPT. All students who score below proficiency on CAPT reading and mathematics in 2011 will be required to retest on the 2012 CAPT.

2.) For the 2011 cohort, a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics above the 2010 cohort and a 5 percentage point increase in the number each year of students at or above proficiency on CAPT reading and mathematics in each area of required retesting on the 2013 CAPT.

3.) Minimum increase of 10 percentage points in graduation rate over the two-year period (2010-2012)

4.) Minimum reduction of 10 percentage points of enrolled students who have received one or more out-of-school suspensions over the two-year period (2010-2012)

Leading Indicators

Additionally the following data points from all schools will be monitored using 2009-10 as the baseline year:

- number of minutes within the school year;
- discipline incidents;
- truants;
- dropout rate;
- student attendance rate;
- average scale scores on CMT or CAPT in reading and in mathematics, by grade, for the all students, for each score band and for each subgroup;
- number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- teacher attendance rate.

Growth Requirements

Each SIG school is expected to monitor progress relating to targeted changes in adult practice and student outcomes on at least a quarterly basis.

Each SIG School will be expected to demonstrate positive changes in formative measures of adult practice by June 2011 and of student outcomes by June 2012. Failure to show reasonable progress on these measures will result in CSDE's exercise of discretionary corrective actions to substantially increase the likelihood that the SIG School will achieve its targeted goals for adults and students. If a SIG school fails to achieve targeted changes in adult practices and student outcomes by 2012, CSDE may assume control of SIG funds and direct the use of such funds for the remainder of the grant period.

Restart Model Monitoring Checklist
School Improvement Grant

District:

School:

Date of Monitoring Visit:

Restart Model Criteria

Rigorous review process was used to select a restart operator for the school to be converted or closed and reopened under a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Appropriate process was used for enrolling any former student, within the grades it serves, who wished to attend the new school.

YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Contract or agreement terms used for complying with the SIG requirements was provided to the charter school operator, CMO, or EMO. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Money is being spent according to approved budget narrative in application. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

School has been given sufficient operational flexibility (i.e. staffing, calendars/time, budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
		-

School is receiving ongoing, intensive technical assistance and related support from the district, or a designated external lead partner. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

School-level data team is in place and regular meetings are held. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

School is participating in and implementing modules of the Connecticut Accountability for Learning Initiative. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

A professional development calendar is in place to support the School Improvement Grant.

YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

District is monitoring each component of the selected intervention model for each school.

YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

District is monitoring the allocation of necessary resources and funds to effectively implement the selected intervention model in each school.

YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Other resources are aligned with the interventions (i.e. general Title I, Part A Regular and ARRA, Title II, part A Teacher Quality, Title III, Part A English Language Acquisition funds). YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Teacher and/or administrator contracts, practices or policies have been/are being modified, if necessary, to enable its schools to implement the interventions fully and effectively. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Relevant stakeholders (i.e. community members, parents) have been consulted regarding the district's application and implementation of the school improvement model. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

**Transformation Model Monitoring Checklist
School Improvement Grant**

District:

School:

Date of Monitoring Visit:

