


INFORMATION
AND
REPORTS

Board of Education – Technology Project Details


#	Project Title	2012-13	2013-14	2014-15	2015-16	2016-17	Total	Cost Per Unit	# of units
1	Grade Level PC Replacements	\$ 450,000.00	\$ 450,000.00	\$ 450,000.00	\$ 450,000.00	\$ 450,000.00	\$ 2,250,000.00	\$ 560.00	4018
2	Interactive Whiteboard (ie. Mobis)	\$ 335,000.00	\$ 340,000.00	\$ 340,000.00	\$ 340,000.00	\$ 340,000.00	\$ 1,695,000.00	\$ 2,300.00	737
3	BOE IT Data Center Move - Fire Station	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00	N/A	N/A
4	Computer Replacements for Teachers	\$ 131,250.00	\$ 131,250.00	\$ 131,250.00	\$ 131,250.00	\$ 131,250.00	\$ 656,250.00	\$ 750.00	875
5	Data Analysis Hardware (CPS Clickers)	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 250,000.00	\$ 2,270.00	110
6	Wireless Access (Wifi) for all schools	\$ 250,000.00	\$ 190,000.00	\$ 190,000.00	\$ 190,000.00	\$ 190,000.00	\$ 1,010,000.00	N/A	19
7	SAN Storage capacity upgrade	\$ 20,000.00	\$ 20,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 70,000.00	N/A	N/A
8	BMHS/Briggs Switch Upgrades	\$ 92,000.00	\$ -	\$ -	\$ -	\$ -	\$ 92,000.00	N/A	N/A
		\$ 1,528,250.00	\$ 1,181,250.00	\$ 1,171,250.00	\$ 1,171,250.00	\$ 1,171,250.00	\$ 6,223,250.00		



**Norwalk Public Schools
CCSS System Review**


Community, Corporate, NPS Partnership

January 17, 2012




Background

- October 17-21, 2011
- Consultant team visited 12 schools.
- 139 people participated in interviews and focus groups
- 87 classroom observations
- 115 classroom walk-throughs




**The Findings
Strengths**

- Student achievement gains
- Quality of instruction
- Common formative assessments
- Data teams
- Relationships at the school level
- School leadership
- Support for the CCSS
- District structures
- Community support for NPS
- Support for the Superintendent's direction




Student Achievement Gains

- Steady gains in student achievement
- Greatest gains in CT comparison group
- Capacity and confidence of educators
- Already on the CCSS journey




Quality of Instruction

- Teacher characteristics
- Strong teacher-student relationships
- Very strong instruction - elementary level
- Consistency across classrooms
- High student engagement
- Differentiation
- Multiple best practices




Quality of Instruction

- Mixed reviews at middle and high school
- Strong teacher-centered and traditional instruction
- Calm, orderly, and respectful classrooms
- Students engaged but not necessarily in rigorous or interesting work
- Pockets of research-based high impact strategies




Common Formative Assessment

- One of the most powerful strategies
- Consistently being implemented
- Most teachers using CFAs to guide instruction and differentiate learning
- Strengthened collaboration within grade levels and coordination across grade levels




Data Teams

- School and instructional data teams well implemented
- Majority support the concept
- Most working very well
- Work – curriculum mapping , CFAs, pacing guides, instructional strategies
- Using to regroup students
- Challenge to implement




School Level Relationships

- Positive and professional relationships between
 - Leaders and teachers
 - Teachers
 - Schools and communities
- Respectful, collaborative, trustworthy, supportive
- Good relationships between students and adults




School Leadership

- Pockets of strong leadership
- Teamwork between principals and assistant principals is effective
- Schools are calm and orderly
- Focused on teaching and learning
- Diverse and highly competent assistant principals




Support for CCSS

- Educators embrace the CCSS idea
- CCSS will
 - Create consistency
 - Clarify expectations
 - Define rigor
 - Tighten alignment
- CCSS awareness – basic level




