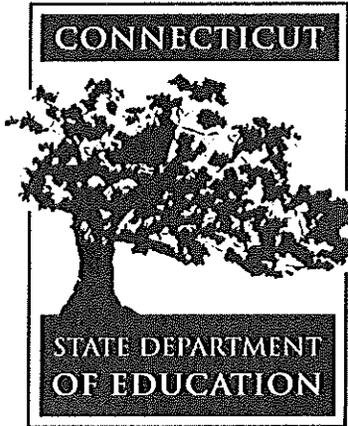


**FINAL APPLICATION
EAST HARTFORD**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR COMMISSIONER OF EDUCATION

Nondiscrimination Statement

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Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

<u>Mailing Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	<u>Overnight Mailing and Hand Delivery Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief
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D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

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

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts \$39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district's overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must

1. work cooperatively with the CSDE team;
2. provide any information that the CSDE requests in a timely manner; and
3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

Name of District: East Hartford Public Schools		
Name of Grant Contact: Debbie A. Kaprove		
Phone: (860) 622-5101	Fax: (860) 622-5124	Email: kaprove.da@easthartford.org
Address of Grant Contact: 1110 Main Street, East Hartford, CT 06108		
Name of Superintendent: Nathan D. Quesnel		
Signature of Superintendent:		
Name of Board Chair: Jeffrey A. Currey		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: ____ Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: _____		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

The district improvement plan has three target areas intended to improve both student engagement in school and student achievement as measured on district/state assessments. The first area is curriculum and instruction. Key strategies in the plan include review and revision of curriculum, instructional practices and assessments in order to meet the needs of students through increased access to quality Tier I instruction, as well as Tier II and Tier III interventions. By aligning curriculum and instruction to the Connecticut Common Core State Standards, by seeking to maximize learning time in literacy and mathematics and by ensuring effective instruction through professional development and coaching of teachers and support personnel, East Hartford Public Schools will advance student achievement. Collaboration with community agencies to provide additional supports for students will be sought to enhance learning opportunities for students.

A second area of focus in the district improvement plan is the school climate. The district has implemented Positive Behavior Intervention and Supports (PBIS), along with a violence prevention curriculum, *Second Step*, which aligns with anti-bullying and positive school climate initiatives. Surveys of students, staff and parents are done annually. Programs that provide additional learning opportunities enhance the district's ability to provide behavioral, social and emotional support programs to students and parents. Additionally, the district seeks to align climate plans with the National School Climate Standards to promote a consistent focus for all schools and the district. Furthermore, the district has received the prestigious Top Workplace Award from the Hartford Courant and Fox 61 News based on anonymous staff surveys for the second year in a row. The district believes that a positive climate for parents, students and staff provides the basic environment for learning.

The third area of focus is the use of data in a three-tiered accountability system involving data teams at the grade/subject, school and district level. The focus of this sub-section is improving the efficiency of the individual teams, as well as their communication and connectedness to each other. Recent teacher contract negotiations maintained the district prerogative of assigning up to two preparation periods weekly as data team or collaborative planning meetings. Schedules at the middle school and high school have been revised to provide more opportunities for data teams to meet and for teachers to plan collaboratively. The district also encourages the use of faculty meeting time to increase the availability of time for professional development, collaborative planning and implementation of instruction in response to this data analysis. Small group, peer-to-peer professional development assists in the implementation of identified strategies. This accountability system aids in monitoring fidelity of implementation of reform and intervention efforts and provides feedback regarding student performance.

In support of the focus areas of our district improvement plan, the East Hartford Alliance District Plan serves both to initiate and enhance reform design and to improve student achievement. Our overall approach toward improving student performance and closing the achievement gap using the Alliance District Application funds, as well as other district and grant funds, emphasizes three key areas:

- Common Core - Aligning the district's curriculum and instruction, as well as intervention practices, with

Connecticut's Common Core State Standards (CCSS) - particularly in mathematics and literacy, but also in other content areas. We plan to achieve this goal by implementing the revised curriculum, as well as providing professional development support and coaching on instructional strategies, instructional assessment and intervention methods. The Alliance plan is specifically targeted at the district level to provide professional development, job-embedded coaching and additional capacity to accomplish this task. Moreover, with the roll-out of SRBI, the district is dedicated to supporting teachers with strategies and materials that target the needs of all students at the Tier I level while providing the structure for interventions at Tiers II and III. Professional development and coaching will help teachers hone their skills in instruction and tiered intervention implementation. A review of school structures and the use of time will also support this work as East Hartford Public Schools is the recipient of the TIME Collaborative technical assistance.

East Hartford Public Schools has also begun offering theme-based, intra-district magnet schools in an effort to enhance the rigor and relevance of curriculum and instructional opportunities matched to student needs and interests. Two such schools, Sunset Ridge Academy of the Performing Arts and World Language and O'Brien STEM Academy, have already been established. For the coming year, O'Connell Elementary School has begun the process of becoming an International Baccalaureate Primary Years Programme (PYP). They have already been accepted as a candidate school, and staff have undergone professional development this fall. A significant portion of their work for this year will be developing rigorous curriculum and supportive instructional practices that will allow students to meet the goals and objectives of this globally focused program. The O'Connell School will be the site of the TIME Collaborative technical assistance for exploring alternatives to the standard school day/year in order to provide students access to new learning while maintaining access to district-wide offerings in the arts and P.E./Health. Sunset Ridge Academy has already established one model of extended day learning opportunities. These schools also enhance opportunities by providing models for instruction that can be applied in other schools. For example, Sunset Ridge is using integrated curriculum aligned with the H.O.T. Schools model in the general education classrooms and fine arts classrooms that address standards of learning in both areas. The STEM academy has developed and implemented inquiry-based learning modules for students in grades 4-6 which will be expanded if proven effective. This school has also been piloting the use of tablet technology for both instruction and intervention which the district also seeks to expand due to results.

- PreK-3 Literacy Initiatives – Recognizing the achievement gap between East Hartford Public Schools and the state, particularly in grade 3 reading, the Alliance plan supports the district improvement plan by focusing work on improving the practices and implementation of Pre-K-3 instruction in East Hartford. This focus will result in strengthening the foundational programs in reading to ensure reading mastery in Kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, parental engagement and professional development for teachers. Funding from the Alliance District Grant will be used to expand summer school opportunities beyond the state mandated program for early elementary students. Additionally, East Hartford Public Schools will provide for the cooperation and coordination with private early childhood education providers, as well as district Pre-K teachers, to engage all practitioners in professional development on literacy and child development, to ensure alignment with district expectations for student entry into kindergarten, and to engage parents in workshops to support literacy and school engagement. Furthermore, the district will hire two remedial reading teachers, as well as additional tutors, to enhance support for intervention with students performing below the proficient level in reading in other focus schools to be modeled after the Connecticut PreK-3 Literacy Initiative that will be implemented at Norris Elementary School. The district also seeks to partner with community agencies to expand the reach of literacy intervention practices beyond the school day and to parents.
- Talent Development/Capacity Building – Finally, the East Hartford Alliance Plan recognizes the importance of talent and personnel development in the task of growing effective schools. To this end, the third component of the Alliance Plan is designed to support the work of developing a talent strategy that focuses on building the capacity of teachers and administrators to deliver and monitor high quality instruction in alignment with CCSS

and the new teacher and administrator evaluation model. We plan to achieve this goal by providing both professional development and coaching in the areas of teacher and administrator leadership, as well as teacher and administrator evaluation; by refining the three-tiered accountability model (data teams functioning at high levels) focused on addressing student needs based on data analysis and diagnosis; by developing a leadership development and sustainability plan that includes executive coaching for teachers and administrators; and by developing school climate such that all schools are welcoming, learning, culturally relevant environments that engender student and parent engagement. Ongoing professional development will aid the district in supporting the new teacher and administrator evaluation systems as well as staff professional growth.

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

Assessment data from CMT/CAPT, as well as DRA2, district level assessments and school level assessments, over the last several years indicate urgency for change in order for overall student achievement and subgroup achievement to show significant improvements across all grade levels. East Hartford will focus on three key initiatives as identified above: 1) Common Core curriculum/ instruction development and implementation, 2) PreK-3 Literacy Initiatives, and 3) Talent Development/Capacity Building for teachers and administrators of East Hartford Public Schools. Focusing on these key initiatives will move the district forward by creating ways:

- To equip teachers with the skills necessary to provide high quality instruction using curriculum that is aligned to the Common Core State Standards (CCSS), to ensure students come to school academically prepared, and while at school the students experience a positive school climate and structures that are supportive of learning. This goal will be realized through professional development, coaching and technical assistance services and monitoring of student achievement data through a tiered accountability system.
- To strengthen the foundational programs in reading, to enhance the capacity of the district to provide interventions in the SRBI tiered model, and to align the early childhood education expectations of district and private providers in order to ensure that students enter kindergarten ready to learn. This last goal will be realized through joint professional development; coordination between pre-school and kindergarten program providers and parent involvement activities that support literacy development and school engagement. Furthermore the district will partner with a community agency to provide additional literacy support to students and parents beyond the school day.
- To build the capacity of the board of education, district, and school teacher and administrator leaders to be able to sustain these reform initiatives. This goal will be realized through contracted services to further develop leadership skills, to assist the district with using data to inform instruction, and by researching and adopting a comprehensive teacher and administrator evaluation system with ongoing professional growth support.

The first two initiatives, *Common Core curriculum/ instruction development and implementation* and *PreK-3 Literacy Initiative*, are focused on creating and implementing revised curriculum aligned to the Common Core State Standards, providing targeted professional development for teachers in the instructional strategies for implementing the newly revised curriculum (with special emphasis on mathematics instruction), ensuring students are prepared for school through summer programs and collaboration between the public and private preschool providers, as well as parents, and ensuring students attend schools with positive climates and improved structures for learning. In addition, the district seeks to continue its support of the Project Opening Doors initiative because of its positive impact on improving student access to rigorous curriculum and instruction.

The data points indicated in the Table below suggest that the POD program has created opportunity for more students, including previously underserved populations:

2006-07 = 8 AP courses offered; 2008-09 = 11 AP courses offered; 2010-11 = 15 AP courses offered

Year	Total AP Students	Total Exams taken	Scores 3+	% of 3+
2008	95	145	43	45.3
2009	118	212	58	59.2
2010	163	292	47	28.8
2011	168	303	69	41.1
2012	207	447	89	43

The primary rationale for the selection of these activities is the trend in student achievement data, which signals an immediate need to address teaching and learning in East Hartford public schools.

For example, in grade 3 over the last five years there has been slim improvement in the percent of students scoring at or above Proficient (see Table 1). In fact, there was decrease from 2011 to 2012. This trend is replicated in grade 5, and grade 7. While there was an increase in the percent of grade 10 students scoring at or above Proficient from 2011 to 2012, it is still considerably lower from where it was five years ago.