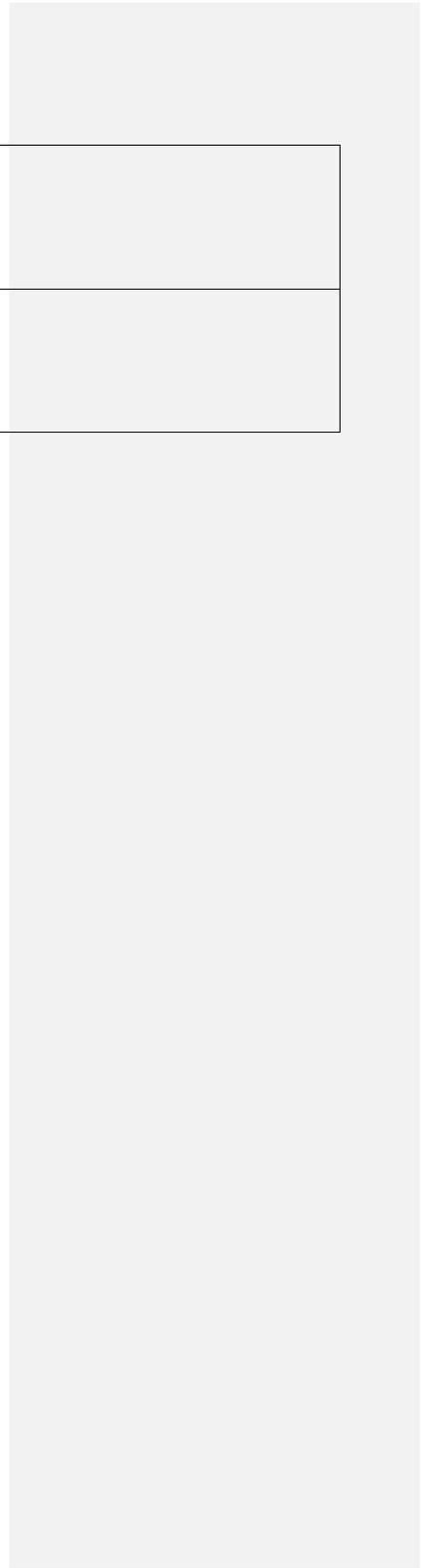
Transformation Model Criteria

Criteria 1: Evaluation systems for teachers and principals are rigorous, transparent and equitable and take into account a range of data including student achievement, multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. Evaluation systems have been designed and developed with teacher and principal involvement.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 2: Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>



Criteria 3: Providing staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 4: Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 5: Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 6: Promoting the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 7: Establishing schedules and strategies that provide increased learning time.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 8: Providing ongoing mechanisms for family and community engagement.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Additional Required Criteria

Money is being spent according to approved budget narratives in applications. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School has been given sufficient operational flexibility (i.e. staffing, calendars/time, budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		

YES <input type="checkbox"/> NO <input type="checkbox"/>		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School is receiving ongoing, intensive technical assistance and related support from the district, or a designated external lead partner. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School-level data team is in place and regular meetings are held. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School is participating in and implementing modules of the Connecticut Accountability for Learning Initiative. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
A professional development calendar is in place to support the School Improvement Grant. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

District is monitoring each component of the selected intervention model for each school. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
District is monitoring the allocation of necessary resources and funds to effectively implement the selected intervention model in each school. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
Other resources are aligned with the interventions (i.e. general Title I, Part A Regular and ARRA, Title II, part A Teacher Quality, Title III, Part A English Language Acquisition funds). <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Teacher and/or administrator contracts, practices or policies have been/are being modified, if necessary, to enable its schools to implement the interventions fully and effectively. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Relevant stakeholders (i.e. community members, parents) have been consulted regarding the district's application and implementation of the school improvement model. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

**Turnaround Model Monitoring Checklist
School Improvement Grant**

District:

School:

Date of Monitoring Visit:

Turnaround Model Criteria

Criteria 1: Grant the new principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 2: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 3: Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 4: Adopt a new governance structure to obtain added flexibility in exchange for greater accountability.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 5: Identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 6: Describe how you plan to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 7: Establish schedules and strategies that provide increased learning time.

Strategy <i>(What specifics actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Criteria 8: Provide appropriate social-emotional and community-oriented services and supports for students.

Strategy <i>(What specific actions are being taken to meet this criteria?)</i>	Due Date	Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>

Additional Required Criteria

Money is being spent according to approved budget narratives in applications. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School has been given sufficient operational flexibility (i.e. staffing, calendars/time, budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School is receiving ongoing, intensive technical assistance and related support from the district, or a designated external lead partner. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
School-level data team is in place and regular meetings are held. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

School is participating in and implementing modules of the Connecticut Accountability for Learning Initiative. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>
		Check new teacher in need of training
A professional development calendar is in place to support the School Improvement Grant. <input type="checkbox"/> YES <input type="checkbox"/> NO		
Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