District Structures

- Several structures working together to provide direction
 - District improvement plans
 - School growth plans
 - Data teams
- Embedding continuous improvement processes at all levels




Community Support

- Generally good will and support for schools and NPS
- Majority express confidence
- A collaborative effort is required to increase student achievement working within the new CCSS framework




Support for Superintendent's Direction

- Focus on student growth and achievement
- Potential to take NPS to the next level
- Commitment to teaching/learning priority
- Promise of transparency is a hopeful sign
- Should be given a chance to lead the reform




The Findings Challenges

- Communication and CCSS
- Collaborative culture
- Inadequate funding
- Limited district capacity
- Lack of technology
- School district governance
- Leadership tensions
- Union involvement




Communication and CCSS

- All want and need information
- Lack of information is creating uncertainty and rumors
- Accurate, timely, current
- Comprehensive communication plan
- Reaching all subgroups




Collaborative Culture

- Schools are independent “city states”
- Site-based management and competition
- Balance central direction with school autonomy
- Schools worried central control will have a negative impact
- CCSS is fostered by cross-school collaboration



Inadequate Funding


- One of top challenges
- Inequitable funding – base funding
- Impacts – Professional Development ,resource materials, technology, student-centered learning
- Expectations are going up and support is going down
- Cuts, cuts, cuts – are undermining climate and confidence



Limited District Capacity


- Limited district personnel to lead and support curriculum changes
- Lack of presence of district people in schools
- Reduction of people and expanded responsibilities

“As the CCSS pressure is going up, the support personnel are disappearing. If I am struggling or I have a question, there is no one to help me”




Lack of Technology

- Technology capacity is poor
- Technology is needed for CCSS implementation (curriculum units, complex text resources, performance assessments, learning, and communication)
- Lack of a data management system




School District Governance

- Board members well intentioned and passionate about education
- Clarification of roles and responsibilities of the superintendent




Leadership Tensions

- Constant changes in central office leadership = instability and inconsistency
- Lack of continuity in key roles
- District mandates considered "optional"
- Principal evaluation system is weak – majority strong – some are not




Unions Involvement

- Need for increase professional development will require union-district collaboration
- The process of implementing the CCSS will require an additional time commitment from staff for which union collaboration is critical




Work Sessions November 29 and 30, 2011

- Reviewed the preliminary impressions
- Identified areas for next steps
- Five areas of work
 - Collaborative culture
 - Leadership development
 - Funding
 - Communication
 - Capacity and technology



Working Sessions
January 17 and 18, 2012

- Continue the work from November
- Fine tune and prioritize
- Engage stakeholders in the work
- Develop an action plan and timeline for the five areas of work



Questions
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StudentsAges of Attendance

According to Connecticut General Statute 10-186, the school system shall provide for all persons five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. According to Connecticut General Statute 10-76d (b)(2) special education will be provided for children who have not attained school age who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education at an early age.

Parents and/or those who have the care or control of children seven years of age and older and under eighteen years of age are obligated by Connecticut law to cause any such child to attend public day school or its equivalent. A parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. The school district shall provide such parent or person with information on the educational options available in the school system and in the community.

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-15c Discrimination in public schools prohibited. School attendance by five-year olds
 10-76a — 10-76g re: special education
 10-184 Duties of parent (re: mandatory schooling for children seven years of age and over and under sixteen years of age)
 10-186 Duties of towns and regional boards of education. Hearings. Appeals to state board. Establishment of hearing board
 10-233c Suspension of pupils
 10-233d Expulsion

State Board of Education Regulations
 10-76a-1 General Definitions (c)(d)(q)(t)

Policy adopted: 8/29/95
 Revised: 9/20/94
 Reviewed: 6/20/95
 Revised: 8/22/00

NORWALK PUBLIC SCHOOLS
 NORWALK, CONNECTICUT

5112

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Reviewed: 6/03/97

Revised: 12/16/08

Revised: 12/ /2011