Table 1. Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) **Mathematics** Achievement

	Grade 3		Grade 5		Grade 7		Grade 10	
	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal
2008	65.3	37.1	64.7	39.2	61.2	28.5	57.7	21.3
2009	63.9	36.9	70.5	40.6	56.3	30.8	47.6	13.6
2010	66.2	41.3	68.5	45.6	63.4	30.2	54.6	21.9
2011	67.0	38.0	68.7	43.0	74.7	45.2	50.2	18.9
2012	66.6	40.3	63.6	44.7	66.7	38.8	53.9	20.2

These data points indicate that math instruction is a district-wide concern. With the adoption of the Connecticut Common Core State Standards, the district is looking to review instructional strategies and current resources being used to teach mathematics. The addition of district-wide math specialists, the adoption of new math textbooks, and professional development for teachers in the implementation of the new CCSS math standards will lead to improvement in math achievement for East Hartford students. The CSDE states, "Every student needs and deserves a rich and rigorous mathematics curriculum that is focused on the development of concepts, the acquisition of basic and advanced skills and the integration of problem solving experiences. The Department of Education encourages educators to provide such challenging mathematics opportunities to foster the growth of intelligent, thoughtful and mathematically literate members of society."

Reading achievement data (see Table 2) indicate a more positive trend in improvement as compared to math; however, at grade 3 in particular, East Hartford is concerned with the low levels (just over half) of students reading at the Proficient level. . In addition, the reading proficiency levels at the high school have stagnated.

Table 2. Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) Reading Achievement

	Grade 3		Grade 5		Grade 7		Grade 10	
	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal	% At or Above Proficient	% At or Above Goal
2008	45.2	26.0	50.0	36.4	54.6	41.8	64.1	15.6
2009	46.7	25.6	57.4	41.2	57.1	47.3	56.2	18.3
2010	45.6	29.0	47.6	30.6	64.0	48.4	63.9	22.1
2011	47.3	28.2	44.2	29.4	63.0	48.5	54.9	17.7
2012	52.6	37.7	55.2	39.9	69.4	56.9	54.0	21.7

An emphasis on PreK-3 Literacy and intervention plans for students scoring below proficient will help the district demonstrate improvement by moving the grade 3 cohort forward. Over time, students in East Hartford make progress; however, they begin far below the state average. The hiring of new remedial reading teachers and additional interventionists in the form of assistant teachers or tutors, professional development for teachers in implementing the reading and writing CCSS, and professional development in using data, particularly DRA2 assessment data, to drive instruction will lead to improved reading scores. The district is looking to replicate successful programs that have demonstrated results in raising grade 3 literacy scores, such as the one at Norris Elementary School, in other schools. That program combined district and school based personnel, as well as outside consultants, working with teachers and students in strengthening literacy instruction and intervention. It also included the focused use of iPads in small group interventions supported by leveled reading materials available electronically by the same provider of print materials currently in use in the classroom. As a result, Norris grade 3 students showed significant improvement from 2011 – 2012. Norris Elementary School has received the K-3 Literacy Initiative Grant in order to build on its current improvement beginning before grade 3. East Hartford Public Schools sees this as an opportunity to expand successful intervention programs across the district by incorporating district literacy personnel and a district level liaison in the professional development and support practices implemented by the CK-3LI which will aid in the transfer to other focus schools.

Research from the Annie E. Casey Foundation indicates that “reading by the end of third grade is a crucial marker in a child’s educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation’s competitiveness and general productivity.” The expansion of summer school opportunities for students in grades K-3 that are below proficient in literacy is another part of the district’s plan to improve student achievement in reading by addressing all non- proficient students, K-3.

The third key district initiative, *Talent Development/Building the Capacity of East Hartford Public Schools*, addresses the need for East Hartford educational leaders at the Board, district and school level to have the skills necessary to ensure the reforms outlined here are implemented effectively and can be sustained. The student data indicate the need for these reforms, and it takes leadership to implement successfully. The 2004 research conducted by Hargreaves found that one of the key forces influencing change or continuity in the long term is leadership. The district seeks to develop the capacity of teachers to implement the reform initiatives. To this end, East Hartford selected strategies that aim to develop its leaders, and subsequently provide for a rigorous method of evaluating both its teachers and its leaders through the adoption of a new evaluation system. Implementation of Instructional Rounds and the district's Site Education Team classroom walkthrough process provide data on curriculum instructional strategy implementation and professional development needs. This work enhances the ability of teachers and administrators to operate from a shared vision of effective instructional practice. Professional development in evaluation observation will also develop inter-rater reliability as part of the implementation of the new evaluation system. While the current professional development committee membership includes representation from both the teacher and administrator unions and both the elementary and secondary level, membership will be expanded to enable a framework for providing ongoing, job-embedded, evaluation-informed professional development. Also, the current technology-based professional development tracking system will be retooled to include individual professional development plans and to track professional development participation.

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

The first performance target to gauge student success is the District Performance Index (DPI) because it takes into account the performance of all students at all levels of achievement. An increase in the DPI indicates that East Hartford is moving all students forward. The Connecticut Mastery Test and Connecticut Academic Performance Test DPI performance targets, which were designed to ensure the district is on target to reach the halfway mark to a DPI of 88 by 2018 for all subgroups, are demonstrated in Tables 3 and 4:

Table 3. Connecticut Mastery Test (CMT) District Performance Index Targets

CMT	2012-13 DPI Target	2013-14 DPI Target	2014-15 DPI Target	2015-16 DPI Target	2016-17 DPI Target
District	62.3	64.6	66.9	69.2	71.5
Special Education	29.3	32.0	35.0	38.0	41.0
F/R Lunch	58.1	60.8	63.5	66.2	68.9
Black	59.3	61.9	64.5	67.1	69.7
Hispanic	58.5	61.2	63.9	66.6	69.3
ELL	43.6	46.6	49.6	52.6	55.6
Reading	57.2	60.0	62.8	65.6	68.4
Math	64.3	66.5	68.7	70.9	73.1

Table 4. Connecticut Academic Performance Test (CAPT) District Performance Index Targets

CAPT	2012-13 DPI Target	2013-14 DPI Target	2014-15 DPI Target	2015-16 DPI Target	2016-17 DPI Target
District	55.9	58.9	61.9	64.9	67.9
Special Education	20.9	23.9	26.9	29.9	32.9
F/R Lunch	48.4	51.4	54.4	57.4	60.4
Black	50.4	53.4	56.4	59.4	62.4
Hispanic	44.4	47.4	50.4	53.4	56.4
ELL	30.4	33.4	36.4	39.4	42.4
Reading	54.8	57.8	60.8	63.8	66.8
Math	50.3	53.3	56.3	59.3	62.3

East Hartford will monitor its progress towards attaining these targets through regularly scheduled instructional data team meetings at which time results from benchmark assessments (e.g., CBAS), teacher formative assessments, and student work are reviewed.

In addition, the district will monitor AP data for assessing the results of continuing the Project Opening Doors (POD) initiative. In 2008, 95 students were enrolled in Advanced Placement (AP) courses. In 2012, this number increased to 207. On average, students enrolled in AP courses are taking two exams, and 43 percent of the students are achieving a score of 3 or higher. This is a significant increase from 2010 when 29 percent of the students were achieving a score of 3 or higher. East Hartford believes it is the successful implementation of POD that has led to both an increase enrollment and higher success rates.

The District Data Team (DDT), along with each School Data Team (SDT), will monitor the reform plan through the data analysis and reporting process of the tiered accountability system. East Hartford has selected as a performance target for personnel that Site Education Team (SET) walkthroughs and instructional rounds will demonstrate 100 percent fidelity of implementation of the district's curriculum that has been revised in alignment with the Common Core State Standards. Three times annually, the SDTs will report on their individual school progress, related to their focused School Improvement Plan to the DDT. Additionally, each school will have a team that includes the principal which will be responsible for auditing school performance for cause data in areas of concern. This team will work with the SDT to craft appropriate intervention plans. These teams will be provided support from the .5 data coordinator and related professional development in the analysis of data and implementation of reform practices.

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

Title I, Title III, Priority School District, School Improvement, 21st Century Learner Centers, and Extended School Hours funds will all contribute to the initiatives outlined in this grant application. These funds will help support bilingual staffing in targeted schools, targeted professional development for teachers in literacy, assessment, and technology support, hiring of consultants to provide leadership development services and other consulting services in conjunction with the Alliance District funds. These funds will also provide the opportunity to extend intervention services to students beyond the traditional school day.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

1. DISTRICT DATA TEAM – (members listed below) – Developed the district improvement plan. Key initiatives and strategies from this plan have been incorporated into the Alliance District Application. This list of participants includes representation from the East Hartford Educators' Association and the East Hartford Administrator and Supervisor Union.

Nathan D. Quesnel., Superintendent of Schools
Debbie A. Kaprove, Assistant Superintendent of Schools
Marcia Huddy, Supervisor, PD, Program Improvement & K-12 Curriculum
Sharon Bremner, Ed.D., Director, Pupil Personnel
Christopher Wethje, Director, Human Resources
Karen O'Connell, President, East Hartford Educators Association
Craig Outhouse, Ph.D., Data Coordinator
Catherine Ciccomascolo, Principal, Silver Lane Elementary School
Jenny Correa, Principal, Mayberry Elementary School
David DeCarli, Ass't Principal, EHHS, and East Hartford Administrator and Supervisory Union representative
Deborah Houghton, Asst. Principal, EHMS
Melissa Gavarrino, Dept. Head, Science
Tod Kenney, Ed.D., Dept. Head, Mathematics
Michelle Eckler, Dept. Head, English
Barbara McKinney, Literacy Coach, Goodwin Elementary School
Ellen Delgado, Literacy Coach, Norris Elementary School

2. PRINCIPALS, in particular those leading the identified low performing schools:

A meeting was held with the principals of the identified low performing schools, as well as other schools who are part of the competitive grant submissions, to review the expectations of the Alliance District Application. Each principal met with key staff members to review data and determine areas of focus for support. Each school submitted a written plan for review by the district leadership for incorporation into the overall plan, as appropriate, and the individual school plans as needed.

Jenny Correa, Mayberry Elementary School
Edward Orszulak, Norris Elementary School
Lisa Beauchamp, Hockanum Elementary School
Catherine Ciccomascolo, Silver Lane Elementary School
Lesley Morgan-Thompson, Ph.D, O'Brien Elementary School
John Karzar, Stevens Alternative School
Matthew Ryan, East Hartford High School

B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview:** Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.
- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

Key District Initiative I

Common Core: Creating a strong foundation for student success through teaching and learning

New or Existing Reform? New Existing

Overview:

East Hartford is committed to the success of every student and every teacher in the district. Through the use of both alliance funds and other funding sources, the district has worked to craft a comprehensive plan to support urgent reform beginning with implementation of the Connecticut Common Core State Standards. East Hartford Public Schools realizes the critical importance of strong, aligned curriculum, effective instruction and tiered intervention in the district-wide implementation of Connecticut's Common Core State Standards. The district's teachers will have access to job-embedded professional development, new classroom materials, and access to the district for support. In addition, East Hartford will employ the necessary additional staff to support the curriculum implementation throughout the district.