District is monitoring each component of the selected intervention model for each school. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

District is monitoring the allocation of necessary resources and funds to effectively implement the selected intervention model in each school. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Other resources are aligned with the interventions (i.e. general Title I, Part A Regular and ARRA, Title II, part A Teacher Quality, Title III, Part A English Language Acquisition funds). YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Teacher and/or administrator contracts, practices or policies have been/are being modified, if necessary, to enable its schools to implement the interventions fully and effectively. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Relevant stakeholders (i.e. community members, parents) have been consulted regarding the district's application and implementation of the school improvement model. YES NO

Degree of Progress	Evidence/Status <i>(include notes and on-time status, i.e. OT=on-time; D=delayed)</i>	Action Needed/Timeline <i>(if applicable)</i>

Schools Eligible for FY 2010 SIG Funds							
<u>LEA Name</u>	<u>District NCES ID #</u>	<u>School Name</u>	<u>School NCES ID #</u>	<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Grad Rate</u>
Ansonia School District	0900060	Ansonia Middle School	090006000008			X	
Area Cooperative Educational Services	0900070	Thomas Edison Magnet Middle School	090007001358			X	
Berlin School District	0900210	Catherine M. McGee Middle School	090021000017			X	
Bloomfield School District	0900330	Laurel School	090033000032			X	
Bloomfield School District	0900330	Bloomfield High School	090033000029		X		
Bridgeport Achievement First	0900208	Achievement First Bridgeport Academy	090020801493			X	
Bridgeport School District	0900450	Bryant School	090045000054			X	
Bridgeport School District	0900450	Curiale School	090045001162			X	
Bridgeport School District	0900450	Dunbar School	090045001161	X			
Bridgeport School District	0900450	Roosevelt School	090045000081	X			
Bridgeport School District	0900450	Luis Munoz Marin School	090045000001	X			
Bridgeport School District	0900450	Cesar Batalla School	090045000070	X			
Bridgeport School District	0900450	Longfellow School	090045000073			X	
Bridgeport School District	0900450	Columbus School	090045000058			X	
Bridgeport School District	0900450	Hallen School	090045000066			X	
Bridgeport School District	0900450	Geraldine Johnson School	090045000087			X	
Bridgeport School District	0900450	Cross School	090045000059			X	
Bridgeport School District	0900450	Edison School	090045000060			X	
Bridgeport School District	0900450	Jettie S. Tisdale School	090045000076			X	
Bridgeport School District	0900450	Read School	090045000080			X	
Bridgeport School District	0900450	Blackham School	090045000053			X	
Bridgeport School District	0900450	Black Rock School	090045000052			X	
Bridgeport School District	0900450	Waltersville School	090045000086			X	
Bridgeport School District	0900450	Beardsley School	090045000051			X	
Bridgeport School District	0900450	Classical Studies Academy	090045000075			X	
Bridgeport School District	0900450	Hooker School	090045000069			X	
Bridgeport School District	0900450	Madison School	090045000074			X	
Bridgeport School District	0900450	Central High School	090045000056		X		
Bristol School District	0900510	Clara T. O'Connell School	090051000094			X	
Bristol School District	0900510	South Side School	090051000105			X	
Bristol School District	0900510	Memorial Boulevard Middle School	090051000102			X	

Capitol Region Education Council	0900700	Montessori Magnet School	090070000210			X	
Colchester School District	0900840	William J. Johnston Middle School	090084000136			X	
Connecticut Technical High School System	0900002	Eli Whitney Technical High School	090000201140			X	
Connecticut Technical High School System	0900002	E. C. Goodwin Technical High School	090000201138			X	
Connecticut Technical High School System	0900002	A. I. Prince Technical High School	090000201136			X	
Cooperative Educational Services	0900910	Six-Six Magnet School	090091000340			X	
Coventry School District	0900960	George Hersey Robertson School	090096000144			X	
Cromwell School District	0900990	Woodside Intermediate School	090099001432			X	
Danbury School District	0901020	Hayestown Avenue School	090102000152			X	
Danbury School District	0901020	Mill Ridge Intermediate School	090102000154			X	
Danbury School District	0901020	Ellsworth Avenue School	090102000159			X	
Derby School District	0901110	Irving School	090111000178			X	
East Hampton School District	0901230	East Hampton Middle School	090123000188			X	
East Hartford School District	0901260	Dr. Franklin H. Mayberry School	090126000194			X	
East Hartford School District	0901260	Anna E. Norris School	090126000191			X	
East Hartford School District	0901260	Hockanum School	090126000202			X	
East Hartford School District	0901260	Robert J. O'Brien School	090126000206			X	
East Hartford School District	0901260	Silver Lane School	090126000208			X	
East Hartford School District	0901260	Dr. John A. Langford School	090126000195			X	
East Hartford School District	0901260	East Hartford Middle School	090126000197			X	
East Hartford School District	0901260	Sunset Ridge School	090126001275			X	
East Haven School District	0901290	Momauguin School	090129000219			X	
East Haven School District	0901290	D. C. Moore School	090129000213			X	
East Haven School District	0901290	Joseph Melillo Middle School	090129000217			X	
East Haven School District	0901290	Robert W. Carbone School	90129000002			X	
East Windsor School District	0901350	Broad Brook Elementary School	090135000228			X	
Fairfield School District	0901530	McKinley School	090153000262			X	
Griswold School District	0901740	Griswold Elementary School	090174000310			X	
Griswold School District	0901740	Griswold Middle School	090174000019			X	

Groton School District	0901770	Catherine Kolnaski Magnet School	090177001494			X	
Hamden School District	0901860	Helen Street School	090186000341			X	
Hamden School District	0901860	Church Street School	090186000337			X	
Hamden School District	0901860	Dunbar Hill School	090186000338			X	
Hamden School District	0901860	Shepherd Glen School	090186000346			X	
Hartford School District	0901920	Batchelder School	090192000355			X	
Hartford School District	0901920	Clark School	090192000359			X	
Hartford School District	0901920	Dr. Joseph Bellizzi Middle School	090192000006			X	
Hartford School District	0901920	M. D. Fox ComPACT School	090192000364			X	
Hartford School District	0901920	McDonough School	090192000371			X	
Hartford School District	0901920	Moylan School	090192000636			X	
Hartford School District	0901920	Naylor School	090192000372			X	
Hartford School District	0901920	Sanchez School	090192000026			X	
Hartford School District	0901920	M. L. King School	090192000369			X	
Hartford School District	0901920	West Middle School	090192000384			X	
Hartford School District	0901920	Rawson School	090192000376			X	
Hartford School District	0901920	Kennelly School	090192000368			X	
Hartford School District	0901920	Wish School	090192000385			X	
Hartford School District	0901920	Pathways to Technology Magnet School	090192001479			X	
Hartford School District	0901920	Simpson-Waverly School	090192000378			X	
Hartford School District	0901920	Hooker School	090192000366			X	
Hartford School District	0901920	Burr School	090192000358			X	
Hartford School District	0901920	Annie-Fisher School	090192000362			X	
Hartford School District	0901920	Bulkeley High School Lower School	090192000356			X	
Hartford School District	0901920	Dwight School	090192000360			X	
Hartford School District	0901920	Parkville Community School	090192000373			X	
Hartford School District	0901920	Kinsella Magnet School	090192000370			X	
Hartford School District	0901920	Noah Webster Micro Society School	090192000383			X	
Hartford School District	0901920	Breakthrough Magnet School	090192001369			X	
Hartford School District	0901920	Classical Magnet School (CAPT)	090192001478			X	
Hartford School District	0901920	Classical Magnet School	090192001435			X	
Hartford School District	0901920	Hartford Magnet Middle School	090192001295			X	
Interdistrict School for Arts and Comm District	0900011	Interdistrict School For Arts And Communication	090001100797			X	