Beyond the work in aligning curriculum and instruction to the CCSS, East Hartford will seek to extend its K-3 summer school program for all students that are below proficient in reading, and as a member of the TIME Collaborative, investigate effective models of extended learning time for O'Connell Elementary School. This work will directly align with the Commissioner's initiative of "additional learning time, including extended school day or school year programming," and provide a model for assessing the use of time at other district schools.

Through these reforms, East Hartford Public Schools expects to see a dramatic increase in student achievement across the district.

Five Year Strategies and Implementation Steps:

Strategy 1: Develop, implement, evaluate and revise curriculum units in alignment with the Connecticut CCSS.

Strategy 2: Provide appropriate professional development and coaching to ensure successful implementation of curriculum and enhance the quality of instruction and intervention.

Strategy 3: Recruit and employ key personnel to establish core interventions in response to data analysis and provide support to instructional staff and students.

Strategy 4: Maintain the Project Opening Doors (POD) Program to support the continued increase in AP course offerings, increase in qualifying scores, and increase in participation by underserved populations through professional support for teachers and focused instruction and intervention with students.

Strategy 5: Explore extended learning time options through the TIME Collaborative to evaluate, revise and implement schedules and structures that support improved student achievement and enhanced opportunities for instruction and intervention.

Year 1 Implementation Steps Description:

Strategy 1: Develop, implement, evaluate and revise curriculum units in alignment with the Connecticut CCSS and provide the appropriate professional development to ensure successful implementation.

- Develop and roll out East Hartford curriculum units that integrate CCSS, including expanded ELL frameworks.
- Revise pacing guides and curriculum units in response to teacher feedback and student achievement data.
- Engage a consultant to complete a curriculum audit to ensure alignment with the CCSS and provide guidance as

well as support for implementation.

- Research and pilot a new K-5 mathematics textbook to strengthen mathematics instruction.
- Integrate science and social studies standards into literacy instruction at the elementary level, including the use of non-fiction texts.
- Implement Instructional Rounds in order to develop and implement a common understanding of effective instruction and focus on and monitor instructional efficacy.

Strategy 2: Provide appropriate professional development and coaching to ensure successful implementation of curriculum and enhance quality of instruction

- Provide professional development on the Common Core, the revised curriculum expectations, including text complexity and content connections, and the aligned assessments.
- Provide professional development in designing instructional support for ELL students in content area classrooms.
- Implement instructional coaching support and intervention strategies in mathematics and literacy through new support personnel.

Strategy 3: Recruit and employ key personnel to establish core interventions in response to data analysis and provide support to instructional staff and students.

- Employ additional support staff – mathematics coaches, ELL/Bilingual teachers and tutors in response to subgroup needs.
- Employ three literacy/media/technology specialists to provide instructional support in literacy, as well as in research skills and computer skills to be shared across six schools at the elementary level. These staff members will also be responsible for building capacity among teachers in these areas in order to broaden and sustain the impact on literacy and computer skills of staff and students.

Strategy 4: Maintain the Project Opening Doors (POD) Program to support the continued increase in AP course offerings, increase in qualifying scores, and increase in participation by underserved populations through professional support for teachers and focused instruction and intervention with students.

- Enhance student opportunities for AP courses through professional development for teachers and intervention support for students.
- Assess results of continuing support of POD program on participation and achievement

Strategy 5: Explore extended learning time options through the TIME Collaborative to evaluate, revise, and implement schedules and structures to support improved student achievement and enhanced opportunities for instruction and intervention.

- Meet with the TIME Collaborative to develop a plan for extended learning at O/Connell and Barnes Elementary School in order to implement rigorous IB curriculum and maintain access to fine and performing arts instruction at the district average level.
- Evaluate, revise and implement schedules and structures to support SRBI.
- Use student performance data to revise intervention structures to ensure appropriate access for students and use of adult resources.

Years of Implementation:

- X Year 2
- X Year 3
- X Year 4
- X Year 5

Key District Initiative II

PreK-3 Literacy Initiative

New or Existing Reform? New Existing

Overview:

The Commissioner of Education references “strengthening the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers.” East Hartford believes that the district wide initiatives that include professional development and coaching support for teachers, the collaboration between private and public Pre-K providers and kindergarten teachers, and the K-3 Literacy Initiative with the University of Connecticut at Norris Elementary School, along with school based initiatives in its focus and review schools, will aid in the strengthening of the foundational programs for students. Alignment of curriculum with the common core, as indicated in Key Initiative I, along with the use of multiple assessments and the tiered data team process, will improve the literacy achievement of K-3 students. Additionally, working in partnership with community agencies will provide enhanced opportunities to extend literacy support to students and parents beyond the school day.

Provisions for the cooperation and coordination with early childhood education providers will help East Hartford Public Schools ensure alignment with district expectations for student entry into kindergarten. Working with private providers, district preschool teachers, kindergarten teachers and parents will improve student literacy achievement and ensure preparedness for kindergarten. Shared professional development and parent programs will further enhance connections among stakeholders to improve student achievement and school engagement.

Expanding summer school opportunities for K-3 students is another avenue for increasing student success in literacy. It is important for students to achieve on-grade level literacy or above by grade 3 so that they are prepared to “read to learn” upon entering grade 4. The current summer school meets the state mandate for students scoring in the “substantially deficient” range on the DRA2. This expansion would seek to serve students who score below the proficient level.

Five Year Strategies and Implementation Steps:

Strategy 1: Provide Pre-K–3 curriculum units and resources in alignment with the Connecticut CCSS and provide the appropriate professional development and coaching to ensure successful implementation.

Strategy 2: Enhance partnerships between private and public school early childhood providers through shared professional development opportunities and cross team meetings regarding student expectations and performance data.

Strategy 3: Expand summer school programming to additional students scoring below the proficient level on the DRA2 in grades K-3.

Strategy 4: Recruit and employ key personnel to support enhanced literacy instruction and intervention across the district with special emphasis on the focus and review schools.

Strategy 5: Implement the K-3 Literacy Initiative with the University of Connecticut at Norris Elementary School with participation by district literacy staff and district liaison to ensure sustainability and transfer of successful programming to other schools.

Strategy 6: Develop a partnership with community agencies to provided extended literacy support to students and parents.

Year 1 Implementation Steps Description:

Strategy 1: Provide Pre-K–3 curriculum units and resources in alignment with the Connecticut CCSS and provide the appropriate professional development to ensure successful implementation.

- Provide small group, job-embedded professional development, coaching and technical assistance in guided reading, phonics instruction and small group intervention practices.
- Implement professional development in the administration and analysis of DRA2 assessments for calibration and fidelity of use to drive instruction and pilot the DRA Progress Monitoring program for assessing intervention success.
- Support implementation of differentiated instruction – meeting the needs of all students – within Tier 1 instruction.
- Use data teams to assess student achievement and to implement collaborative and intentional planning in order to design effective instructional and intervention practices for students.

Strategy 2: Enhance the partnership between private and public school early childhood providers.

- Through shared professional development, joint parent workshops and joint meetings, East Hartford will enhance the partnership between Willowbrook’s Pre-K program and private providers, as well as between Pre-K and Kindergarten. This will ensure students that are better prepared for kindergarten through a shared understanding of expectations and instructional practice.
- Provide professional development in engaging families in the Early Intervention Process to support improved student achievement.

Strategy 3: Expand summer school programming to additional students scoring below the proficient level on the DRA2 in grades K-3.

- Expand summer school to provide intervention focusing on minimizing loss and promoting progress in literacy for students below proficient in grades K-3. The district currently provides mandated summer school for students who are substantially deficient in grades K-3. This expansion would ensure more opportunity for students to reach grade level proficiency by grade 3.

Strategy 4: Recruit and employ key personnel to support enhanced literacy instruction and intervention.

- Employ two remedial reading teachers to support literacy intervention at a selected focus and review school(s) to be determined by data analysis of student performance and need.
- Employ four tutor/interventionists to support literacy interventions at a selected school(s) to be determined by data analysis of student performance and need.
- Create one district level liaison position to provide oversight and support of elementary literacy instruction and intervention reforms, including responsibility for replication of the Connecticut K-3 Literacy Initiative practices. This person would coordinate the reform practices in other elementary focus and review schools.
- Engage consultants to support SRBI implementation and provide professional development to build capacity.

Strategy 5: Implement the Connecticut K-3 Literacy Initiative (CK-3LI) with the University of Connecticut at Norris Elementary School.

- Conduct research-based analysis with the University of Connecticut selected staff to determine effective literacy instruction, including vocabulary and oral language development, assessment and progress monitoring.
- Provide assessment, progress monitoring and intervention support resources – EasyCBM and DRA2 Progress Monitoring Kits – to each grade level, K-3.
- Engage district literacy team members and new district level liaison position to support and replicate the CK-3LI.

Strategy 6: Develop a partnership with community agencies to provided extended literacy support to students and parents.

- Implement early literacy programs to support parents and students, in particular English Language Learner (ELL) parents and children in grades K-3, at Summerfield Complex, Mayberry Village, and the Community Resource Center in partnership with ChildPlan.
- Establish an Early Literacy Committee consisting of ESL specialists, East Hartford Public Schools literacy specialists, early childcare providers, local children's librarian, parents, and K-3 teachers to support these programs in service to the needs of the focus and review schools.
- Provide access to resources, such as Rosetta Stone language software and print materials, to support literacy at off-site locations for use beyond/outside the school day.

Years of Implementation:

X Year 2

X Year 3

X Year 4

X Year 5

Key District Initiative III

Talent Development/Building the Capacity of East Hartford Public Schools

New or Existing Reform? New Existing

Overview:

East Hartford Public Schools realizes the importance of talent development and capacity building throughout the district in order to ensure student success. The Commissioner has referenced the importance of “a talent strategy that includes, but is not limited to teacher and school leader recruitment, and assignment, career ladder policies that draw upon guidelines for a teacher evaluation system.” In order to bring the Commissioner’s vision to life, East Hartford Public Schools is committed to providing staff with access to growth and development through job-coaching, additional support, and comprehensive evaluations at the district level as well as in its focus and review schools.

In order to build capacity, focus will be placed on Teacher and Leadership Development in order to build and sustain capacity for enhancing school and district achievement. Using various strategies and funding sources, emphasis on teacher and administrator leadership development, professional development alignment and support, as well as coaching on instructional strategies, instructional assessment and intervention methods, data-driven interventions and effective teacher and administrator evaluation will strengthen the district’s capacity to meet student needs. By providing the teachers and administrators the support they need, they in turn will be able to provide each East Hartford student with the supports that they need to be successful. Adopting an effective administrator and teacher evaluation system in accordance with the guidelines enumerated in the CSDE SEED program will further support these goals. Ongoing job-embedded professional development on effective instructional practice, data analysis and inter-rater reliability training in observation protocols and assessment of instruction will enhance the district’s ability to sustain improvement resulting from the implementation of our key initiatives.

Five Year Strategies and Implementation Steps:

Strategy 1: Research and adopt a comprehensive teacher and administrator evaluation system.

Strategy 2: Provide professional development and support in the practice of observing instruction to develop a unified vision of effective instructional practice and assure inter-rater reliability in the implementation of observation protocols and assessment of instruction through calibration and coaching.