Jumoke Academy District	0900007	Jumoke Academy	090000700747			X	
Killingly School District	0902070	Killingly Memorial School	090207000394			X	
Ledyard School District	0902160	Ledyard Middle School	090213000028			X	
Lisbon School District	0902190	Lisbon Central School	090219000403			X	
Manchester School District	0902310	Verplanck School	090231000429			X	
Manchester School District	0902310	Nathan Hale School	090231000426			X	
Manchester School District	0902310	Washington School	090231000431			X	
Manchester School District	0902310	Robertson School	090231000428			X	
Meriden School District	0902400	Roger Sherman School	090240000450			X	
Meriden School District	0902400	John Barry School	090240000445			X	
Meriden School District	0902400	Nathan Hale School	090240000448			X	
Meriden School District	0902400	Casimir Pulaski School	090240000440			X	
Meriden School District	0902400	Israel Putnam School	090240000443			X	
Meriden School District	0902400	Maloney High School	090240000441		X		
Middletown School District	0902490	Spencer School	090249000462			X	
Middletown School District	0902490	Bielefield School	090249000453			X	
Middletown School District	0902490	Snow School	090249000461			X	
Milford School District	0902520	West Shore Middle School	090252000474			X	
Naugatuck School District	0902640	Central Avenue School	090264000500			X	
Naugatuck School District	0902640	Hop Brook Intermediate School	090264000504			X	
New Britain School District	0902670	Roosevelt Middle School	090267000116			X	
New Britain School District	0902670	New Britain High School	090267000521			X	
New Britain School District	0902670	Chamberlain School	090267000509	X			
New Britain School District	0902670	Northend School	090267000517	X			
New Britain School District	0902670	Gaffney School	090267000512	X			
New Britain School District	0902670	Di Loreto Magnet School	090267000510	X			
New Britain School District	0902670	Pulaski Middle School	090267000518	X			
New Britain School District	0902670	Holmes School	090267000513			X	
New Britain School District	0902670	Jefferson School	090267000514			X	
New Britain School District	0902670	Smith School	090267000524			X	
New Britain School District	0902670	Vance School	090267000527			X	
New Britain School District	0902670	Slade Middle School	090267000522			X	
New Britain School District	0902670	Lincoln School	090267000515			X	
New Fairfield School District	0902730	New Fairfield Middle School	090273001224			X	

New Haven School District	0902790	Wexler/Grant Community School	090279000586			X	
New Haven School District	0902790	Augusta Lewis Troup School	090279000580			X	
New Haven School District	0902790	Clemente Leadership Academy	090279001483	X			
New Haven School District	0902790	Truman School	090279000581			X	
New Haven School District	0902790	Beecher School	090279000543			X	
New Haven School District	0902790	John S. Martinez School	090279001386			X	
New Haven School District	0902790	Celentano School	090279001484			X	
New Haven School District	0902790	Fair Haven School	090279000554			X	
New Haven School District	0902790	Microsociety Magnet School	090279000647			X	
New Haven School District	0902790	Clinton Avenue School	090279000550			X	
New Haven School District	0902790	East Rock Global Studies Magnet School	090279000552			X	
New Haven School District	0902790	Bishop Woods School	090279000546			X	
New Haven School District	0902790	Christopher Columbus Academy	090279000549			X	
New Haven School District	0902790	Lincoln-Bassett School	090279000566			X	
New Haven School District	0902790	Conte/West Hills Magnet School	090279000584			X	
New London School District	0902820	Winthrop School	090282000597			X	
New London School District	0902820	Harbor School	090282000590			X	
New London School District	0902820	New London High School	090282000595		X		
New Milford School District	0902850	Sarah Noble Intermediate School	090285001372			X	
North Branford School District	0902970	Totoket Valley Elementary School	090297000623			X	
Norwalk School District	0903090	Tracey School	090309000660			X	
Norwalk School District	0903090	Jefferson Magnet School	090309000648			X	
Norwalk School District	0903090	Silvermine Elementary School	090309000659			X	
Norwalk School District	0903090	Fox Run Elementary School	090309000645			X	
Norwich School District	0903120	John B. Stanton School	090312000667			X	
Norwich School District	0903120	Greeneville School	090312000666			X	
Norwich School District	0903120	Veterans' Memorial School	090312000677			X	
Norwich School District	0903120	Wequonnoc School	090312000678			X	
Norwich School District	0903120	Thomas W. Mahan School	090312000675			X	
Norwich School District	0903120	John M. Moriarty School	090312000668			X	
Norwich School District	0903120	Teachers' Memorial Middle School	090312000674			X	
Norwich School District	0903120	Kelly Middle School	090312000670			X	