Strategy 3: Contract with independent consultants and other agencies to provide executive and leadership development throughout the district in accordance with the Connecticut Guidelines.

Strategy 4: Enhance the work of the data teams to ensure a high level of proficiency at all levels of the accountability system.

Year 1 Implementation Steps Description:

Strategy 1: Research and adopt a comprehensive teacher and administrator evaluation system in accordance with the Connecticut Guidelines.

- In support of the Commissioner’s initiative, East Hartford Public Schools will research and adopt a comprehensive teacher and administrator evaluation system. This evaluation system will help to support East Hartford’s talent development strategy that will work to recruit, hire, and retain quality teachers and administrators.

- Form evaluation committees with teachers, administrators and union representatives
- Build initial knowledge of frameworks, guidelines and SEED.
- Support Human Resources in the implementation of hiring and evaluation frameworks.
- Contract with consultants to facilitate the adoption, professional development and support for implementation of the new evaluation systems for administrators and teachers.
 - Develop understanding of evaluation systems
 - Develop rollout plan for evaluator training
- Conduct an assessment audit
 - Evaluate, revise and implement internal assessments of student achievement based on grade levels and content areas to serve as a percentage of evaluation systems
 - Align assessments for non-state tested subject areas
- Enhance the professional development systems to align with the new Connecticut Guidelines for teacher evaluation and certification – revise professional development committee and technology support for professional growth plans and record-keeping.
- Seek to evaluate and either update or replace the current technology-based evaluation system, as appropriate, to ensure alignment with the SEED guidelines.

Strategy 2: Provide professional development and support in the practice of observing instruction to develop a unified vision of effective instructional practice and assure inter-rater reliability in the implementation of observation protocols and assessment of instruction through calibration and coaching.

- Provide professional training of administrative staff in observation protocols through the use of videos and facilitated observational practice and assessment using rubrics in alignment with the Connecticut Guidelines.
- Continue Instructional Rounds support in previously trained schools to maintain shared understanding of effective instructional practice and assessment of School Improvement Plans developed from focus areas.
- Provide professional training in Instructional Rounds in four focus/review schools not previously trained.

Strategy 3: Contract with independent consultants and other agencies to provide support throughout the district.

- Develop a partnership with recognized state institutions and/or other entities to support executive leadership development and accountability for learning.
- Work with contracted consultants to strengthen leadership team development in support of district progress in capacity-building at all levels of teaching and administration.
- Establish a contract with a firm, such as CREC, to provide an audit of alternative programs and to provide support for implementation of program recommendations to administrator and teacher leadership.
- Work with an onsite consultant to assist staff at Synergy in implementing structures to enhance personalized learning for at-risk students.
- Contract with CAS to hire executive coaches for Silver Lane, Synergy, Norris and East Hartford Middle School.
- Establish a consultant/coach contract for data/research/analysis services to provide accountability and assessment for both district and school data analysis and to develop the capacity of leadership to sustain these accountability measures.
- Provide district and school leadership with support in data analysis by establishing a .5 data administrator position to ensure effective use of data for development of school improvement plans and for selecting appropriate intervention strategies.

Strategy 3: Enhance the work of the data teams to ensure a high level of proficiency at all levels of the accountability system.

- East Hartford Public Schools will work to enhance the work of the data teams through professional development and coaching support. The data teams will be responsible for maintaining a high level of proficiency, as measured on the appropriate CSDE data team rubrics a minimum of two times per year, and accountability for monitoring

School Improvement Plans throughout the district.

- The School Data Team, in coordination with the focus school assessment team, will analyze performance data to determine the root causes of areas of low performance and develop a focused intervention plan to address student needs.
- The District Data Team and the .5 data coordinator will provide workshop sessions and individual school support in the analysis of data and development of School Improvement Plans.

Years of Implementation:

X Year 2

X Year 3

X Year 4

X Year 5

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. Phase I: Interventions in Focus Schools – 2012-13

As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. Phase II and III: Low Performing Schools – 2013-14 and 2014-15

Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
<i>Phase I Interventions: Focus Schools (2012-13)</i>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
<i>Phase II Interventions: Other low performing schools (2013-14)</i>	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
<i>Phase III Interventions: Other low performing schools (2014-15)</i>	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district’s schools as Turnaround, Focus, or Review, these schools must be included in the “Schools that require most significant support and oversight” category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district’s schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district’s schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p>Connecticut IB Academy (CIBA)</p>	<p>SPI greater than 75</p>	<p>Leadership: The principal and teachers at CIBA are afforded the opportunity to attend IB community professional development and roundtable sessions geared specifically toward leadership in their respective areas. The principal is active in the Magnet School Association of America, as well as in the IB Guild Roundtable. The district provides release time and coverage for these activities above and beyond the scheduled district professional development calendar.</p> <p>Instruction/Teaching: Teachers in like courses meet with other teachers regarding the curriculum and instruction expectations of the International Baccalaureate Organization (IBO). The IBO monitors the success rate of students taking IB assessments against the teachers' coursework and assigned grades. Teachers are also provided with professional support in planning and instruction. Teachers attend professional development updates in their curriculum area given by the IBO on a regular schedule of every two to three years. Furthermore, teachers engage in professional study with teachers in their like departments at East Hartford High School.</p> <p>Effective Use of Time: CIBA is an extended day program which provides the opportunity for student support in the rigorous curriculum expectations. In addition to school day support, there are</p>

many opportunities after school for enrichment or intervention. Students can also participate in programs at East Hartford High School.

Curriculum:

In addition to the IB curriculum, which is delivered and supported by the IBO through online and professional development resources, CIBA teachers will receive professional development in the district curriculum aligned to the Connecticut Common Core State Standards.

Use of Data:

Teachers use released IB test data, as well as classroom and state assessment data, to refine planning and instructional strategies to improve student outcomes.

School Environment:

CIBA is a hosted magnet school that draws its student body from a number of surrounding communities. There are team-building activities and programs designed to foster a new sense of the student body as a unified community of learners although they are drawn from the many communities of students. In addition to the designated activities, students are involved in clubs, activities and service learning which provide more opportunities to come together.

Family and Community:

CIBA has a Parent Advisory Council (PAC) that meets to support students and programs at CIBA, as well as to provide input to the school. The principal attends meetings to respond to questions and to engage parents in school activities and issues. Students

			<p>are also involved in service learning that includes charitable fundraisings interactions with mentors, community members and parent volunteers.</p>
<p>Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>O'Connell East Hartford Middle (EHMS) Sunset Ridge Goodwin Langford Pitkin</p>	<p>SPI between 65 and 75</p>	<p>Leadership: Three schools, EHMS, Langford and Pitkin, have previously received executive coaching assistance through the CALI Demonstration and/or Coaching School Model. They have shown sufficient growth over time to move into the moderate oversight category. Three of the schools, O'Connell, EHMS, and Langford, have participated in Instructional Rounds (IR) professional development and technical assistance from the Connecticut Center for School Change (CCSC). The district will provide continued support to all of the leadership teams in these schools and intends to provide the same professional development to the other three schools in this category by contracting with the CCSC in order to build additional capacity in using IR to assess program implementation and need for support.</p> <p>Instruction/Teaching: Instructional Rounds provided data on the need for job-embedded professional development and coaching in specific teaching areas – differentiated instruction, effective teaching strategies</p>

			<p>selection based on analysis of student work, and rigor in lesson design and questioning – among the three participating schools as listed above. Additional professional development and coaching assistance through selected consultants from CREC, SERC and independent sources, in cooperation with district and school-based coaches, will be provided to support continued growth in these areas. These expenditures will provide information on the fidelity of implementation and the effectiveness of the strategies selected</p> <p><u>Effective Use of Time:</u> All but two of these schools have created new schedules to provide additional time during the school day to provide opportunities for intervention and enrichment in mathematics and literacy. Sunset Ridge has an extended day program in order to support academic learning, as well as to provide additional time for the performing arts and world language theme. Sunset Ridge continues to use a model of interdisciplinary instruction that incorporates literacy and numeracy throughout the day. The district has applied for the TIME Collaborative opportunity for O’Connell Elementary School as it institutes its new International Baccalaureate (IB) theme this fall. Adding Spanish, technology and library/media research skills to its offerings without reducing the time for a both a literacy block and mathematics block has necessitated the reduction in the number of hours of art, music and PE being offered during the school day so that the school can maintain currently offered</p>
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intervention and enrichment support periods. Currently, a small after school program also assists in providing additional opportunities for support and engagement. An expanded learning time opportunity would be helpful in reestablishing the lost art, music and PE time for this school. As such, the O'Connell School is seeking to use the TIME Collaborative grant for this purpose and additional restructuring of the school day.

Curriculum:

The district will provide a revised E/LA curriculum aligned to the Connecticut Common Core State Standards for implementation this fall. Professional development support for implementation of the CCSS is ongoing.

Use of Data:

All of the schools have Instructional Data Teams by grade level or content area. In addition, each school has a School Data Team. Teachers and administrators have received support from CALI in the form of workshops and technical assistance and district literacy and data personnel in the functioning of data teams. Each team uses data to inform instruction, identify areas for professional development for teachers and other staff, and for whole school improvement in discipline and attendance. Department heads, supervisors and other district personnel will continue to support the data teams as they seek to raise student achievement. The CSDE data team rubrics are used to assess and support data teams in accordance with their indicated needs.

			<p>School Environment:</p> <p>Annually, the district provides student, parent and staff surveys to all of the schools. The results are used to plan strategies to assure that the majority of the respondents in each category identify the school environment as safe and responsive to student and parent needs. Each school has a PBIS team which receives ongoing support from the District PBIS Committee and external consultants from CREC and SERC. In addition, safe school climate committees will oversee the fidelity of implementation of PBIS in each school by conducting PBIS SET annually and analyzing the data for intervention support as needed.</p> <p>Family and Community:</p> <p>Each school hosts a number of day and evening activities that involve parents and community members. Among these events are annual parent-teacher conferences held twice per year or on parent request. Additionally, the district-wide Community Resource Center provides assistance to parents in supporting their children's education. The center, housed at East Hartford Middle School, also provides ELL support to parents so that parents feel welcome to participate in school events. All of the schools hold day and evening events for parents and community members. Many involve student performances, awards or literacy/numeracy family nights.</p>
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<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p><u>Focus Schools:</u> Stevens Norris Mayberry Silver Lane</p> <p><u>Review Schools:</u> O'Brien Hockanum East Hartford High School (EHHS)</p>	<p>Identified by the Connecticut State Department of Education</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>
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B. Interventions in Low Performing Schools