Odyssey Community School District	0900009	Odyssey Community School	090000900774			X	
Park City Prep Charter School	0900033	Park City Prep Charter School	090003301449			X	
Plymouth School District	0903330	Harry S. Fisher Elementary School	090333001521			X	
Plymouth School District	0903330	Eli Terry Jr. Middle School	090333000705			X	
Putnam School District	0903480	Putnam Elementary School	090348000718			X	
Regional School District 16	0903538	Long River Middle School	090353800756			X	
Regional School District 17	0903539	Haddam-Killingworth Middle School	090353901201			X	
Rocky Hill School District	0903840	Albert D. Griswold Middle School	090384000782			X	
Seymour School District	0903990	Anna L. Lopresti School	090399000791			X	
Side By Side Community School District	0900016	Side By Side Community School	090001600823			X	
Stafford School District	0904290	Stafford Elementary School	090429000847			X	
Stamford School District	0904320	Davenport Ridge School	090432000852			X	
Stamford School District	0904320	Springdale School	090432000866			X	
Stamford School District	0904320	K. T. Murphy School	090432000859			X	
Stamford School District	0904320	Julia A. Stark School	090432000858			X	
Stamford School District	0904320	Hart School	090432000167			X	
Stamford School District	0904320	Stillmeadow School	090432000868			X	
Stamford School District	0904320	Toquam Magnet School	090432000008			X	
Stamford School District	0904320	Rogers International School	090432000864			X	
Sterling School District	0904350	Sterling Community School	090435001491			X	
Suffield School District	0904470	McAlister Intermediate School	090447001394			X	
The Bridge Academy District	0900015	The Bridge Academy (CMT)	090001500809			X	
Thompson School District	0904530	Mary R. Fisher Elementary School	090453000909			X	
Torrington School District	0904590	Forbes School	090459000917			X	
Torrington School District	0904590	Vogel-Wetmore School	090459001211			X	
Trailblazers Academy District	0900023	Trailblazers Academy	090002300965			X	
Vernon School District	0904680	Northeast School	090468000942			X	
Vernon School District	0904680	Maple Street School	090468000941			X	
Vernon School District	0904680	Vernon Center Middle School	090468000947			X	
Waterbury School District	0904830	Wilby High School	090483000992			X	
Waterbury School District	0904830	John F. Kennedy High School	090483000979			X	
Waterbury School District	0904830	Bucks Hill School	090483000968			X	

Waterbury School District	0904830	North End Middle School	090483001115			X	
Waterbury School District	0904830	Driggs School	090483000972			X	
Waterbury School District	0904830	Brooklyn Elementary School	090483001473			X	
Waterbury School District	0904830	Gilmartin School	090483000976			X	
Waterbury School District	0904830	Woodrow Wilson School	090483000685			X	
Waterbury School District	0904830	Sprague School	090483000986			X	
Waterbury School District	0904830	West Side Middle School	090483000991			X	
Waterbury School District	0904830	Carrington School	090483000970			X	
Waterbury School District	0904830	Washington School	090483000988			X	
Waterbury School District	0904830	H. S. Chase School	090483000977			X	
Waterbury School District	0904830	Barnard School	090483000967			X	
Waterbury School District	0904830	Michael F. Wallace Middle School	090483000983			X	
Waterbury School District	0904830	B. W. Tinker School	090483000966			X	
Waterbury School District	0904830	Bunker Hill School	090483000969			X	
Waterbury School District	0904830	Regan School	090483000984			X	
Waterbury School District	0904830	Margaret M. Generali Elementary School	090483000974			X	
Waterbury School District	0904830	Waterbury Arts Magnet School (High)	090483001396			X	
Waterbury School District	0904830	Walsh School	090483000987	X			
Waterbury School District	0904830	Crosby High School	090483000971	X			
West Hartford School District	0904920	Smith School	090492001217			X	
West Haven School District	0904950	Clarence E. Thompson School	090495001030			X	
West Haven School District	0904950	Washington School	090495001040			X	
West Haven School District	0904950	May V. Carrigan Middle School	090495001037			X	
West Haven School District	0904950	Savin Rock Community School	090495001038			X	
West Haven School District	0904950	Forest School	090495001035			X	
Winchester School District	0905160	Mary P. Hinsdale School	090516001079			X	
Windham School District	0905190	Windham Center School	090519001085			X	
Windham School District	0905190	North Windham School	090519001214			X	
Windham School District	0905190	Windham High School	090519001086		X		
Windsor School District	0905250	Clover Street School	090522001087			X	
Windsor School District	0905250	John F. Kennedy School	090522001089			X	
Windsor School District	0905250	Oliver Ellsworth School	090522001092			X	



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Select Superintendents of Title I Districts
Select Directors of Title I Districts
Select Charter School Directors

FROM: Mark K. McQuillan
Commissioner of Education 

DATE: November 29, 2010

SUBJECT: Title I, School Improvement Grant (SIG) Waivers

The Federal Title I School Improvement Grants (SIG) provides states and districts the money they need to leverage change and turn around schools. Authorized under the Elementary and Secondary Education Act in 2002, the program did not receive funding until fiscal year 2007.

For FY 2010, there is approximately 4 million dollars available for SIG grants under Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA) for Connecticut in the form of competitive grants. Connecticut's application is due to the U.S. Department of Education (U.S.D.E.) by December 3, 2010. The final requirements for the Title I, SIG can be found at <http://www2.ed.gov/programs/sif/index.html>.

According to federal requirements for the SIG, Connecticut must give priority in awarding SIG funds to districts with persistently lowest-achieving schools (which States will identify in their applications for State Fiscal Stabilization Fund Phase II funding). For the purposes of the SIG program, these schools are:

Tier I schools: Any Title I school in improvement, corrective action, or restructuring that:

- is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring in Connecticut; or
- is a high school that has had a graduation rate that is less than 60 percent over a number of years.

Tier II schools: Any secondary school that is eligible for, but does not receive, Title I funds that:

- is among the lowest-achieving five percent of secondary schools in Connecticut that are eligible for, but do not receive, Title I funds; or
- is a high school that has had a graduation rate that is less than 60 percent over a number of years.

In addition, Connecticut may award SIG funds to districts with **Tier III** schools, which are defined as any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

To support effective implementation of the SIG program, Connecticut will apply for the following waivers through the SIG:

- 1) Extend the period of availability of SIG funds until September 30, 2013.
- 2) "Start over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- 3) Implement a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.
- 4) Serve a Tier II school.
- 5) Exclude schools with less than 75 students.

The Connecticut State Department of Education (CSDE) must apply to the U.S.D.E. to request waivers and districts must apply to the Department for waivers. Prior to applying for waivers, the Department must have a notice and comment period for all interested parties of at least 10 days and must submit all comments it receives to the U.S.D.E. in its application for waivers. A required notice and comment period for all interested parties regarding the Title I, Part A waivers will take place November 29-December 8, 2010. Districts are invited to submit comments to title1waivers@ct.gov.

If you have any questions, feel free to contact Michelle Rosado, Education Consultant, at michelle.rosado@ct.gov or 860-713-6748.

MKM:mr

cc: George A. Coleman, Deputy Commissioner
Marion H. Martinez, Ed.D., Associate Commissioner
Lol Fearon, Bureau Chief
Michelle Rosado, Education Consultant