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Dr. Franklin H. Mayberry Elementary	Grades Served: K-6	# of Students: 413																																																																																																																	
Diagnosis																																																																																																																			
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p>																																																																																																																			
<p>Demographic and achievement data from the DRA2 spring 2012, CMT 2010 and 2011 and other assessment data suggest an urgency for change in the following areas:</p> <ul style="list-style-type: none"> • Literacy • Grades K-6 • Subgroup Achievement Gap for Hispanic and ELL students <p>Example:</p> <p>Dr. Franklin H Mayberry Elementary School</p> <p>Connecticut Mastery Test 2010-11-12</p> <p>Performance Levels Whole School, ELL, Hispanic Sub-groups-READING</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Year</th> <th>Subject/Group</th> <th>Number Tested</th> <th>% at or Above Proficiency</th> <th>Sub-Group Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="12">3</td> <td rowspan="5">2010</td> <td>Whole School</td> <td>75</td> <td>42.7%</td> <td></td> </tr> <tr> <td>ELL</td> <td>9</td> <td>11.1%</td> <td>35.9% pts.</td> </tr> <tr> <td>Not-ELL</td> <td>66</td> <td>47.0%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>29</td> <td>27.6%</td> <td>34.9% pts.</td> </tr> <tr> <td>White</td> <td>16</td> <td>62.5%</td> <td></td> </tr> <tr> <td rowspan="5">2011</td> <td>Whole School</td> <td>62</td> <td>50.0%</td> <td></td> </tr> <tr> <td>ELL</td> <td>7</td> <td>42.9%</td> <td>8.0% pts.</td> </tr> <tr> <td>Not-ELL</td> <td>55</td> <td>50.9%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>10</td> <td>50.0%</td> <td>(5.0% pts.)</td> </tr> <tr> <td>White</td> <td>20</td> <td>45.0%</td> <td></td> </tr> <tr> <td rowspan="5">2012</td> <td>Whole School</td> <td>81</td> <td>60.5%</td> <td></td> </tr> <tr> <td>ELL</td> <td>10</td> <td>20.0%</td> <td>46.2% pts.</td> </tr> <tr> <td>Not-ELL</td> <td>71</td> <td>66.2%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>43</td> <td>60.5%</td> <td>19.5 % pts.</td> </tr> <tr> <td>White</td> <td>5</td> <td>80.0%</td> <td></td> </tr> <tr> <td rowspan="10">4</td> <td rowspan="5">2010</td> <td>Whole School</td> <td>77</td> <td>27.3%</td> <td></td> </tr> <tr> <td>ELL</td> <td>16</td> <td>6.3%</td> <td>26.5% pts.</td> </tr> <tr> <td>Not-ELL</td> <td>61</td> <td>32.8%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>42</td> <td>19.0%</td> <td>31.0% pts.</td> </tr> <tr> <td>White</td> <td>12</td> <td>50.0%</td> <td></td> </tr> <tr> <td rowspan="5">2011</td> <td>Whole School</td> <td>53</td> <td>41.5%</td> <td></td> </tr> <tr> <td>ELL</td> <td>11</td> <td>9.1%</td> <td>40.9% pts.</td> </tr> <tr> <td>Not-ELL</td> <td>42</td> <td>50.0%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>7</td> <td>28.6%</td> <td>15.4 % pts.</td> </tr> <tr> <td>White</td> <td>25</td> <td>44.0%</td> <td></td> </tr> </tbody> </table>			Grade	Year	Subject/Group	Number Tested	% at or Above Proficiency	Sub-Group Gap	3	2010	Whole School	75	42.7%		ELL	9	11.1%	35.9% pts.	Not-ELL	66	47.0%		Hispanic	29	27.6%	34.9% pts.	White	16	62.5%		2011	Whole School	62	50.0%		ELL	7	42.9%	8.0% pts.	Not-ELL	55	50.9%		Hispanic	10	50.0%	(5.0% pts.)	White	20	45.0%		2012	Whole School	81	60.5%		ELL	10	20.0%	46.2% pts.	Not-ELL	71	66.2%		Hispanic	43	60.5%	19.5 % pts.	White	5	80.0%		4	2010	Whole School	77	27.3%		ELL	16	6.3%	26.5% pts.	Not-ELL	61	32.8%		Hispanic	42	19.0%	31.0% pts.	White	12	50.0%		2011	Whole School	53	41.5%		ELL	11	9.1%	40.9% pts.	Not-ELL	42	50.0%		Hispanic	7	28.6%	15.4 % pts.	White	25	44.0%	
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		2011	Whole School	61	31.1%	
			ELL	12	0.0%	38.8% pts.
			Not-ELL	49	38.8%	
			Hispanic	10	30.0%	0.0% pts.
			White	30	30.0%	
			Whole School	34	44.1%	
2012	ELL	6	16.7%	33.3% pts.		
	Not-ELL	28	50.0%			
	Hispanic	18	33.3%	38.1 % pts.		
	White	7	71.4			
6	2010	Whole School	N/A	No grade 6		
	2011	Whole School	30	60.0%		
		ELL	6	33.3%	33.4% pts.	
		Not-ELL	24	66.7%		
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		Not-ELL	23	65.2%		
		Hispanic	16	37.5%	45.8 % pts.	
White		6	83.3%			

b. What are the reasons for low performance in this school? (Please provide evidence)

Interventions have not been fully implemented due to staff turnover, staff reductions and a need for staff to more deeply understand effective interventions for Hispanic and ELL students. Mayberry Elementary School has been unable to sustain an intervention system “staffed to capacity,” and staff demonstrate a need for more professional development, particularly for general education teachers, specifically targeted to meet the needs of Hispanic/ELL learners. The staff needs additional support in diagnosing student intervention needs and in differentiating instruction to meet the needs of a diverse group of students in Tier I in addition to an SRBI based-intervention system.

As such, the strategic plan described herein will focus on restoring the school’s capacity to provide rigorous and differentiated instruction, as well as research-based interventions, to meet the needs of all students, particularly Hispanic/ELL subgroups including the restoration of a highly qualified and effective instructional bilingual tutor and professional development for all staff. Through the development of a focused school improvement plan aligned to these identified needs, the school will implement clear steps to address the instructional gaps. A coordinated effort in developing strong Tier I instruction through a shared understanding of effective instruction and in identifying effective interventions will be facilitated by outside consultants. Performance will be monitored by the School Data Team who will report twice annually to the District Data Team.

Performance Targets¹

a. How will the district measure the success of the intervention?

The district will use measures of ELL and Hispanic student growth on state and district assessments, such as the DRA2, and LAS-Links, formative assessments and curriculum-based assessments. Furthermore, progress monitoring using technology-based systems, such as EasyCBM, along with DRA2 Progress Monitoring systems, will demonstrate student improvement toward identified objectives.

b. How will the district monitor school progress?

The district will use district and state assessments, such as the DRA2 and LAS-Links, as well as curriculum-based assessments, to monitor student growth as a whole to assure that closing the gap does not result from lower achievement overall. Additionally, the district will use student, parent and staff surveys along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and possible additional needed support for fidelity of implementation of adult strategies. The site-based school improvement team, comprised of the principal and key teacher leadership, will work with the School Data Team (SDT) to determine causes of low performance, to develop a focused School Improvement Plan and to monitor the School Improvement Plan. School leadership will present results of ongoing intervention strategies and student achievement to the District Data Team at least twice per year. The District Data Team will also visit the focus schools to observe the fidelity of implementation of interventions and provide feedback to the principal and School Data Team following each visit.

¹ Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

Areas of School Redesign

What actions will the district and school take to ensure:

1. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

The current principal received three years of mentoring by an executive coach from CAS from Sept. 2008 to June 2011. Several changes were made in the systems of the school that resulted in some growth in achievement. In particular, data teams were strengthened in their ability to review data and make instructional decisions. However, not all Instructional Data Teams (IDT) are equally effective. The literacy coach received support on using student work and assessments to drive instruction. The district SRBI system was established so that students receive intervention during and after the school day. The district will continue to provide support in the use of data through the efforts of a coach to develop improvement plans and systems for follow up. The principal will implement the School Improvement Plan with a focus on curriculum and instruction particularly targeting the needs of Hispanic/ELL students. The principal will work with Data Teams to set goals and monitor progress. The IDT and SDT will be assessed with the appropriate CSDE rubrics twice annually. Professional development to build the capacity of school and teacher leadership to monitor the SIP will be provided as needed as indicated on the performance rubrics. The School Governance Council also provides the assistance of parents and community leaders to assure that all constituents of the Mayberry School community are effectively served.

2. That teachers are effective and able to deliver high-quality instruction?

The principal will work with consultants to provide professional development and instructional coaching which will build capacity among teachers to deliver high-quality instruction:

1. David Cormier will provide professional development and technical/coaching assistance to staff in a Service Delivery Model emphasizing improved instructional practices taking into account the different needs of students and teachers. The plan of action consists of 14 technical days that will engage teachers in looking at current practices, establishing a shared and common definition for effective instruction, and analyzing student work and assessments to gauge effectiveness. It will include a School wide Data Team Retreat to establish the school's Instructional "Non-Negotiables" that data analysis indicates will improve student outcomes. Instructional coaching professional development, targeted instructional professional development and instructional coaching visits will develop common understanding and fidelity of implementation among staff.
2. Kim Bennett will provide 10.5 days of professional development on strategies for supporting English Language Learners (ELL) using the Sheltered Instruction Observation Protocol Model (SIOP). Additionally, identifying strategies based on LAS-Links scores will support a system to accelerate English language acquisition. The plan of action includes classroom walkthroughs/observations, monthly sessions of instructional coaching on sheltered instruction strategies and disaggregated data analysis, team and administrative debrief meetings and future planning. This work will be integrated in grade level data teams in alignment with the instructional work with David Cormier.

3. Barbara Andrews will provide two days specifically focused at Mayberry Elementary School to work with staff, in particular any new teachers, on guided reading, using leveled text, and small group intervention in literacy.
4. The literacy coach will work with the consultants to develop the capacity to sustain and support the instructional improvements resulting from the professional development and coaching from the outside consultants. The literacy coach and principal will also work with the district literacy team and district intervention liaison to implement selected practices as modeled in the CK3-LI. As a result, these adult actions will become embedded in the school expectations.
5. Mayberry Elementary School will participate in a pilot of mathematics texts and strategies in alignment with the revised curriculum and with the support of the district elementary mathematics specialist.
6. School leadership will participate in Instructional Rounds professional development to develop a shared understanding of effective instruction and to monitor fidelity of implementation of selected interventions.

3. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

Elementary school schedules have been adjusted to provide for intervention during the school day. After school programs provide additional opportunities for students to extend their learning - both in interventions for mathematics and reading and in enrichment activities. Child Plan, a community organization focused on supporting parents and early learning/literacy among children, birth to eight, will partner with the school district to provide homework and literacy support to students at the neighborhood community centers. Additionally, there are plans to investigate an extended day to include additional time for student learning targeted specifically for Hispanic/ELL students through a partnership with ChildPlan. The restoration of a bilingual tutor position that was eliminated several years ago would provide additional support to ELL students. This bilingual tutor would work six flex hours per day beginning later in the day. These hours would allow this person to provide additional support to this targeted group of students in the general classroom and ELL resource room during the school day and also afterschool with tutoring and homework support. A bilingual teacher would also work one to two hours 3-4 days per week in this afterschool program and be compensated per the teacher union contract as part of the Extended School Hours Grant program at Mayberry. The teachers' contract provides for the use of two periods per week designated for data teams and common planning'

4. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

Through the implementation of a school improvement plan specifically targeting these areas, the principal will ensure that the instructional program is designed to match student needs. The district is supporting the implementation of revised curriculum documents aligned with the CCSS through professional development in the fall and targeted instructional coaching throughout the year. Focused support for K-3 literacy is provided through intervention groups during the school day and after school to address the needs of below proficient readers. A more structured and consistent format for small guided reading groups, using the Jan Richardson model for small guided reading groups, will aid teachers in meeting the needs of all learners. Teachers will develop lessons in collaboration with the bilingual teacher in order to set language acquisition goals for ELL students in the classroom. The addition of a bilingual tutor will also support these students during the day and after school. The ongoing professional support for teachers in the mathematics pilot implementation will enhance the capacity of teachers to provide rigorous mathematics instruction aligned to the CCSS. Furthermore, the district will use outside consultants to audit curriculum and support teachers in the fidelity of implementation in alignment with the Connecticut CCSS. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need. An iPad intervention for literacy pilot was implemented with success at Norris Elementary School. Mayberry Elementary School proposes piloting a similar small group intervention uses iPad programs supported by leveled reading materials online and in print.

5. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

The teachers' contract provides for the use of two periods per week designated for data teams and common planning. All teachers are on grade level data teams who use common assessments and student work to select goals and objective for student achievement. Teachers plan lessons and interventions collaboratively. Teachers can mix students into small groups for instruction based on student needs. Selected teachers from grade level teams serve on the School-wide Data Team (SDT). The principal will continue to work with the SDT to implement and monitor the School Improvement Plan that addresses these areas. The SDT will report progress on the improvement plan to the DDT three times per year. Additionally, coaching support to IDT and SDT will continue in order to ensure that data is being used effectively to drive instruction. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need. The DDT data team subcommittee will review data presented and provide support to the School Data Team as needed.

6. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Annually, the school collects input from students, parents and staff via a survey regarding school safety and other measures of school satisfaction. These results are used at the district and school level to plan for improvement. In addition, the school has a Positive Behavior Intervention and Support (PBIS) team which analyzes data regarding student discipline and attendance issues. This team provides data to the SDT which works to determine strategies in response. The District PBIS Team provides for the annual conducting of a PBIS SET to assure that the fidelity of implementation of PBIS remains at or above the 80% level. The principal and SDT will continue to review, revise and implement the School Improvement Plan as it continues to address these areas.

7. That ongoing mechanisms are in place which provide for family and community engagement?

The principal and some staff are bilingual which enhances their ability to reach out to the Spanish-speaking families and inform them of the various school programs available to their children. Community programs and workshops are available in Spanish to strengthen the home/school partnership and provide parents with skills on how to support their children's learning at home through collaboration with Child Plan and other community resources. For example, there is a district wide Community Resource Center housed at East Hartford Middle School (EHMS) which provides targeted support to non-English speaking families. Using this resource in conjunction with the East Hartford Adult Education Program to target Mayberry School parents and encourage their participation in ELL and GED classes would provide a strong encouragement to family and community engagement. The Larson Community Center in the Mayberry School neighborhood also provides support to parents and students in literacy and homework through ChildPlan, a community organization. The district has partnered with ChildPlan to provide services through the Community Resource Center at EHMS, and would expand this collaboration to include the programs at the Larson Center. Parents would be surveyed regarding needs and time preference for these programs. Included would be opportunities to access Rosetta Stone for English language acquisition in the afternoon or evenings and weekends as is done through the Community Resource Center at EHMS. Staff at the community center provide assistance to parents with accessing community resources to support job-searches, housing and health issues.

Funding

- a. How much funding will be made available for the interventions in this school?

- David Cormier – \$17,500 for 14 days of professional development, including coaching visits with teachers to support implementation of learning
- Kim Bennett - \$9,975 for 10.5 days of professional development on strategies to support ELL students in general education classes and intervention programs.
- A bilingual tutor – approximately \$20,000 for a full year of six hours per day on a flexible schedule allowing for during school support and afterschool intervention.
- Extended hours – approximately \$5,000 for a bilingual teacher to provide intervention support to students and supervision to the tutor after school as part of a year-long opportunity.

- Barbara Andrews – 2 Days = \$ 3,700 for support to teachers in the implementation of guided reading and literacy intervention using leveled materials, vocabulary supports and interdisciplinary objectives.
- Connecticut Center for School Change Instructional Rounds professional development – approximately \$6,500 (total of \$26,000 in conjunction with other focus schools and district leadership) in order to develop a common understanding of effective instruction, to identify areas of need and to monitor fidelity of implementation of selected interventions.
- Pilot iPad literacy intervention program modeled on successful program at Norris Elementary School – approximately \$9,000 for materials, apps, training and tablets.

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Portions of Alliance District funding, Title I funds previously allocated to SES or Public School Choice, Priority School District funds, as well as portions of Title III, bilingual, Extended School Hours and immigrant grant funds, will be allocated to Dr. Franklin H. Mayberry Elementary School to enable implementation of the strategies indicated.

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Silver Lane Elementary School	Grades Served: K - 5	# of Students: 227																																																																																																																														
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		Whole School	No grade 6		

b. What are the reasons for low performance in this school? (Please provide evidence)

The high percentage of low performing students indicates a need to examine Tier I instruction. Additionally, Silver Lane Elementary School needs to provide more targeted interventions to low performing sub-group students. A tiered SRBI system has been implemented; however, interventions at the Tier III level have not been implemented for a sufficient number of students due to a need for more support. Approximately 55 students received Tier II or III interventions; however, approximately 135 students scored below proficient on the May 2012 DRA2 assessment. Professional development for general education teachers has been specifically targeted to literacy interventions using an SRBI model with an emphasis on phonics and phonemic awareness. The school has selected an intervention program, *Foundations*, in addition to the district-wide Early Intervention Reading (EIR) program. Other intervention strategies must be addressed. Additional professional development will target enhancing Tier I instruction to boost the capacity of teachers to provide rigorous instruction with support in order to move the performance of all students. Through the development of a focused school improvement plan aligned to these and identified sub-group needs, the school will implement clear steps to address the instructional gaps. Performance will be monitored by the School Data Team who will report twice annually to the District Data Team.

Performance Targets²

a. How will the district measure the success of the intervention?

The district will use measures of whole student and Black sub-group performance on state and district assessments, such as the DRA2, formative assessments and curriculum-based assessments, to measure student growth. Furthermore, progress monitoring using technology-based systems, such as EasyCBM, along with DRA2 Progress Monitoring systems, will demonstrate student improvement toward identified objectives.

b. How will the district monitor school progress?

The district will use district and state assessments, such as the DRA2 and LAS-Links, as well as curriculum-based assessments, to monitor student growth as a whole to assure that closing the gap does not result from lower achievement overall. Additionally, the district will use student, parent and staff surveys along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and possible additional needed support for fidelity of implementation of adult strategies. The site-based school improvement team, comprised of the principal and key teacher leadership, will work with the School Data Team (SDT) to determine causes of low performance, to develop a focused School Improvement Plan and to monitor the School Improvement Plan. School leadership will present results of ongoing

² Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

intervention strategies and student achievement to the District Data Team at least twice per year. The District Data Team will also visit the focus schools to observe the fidelity of implementation of interventions and provide feedback to the principal and School Data Team following each visit. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need.

Areas of School Redesign

What actions will the district and school take to ensure:

1. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

Several changes were made in the systems of the school that resulted in some growth in achievement as a result of the tiered interventions that were established. In addition, data teams were strengthened in their ability to review data and make instructional decisions through support during CALI technical assistance. Teachers received professional development in co-teaching and differentiated instruction with Sonya Kunkel, an outside consultant, in order to facilitate their tiered instruction. The principal will work with Data Teams to set goals and monitor progress. The IDT and SDT will be assessed with the appropriate CSDE rubrics twice annually. Professional development to build the capacity of school and teacher leadership to monitor the SIP will be provided as needed as indicated on the performance rubrics. The School Governance Council also provides the assistance of parents and community leaders to assure that all constituents of the Silver Lane School community are effectively served. Other activities to build improvement at Silver Lane Elementary School include the following:

1. The principal will work with an executive coach provided by Connecticut Association of Schools on reviewing and strengthening instructional leadership practices among administrative and teacher leadership at Silver Lane Elementary School using the model that has been successful in schools such as Langford Elementary School. With the support of the executive coach, the principal will work with staff to develop and implement an effective School Improvement Plan with a focus on curriculum and instruction particularly targeting the needs of Black students.
2. The district will support the implementation of an effective evaluation system that aligns with the Commissioner's administrator and teacher evaluation guidelines.

2. That teachers are effective and able to deliver high-quality instruction?

The principal will work with consultants to provide professional development and instructional coaching which will build capacity among teachers to deliver high-quality instruction:

1. Teachers will work with consultant, David Cormier, to improve teacher practices and student outcomes through technical assistance, facilitation, coaching and training. The establishment of a school-wide set of non-negotiable essentials of effective instruction with an emphasis on intentional planning and differentiated instruction will set the foundation for improving student outcomes at the Tier I level. The plan of action consists of 13 technical days that will engage teachers in looking at current practices, establishing a shared and common definition for effective instruction, and analyzing student work and assessments to gauge effectiveness. Instructional coaching professional development, targeted instructional professional development and instructional coaching visits will develop common understanding and fidelity of implementation among staff.

2. Sonya Kunkel will continue work with staff on intervention strategies, differentiated instruction, SRBI and co-teaching to support the fidelity of implementation of these practices introduced previously.
3. Barbara Andrews will provide two days specifically focused at Silver Lane Elementary School to work with staff, in particular any new teachers, on guided reading, using leveled text, and small group intervention in literacy.
4. The literacy coach will work with the consultant to develop the capacity to sustain and support the instructional improvements resulting from the professional development and coaching from the outside consultants. The literacy coach and principal will also work with the district literacy team and district intervention liaison to implement selected practices as modeled in the CK3-LI. As a result, these adult actions will become embedded in the school expectations.
5. The district will provide professional development and technical service support for the implementation of Instructional Rounds to assist the principal and teachers in developing a common understanding of effective instruction, in developing a focus for improvement, and in developing a school improvement plan to support growth in the selected focus areas.

3. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

A schedule to provide interventions has been established and will continue to be assessed and revised. A strong belief in SRBI as a means to promote student achievement is central to the school's focus. The teachers' contract provides for the use of two periods per week designated for data teams and common planning.

In order to sustain the schedule of interventions and supports, the district would work to restore some tutor positions that had been cut due to budget constraints. These tutors work under the guidance of the literacy coach and grade level teachers to provide support using *Foundations*, Braidy, Early Intervention Reading (EIR) and TLC. The district would also seek to transfer best practices learned from the participation of Norris Elementary School in the CK-3LI to Silver Lane through the district literacy team and district liaison working with this initiative in support of this goal.

Silver Lane Elementary School has a 21st Century Community Learning Centers grant in order to develop some expanded learning opportunities for selected students. An integral part of the program will be providing programs for parents regarding different ways to support their children in school academically, nutritionally and behaviorally in conjunction with the School Governance Council, Family Resource Center and ChildPlan, a community based parent-student support focused organization. These programs would include literacy, numeracy and ELL-support as warranted. A component of these offerings would include dinner with their children who would be participating in student programs. Childcare would be provided for younger siblings if necessary. Silver Lane has two pre-school readiness classes whose parents would also be offered this opportunity. Through flexing schedules of tutorial staff and leveraging other grant funds, the school seeks to provide support to additional students.

4. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District has developed a comprehensive literacy and math curriculum document that is rigorous, provides supports and enrichment, and is aligned to the Common Core State Standards. Pre and post-tests accompany each unit of study and a pacing guide allows teachers to have rich conversations on a regular basis during the data team process. Through the implementation of a school improvement plan specifically targeting these areas, the principal will ensure that the instructional program is designed to match student needs. The district is supporting the implementation of revised curriculum documents aligned with the CCSS through professional development in the fall and targeted instructional coaching throughout the year. Barbara Andrews, an outside consultant with Benchmark Education, will provide support to teachers in the implementation of guided reading and literacy intervention using leveled materials, vocabulary supports and interdisciplinary objectives. A remedial reading teacher will be hired and assigned to Silver Lane Elementary School in order to provide additional professional support to low performing students. This teacher may have a flex schedule in order to provide interventions beyond the school day in an extended learning time opportunity in conjunction with a 21st Century Learning Centers grant.

5. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

The teachers' contract provides for the use of two periods per week designated for data teams and common planning. All teachers are on grade level data teams who use common assessments and student work to select goals and objective for student achievement. Teachers plan lessons and interventions collaboratively. Teachers can mix students into small groups for instruction based on student needs. Selected teachers from grade level teams serve on the School-wide Data Team (SDT). The principal will continue to work with the SDT to implement and monitor the School Improvement Plan that addresses these areas. The SDT will report progress on the improvement plan to the DDT three times per year. Additionally, coaching support to IDT and SDT will continue in order to ensure that data is being used effectively to drive instruction. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need. The DDT data team subcommittee will review data presented and provide support to the School Data Team as needed. With the implementation of professional development on Instructional Rounds, the principal and teacher leaders will use observational data to assess fidelity of implementation of instructional strategies and intervention plans.

6. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Annually, the school collects input from students, parents and staff via a survey regarding school safety and other measures of school satisfaction. These results are used at the district and school level to plan for improvement. In addition, the school has a Positive Behavior Intervention and Support (PBIS) team which analyzes data regarding student discipline and attendance issues. This team provides data to the SDT which works to determine strategies in response. The District PBIS Team provides for the annual conducting of a PBIS SET to assure that the fidelity of implementation of PBIS remains at or above the 80% level. The principal and SDT will continue to review, revise and implement the School Improvement Plan as it

continues to address these areas. Furthermore, Silver Lane Elementary School will participate in *Courageous Conversations* work with SERC to assure that staff are able to respond to the needs of students in the Black sub-group and their parents. Staff will participate in an analysis of the school environment through the *How Welcoming is Your School?* self-assessment tool.

7. That ongoing mechanisms are in place which provide for family and community engagement?

Silver Lane Elementary School has a Family Resource Center and a School-Based Health Center. Furthermore, most students walk to this neighborhood school. Some parents accompany their children to school in the morning and meet them to walk home. The School Governance Council is active in working with the principal in planning school day and evening activities. As part of its extended day proposal, Silver Lane plans to develop a partnership with East Hartford Parks & Recreation, YMCA and ChildPlan to enhance its current 21st Century Community Learning Centers grant-funded after school program, Crossroads, in order to provide both intervention and enrichment opportunities to more students. In addition, ChildPlan will partner with the schools to provide additional literacy support to parents and students beyond and outside of the school day.

Funding

a. How much funding will be made available for the interventions in this school?

- Executive Coach (CAS) = \$18,900 for 40 days of onsite coaching and school systems support.
- David Cormier – 13 Days = \$16,250 of professional development, including coaching visits with teachers to support implementation of learning
- Sonya Kunkel – 7-10 Days = \$4,900 - \$7,000 to support teachers in differentiated instruction, SRBI intervention support and co-teaching.
- Barbara Andrews – 2 Days = \$ 3,700 for support to teachers in the implementation of guided reading and literacy intervention using leveled materials, vocabulary supports and interdisciplinary objectives.
- Two additional tutor positions – approximately \$20,000 each = \$40,000
- A remedial reading teacher = approximately \$78,000 to provide additional intervention support – on a flex schedule potentially for extended day opportunities
- Connecticut Center for School Change Instructional Rounds professional development – approximately \$6,500 (total of \$26,000 in conjunction with other focus schools and district leadership) in order to develop a common understanding of effective instruction, to identify areas of need and to monitor fidelity of implementation of selected interventions.
- *Courageous Conversations* – SERC (# of days to be determined by assessment) = approximately \$6,000 for assessment, professional development and coaching sessions.

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Portions of Alliance District funding, Title I funds previously allocated to SES or Public School Choice, Priority School District and Extended School Hours funds will be allocated Silver Lane Elementary School to enable implementation of the strategies indicated. Additionally, Silver Lane has a 21st Century Learning Center grant for after school programs.

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Anna E. Norris Elementary School	Grades Served: K - 6	# of Students: 256																																																																																																																								
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		Not F/R	7	28.6																																																																																																																						
		SpEd	2	0.0	26.3 % pts.																																																																																																																					
		Not SpEd	38	26.3																																																																																																																						
		ELL	8	12.5	15.6 % pts.																																																																																																																					
	Not ELL	32	28.1																																																																																																																							
	2012	Whole School	64	50.0																																																																																																																						
		F/R	42	40.5	27.7 % pts.																																																																																																																					
		Not F/R	22	68.2																																																																																																																						
		SpEd	7	28.6	24.0 % pts.																																																																																																																					
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ELL		8	0.0	57.1 % pts.																																																																																																																						
Not ELL	56	57.1																																																																																																																								
4	2010	Whole School	44	40.9																																																																																																																						
		F/R	41	36.6	63.4 % pts.																																																																																																																					
		Not F/R	3	100.0																																																																																																																						
		SpEd	5	0.0	46.2 % pts.																																																																																																																					
		Not SpEd	39	46.2																																																																																																																						
		ELL	3	33.3	8.2 % pts.																																																																																																																					

		Not ELL	41	41.5	
		Whole School	34	41.2	
		F/R	25	32.0	34.7 % pts.
		Not F/R	9	66.7	
		SpEd	0	N/A	
		Not SpEd	34	41.2	
		ELL	4	0.0	46.7 % pts.
		Not ELL	30	46.7	
		Whole School	25	36.0	
		F/R	22	31.8	34.9 % pts.
		Not F/R	3	66.7	
		SpEd	3	0.0	40.9 % pts.
		Not SpEd	22	40.9	
		ELL	5	20.0	20.0 % pts.
		Not ELL	20	40.0	
		Whole School	52	34.6	
		F/R	43	32.6	11.8 % pts.
		Not F/R	9	44.4	
		SpEd	5	0.0	38.3 % pts.
		Not SpEd	47	38.3	
		ELL	7	14.3	23.5 % pts.
		Not ELL	45	37.8	
		Whole School	37	40.5	
		F/R	31	32.3	51 % pts.
		Not F/R	6	83.3	
		SpEd	7	0.0	50.0 % pts.
		Not SpEd	30	50.0	
		ELL	2	50.0	(10.0 % pts.)
		Not ELL	35	40.0	
		Whole School	27	48.1	
		F/R	22	45.5	14.5 % pts.
		Not F/R	5	60.0	
		SpEd	2	0.0	52.0 % pts.
		Not SpEd	25	52.0	
		ELL	3	66.7	(20.9 % pts.)
		Not ELL	24	45.8	
		2010	Whole School	No grade 6	
			Whole School	27	55.6
			F/R	23	47.8
			Not F/R	4	100.0
			SpEd	6	16.7
			Not SpEd	21	66.7
			ELL	3	66.7
			Not ELL	24	54.2
			Whole School	31	35.5
			F/R	27	29.6
			Not F/R	4	75.0
			SpEd	8	0.0
			Not SpEd	23	47.8
			ELL	5	20.0
			Not ELL	26	38.5
					18.5 % pts.

b. What are the reasons for low performance in this school? (Please provide evidence)

The low performance in this school is related to a previous lack of systems and instability in school leadership the previous five years leaving the school unable to meet the need to address students with deficiencies in literacy skills and experiences in a targeted manner. The current principal and literacy coach joined the school last year. During this past year, the school specifically focused on implementing new systems developed through work with consultants on SRBI and Data Teams. The school chose to add a specific focus on Grade 3 data analysis and intervention protocols due to a pronounced trend of declining year to year scores on the CMT. Results for 2012 show a reversal of this trend that the school intends to build on for the future. Professional development for general education teachers was specifically targeted to literacy interventions using an SRBI model with an emphasis on phonics and phonemic awareness. The school has selected an intervention program, *EIR*, and has developed a tiered intervention system to meet the needs of students. Additional professional development will target enhancing Tier I instruction to boost the capacity of teachers to provide rigorous instruction with support in order to move the performance of all students. Norris School has been awarded a competitive Connecticut K-3 Literacy Initiative intervention opportunity in order to strengthen their entire program K-3. This work will build foundational support for literacy improvement K-3, which will set the stage to improved literacy for the whole school. Work will continue with grades 4-6 to intervene for students in need of literacy support.

Performance Targets³

a. How will the district measure the success of the intervention?

The district will use measures of whole student and FRL, ELL sub-group performance on state and district assessments, such as the DRA2 and LAS-Links, formative assessments and curriculum-based assessments, to measure student growth. Furthermore, progress monitoring using technology-based systems, such as EasyCBM and DRA2 Progress Monitoring Systems, will demonstrate student improvement toward identified objectives. The district will also use the technology-driven assessment system as determined in the CK-3LI.

b. How will the district monitor school progress?

The district will use district and state assessments to monitor student growth as a whole to assure that closing the gap does not result from lower achievement overall. Additionally, the district will use student, parent and staff surveys along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and possible additional needed support for fidelity of implementation of adult strategies. The site-based school improvement team, comprised of the principal and key teacher leadership, will work with the School Data Team (SDT) to determine causes of low performance, to develop a focused School Improvement Plan and to monitor the School Improvement Plan. School leadership will present results of ongoing intervention strategies and student achievement to the District Data Team at least twice per year. The District Data Team will also visit the focus schools to observe the fidelity of implementation of interventions and provide feedback to the principal and School Data Team following each visit. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need.

³ Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

Areas of School Redesign

What actions will the district and school take to ensure:

1. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

Anna E. Norris Elementary School has undergone several leadership and literacy coach changes in the past 5 years. A new principal and a new literacy coach were brought in last year. The principal worked with an executive coach in his initial year at the elementary level and participated in a year-long leadership professional development support program with the Connecticut Association of Schools (CAS). The district intervention specialist was assigned to Norris School two days per week to support the new leadership and to provide specific interventions to a group of students in order to model a program. The district intervention specialist also trained a group of paraprofessionals and tutors to implement Early Intervention Reading (EIR). Several changes were made in the systems of the school to reestablish a stronger EIP/SRBI and PBIS program. In addition, data teams were strengthened in their ability to review data and make instructional decisions through support during CALI technical assistance for data teams. Teachers received professional development in co-teaching and differentiated instruction with Sonya Kunkel, an outside consultant, in order to facilitate their tiered instruction. Diane Novak and Kim Bennett provided support through the CALI technical services on differentiating instruction for high needs students and ELL students. The district proposes continuing the CAS executive coach to support the principal and teacher leadership team. The principal will implement the School Improvement Plan with a focus on curriculum and instruction particularly targeting the needs of high needs students. The principal will work with Data Teams to set goals and monitor progress in all curricular areas, but with an emphasis on literacy and mathematics. The IDT and SDT will be assessed with the appropriate CSDE rubrics twice annually. Professional development to build the capacity of school and teacher leadership to monitor the SIP will be provided as needed as indicated on the performance rubrics. The School Governance Council also provides the assistance of parents and community leaders to assure that all constituents of the Norris Elementary School community are effectively served.

2. That teachers are effective and able to deliver high-quality instruction?

The principal will work with consultants to provide professional development and instructional coaching which will build capacity among teachers to deliver high-quality instruction:

1. The literacy coach and the K-3 teachers, along with the district literacy consultant and district intervention specialist, will work with the external consultants, provided by the CSDE and the University of Connecticut, K-3 Literacy Initiative (CK-3LI), to improve teacher practices and student outcomes through technical assistance, facilitation, coaching and training. The establishment of a school-wide literacy intervention will set the foundation for improving student outcomes at the Tier II level. The plan includes 4 additional literacy interventionists to support K-3 students and model for literacy staff. The district literacy team and district liaison will participate with the CK-3LI in order to be able to sustain program improvements and implement best practices across Norris Elementary School and other district focus schools.
2. The district will also continue to support the use of outside consultants, such as David Cormier and Kim Bennett, as appropriate to their needs, in order to engage teachers in

looking at current practices, establishing a shared and common definition for effective instruction, and analyzing student work and assessments to gauge effectiveness of Tier I, II, and III instruction. Instructional coaching professional development, targeted instructional professional development and instructional coaching visits will develop common understanding and the necessary fidelity of implementation among staff.

3. Barbara Andrews will provide two days specifically focused at Norris Elementary School to work with staff, in particular any new teachers, on guided reading, using leveled text, and small group intervention in literacy.
4. The literacy coach will work with the consultants to develop the capacity to sustain and support the instructional improvements resulting from the professional development and coaching from the outside consultants. The literacy coach and principal will also work with the district literacy team and district intervention liaison to implement selected practices as modeled in the CK3-LI. As a result, these adult actions will become embedded in the school expectations.
5. The district will provide professional development and technical service support for the implementation of Instructional Rounds to assist the principal and teachers in developing a common understanding of effective instruction, in developing a focus for improvement, and in developing a school improvement plan to support growth in the selected focus areas.

3. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

A schedule to provide interventions has been established and will continue to be assessed and revised. A strong belief in SRBI as a means to promote student achievement is central to the school's focus. Additionally, work with the CK-3 LI will provide an opportunity for the school to analyze its use of time for intervention and enrichment. An after school program, using Extended School Hours grant funds as well as 21st Century Community Learning Centers grant funds, operates to provide additional literacy support to students scoring below proficient on DRA2 and/or CMT. The teachers' contract provides for the use of two periods per week designated for data teams and common planning.

Current plans for the 2012-13 school year are for the literacy coach and district intervention specialist to work directly with classroom teachers in the delivery of reading instruction. During the 2011-12 school year, Norris experienced a significant loss of staff due to budget constraints. The three intervention positions were reduced to one .8 position. The social worker position was eliminated, and the bi-lingual tutor position went unfilled. These reductions have increased the challenges of sustaining current systems and the school's capacity to deliver meaningful and purposive instruction support in literacy. The literacy coach and district intervention specialist have played major roles in helping to sustain training to existing staff, development of materials, strategies and techniques, and providing direction, communication and planning to outside consultants working with staff. The district looks forward to the results from the CK-3LI to develop a plan for future support at Norris Elementary School.

4. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District has developed a comprehensive literacy and math curriculum document that is rigorous, provides supports and enrichment, and is aligned to the Common Core State Standards. Pre and post-tests accompany each unit of study and a pacing guide allows teachers to have rich conversations on a regular basis during the data team process. Through the implementation of a school improvement plan specifically targeting these areas, the principal will ensure that the instructional program is designed to match student needs. The district is supporting the implementation of revised curriculum documents aligned with the CCSS through professional development in the fall and targeted instructional coaching throughout the year. Barbara Andrews, an outside consultant with Benchmark Education, will provide support to teachers in the implementation of guided reading and literacy intervention using leveled materials, vocabulary supports and interdisciplinary objectives. The classroom learning environment has been enhanced through the addition of three SMART Boards in the lower elementary classes and the addition of 18 classroom computers, grades 3 - 6. A technology coach supports the professional growth of teachers in using these resources effectively in the delivery of instruction and intervention programs.

5. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

The teachers' contract provides for the use of two periods per week designated for data teams and common planning. All teachers are on grade level data teams who use common assessments and student work to select goals and objective for student achievement. Teachers plan lessons and interventions collaboratively. Teachers can mix students into small groups for instruction based on student needs. Selected teachers from grade level teams serve on the School-wide Data Team (SDT). The principal will continue to work with the SDT to implement and monitor the School Improvement Plan that addresses these areas. The SDT will report progress on the improvement plan to the DDT three times per year. Additionally, coaching support to IDT and SDT will continue in order to ensure that data is being used effectively to drive instruction. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need. The DDT data team subcommittee will review data presented and provide support to the School Data Team as needed. With the implementation of professional development on Instructional Rounds, the principal and teacher leaders will use observational data to assess fidelity of implementation of instructional strategies and intervention plans.

6. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Annually, the school collects input from students, parents and staff via a survey regarding school safety and other measures of school satisfaction. These results are used at the district and school level to plan for improvement. In addition, the school has a Positive Behavior Intervention and Support (PBIS) team which analyzes data regarding student discipline and attendance issues. This team provides data to the SDT which works to determine strategies in response. The District PBIS Team provides for the annual conducting of a PBIS SET to assure that the fidelity of implementation of PBIS remains at or above the 80% level. The principal

and SDT will continue to review, revise and implement the School Improvement Plan as it continues to address these areas.

7. That ongoing mechanisms are in place which provide for family and community engagement?

Anna E. Norris Elementary School has a School Governance Council active in working with the principal in planning school day and evening activities. The school creates an intervention program for after school using Extended School Hours grant funds. The school hosts several programs for parents to attend with their students. A stronger relationship with the Community Resource Center with its bilingual support staff will assist Norris in reaching more parents through translated materials, Rosetta Stone for parents and other program opportunities. This area will be addressed for expansion in the 2012-13 school year. The plan is to provide 8 programs linked to monthly school governance council meetings with focus on such topics as reading/literacy development at home, organizational skills, relational aggression, time management, and others. Within all areas, each session will have academic themes of emphasis. Initial responses from council members indicate a universal interest in this effort to improve parent/school involvement.

Funding

a. How much funding will be made available for the interventions in this school?

- Kim Bennett – 10 Days = \$9,500 for professional development, including coaching visits with teachers to support implementation of learning with an emphasis on ELL support.
- Sonya Kunkel – 7-10 Days = \$4,900 - \$7,000 to support teachers in differentiated instruction, SRBI intervention support and co-teaching.
- Barbara Andrews – 2 Days = \$ 3,700 for support to teachers in the implementation of guided reading and literacy intervention using leveled materials, vocabulary supports and interdisciplinary objectives.
- Connecticut K-3 Literacy Initiative support will be provided by the University of Connecticut/CSDE partnership.
- Bilingual tutor position – approximately \$20,000
- CAS Executive Coach = \$18,900 for approximately 40 days of leadership and systems support to the principal and teacher leaders
- Community Resource Center programming for parents in ELL and literacy support - \$5,000
- Connecticut Center for School Change Instructional Rounds professional development – approximately \$6,500 (total of \$26,000 in conjunction with other focus schools and district leadership) in order to develop a common understanding of effective instruction, to identify areas of need and to monitor fidelity of implementation of selected intervention.

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Portions of Alliance District funding, Title I funds previously allocated to SES or Public School Choice, Priority School District and Extended School Hours funds will be allocated to Anna E. Norris Elementary School to enable implementation of the strategies indicated.

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Stevens Alternative High School	Grades Served: 9-12	# of Students: 167																																																							
Diagnosis																																																									
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <p>The Stevens Alternative High School houses two programs, Synergy and L.I.F.E. These programs are designed for students who experience difficulty in a traditional comprehensive high school environment, who are over-age, under-credit, who have been expelled from school, or who have life situations that interfere with attendance at a traditional school program. There is a need to integrate the programs being offered at Steven School to fit the unique perspective of each student entering the building. In addition, the revision of the district curriculum in alignment with the Connecticut Common Core State Standards necessitates a review of the instructional programs to assure that students can achieve to these standards.</p> <p>Demographic and achievement data, CAPT and other assessment data suggest an urgency for change in overall student achievement:</p> <ul style="list-style-type: none"> • Whole School • Subgroup Achievement <p>Example:</p> <p>Stevens Alternative High School</p> <p>Connecticut Academic Performance Test 2010-11-12</p> <p>Performance Levels Whole School, FRL, Black, Hispanic Sub-Groups Grade 10-READING</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>Subject/Group STEVENS/SYNERGY</th> <th>Number Tested</th> <th>% at or Above Proficiency</th> <th>Sub-Group Gap</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">2010</td> <td>Whole School</td> <td style="text-align: center;">40</td> <td style="text-align: center;">10.0</td> <td></td> </tr> <tr> <td>White</td> <td style="text-align: center;">6</td> <td style="text-align: center;">16.7</td> <td></td> </tr> <tr> <td>Black</td> <td style="text-align: center;">18</td> <td style="text-align: center;">5.6</td> <td style="text-align: center;">11.1 % pts.</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">14</td> <td style="text-align: center;">7.1</td> <td style="text-align: center;">9.6 % pts.</td> </tr> <tr> <td>F/R</td> <td style="text-align: center;">23</td> <td style="text-align: center;">0.0</td> <td style="text-align: center;">(23.5% pts.)</td> </tr> <tr> <td>Not F/R</td> <td style="text-align: center;">17</td> <td style="text-align: center;">23.5</td> <td></td> </tr> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">2011</td> <td>Whole School</td> <td style="text-align: center;">43</td> <td style="text-align: center;">14.0</td> <td></td> </tr> <tr> <td>White</td> <td style="text-align: center;">19</td> <td style="text-align: center;">15.8</td> <td></td> </tr> <tr> <td>Black</td> <td style="text-align: center;">13</td> <td style="text-align: center;">15.4</td> <td style="text-align: center;">0.4 % pts.</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">11</td> <td style="text-align: center;">9.1</td> <td style="text-align: center;">6.7 % pts.</td> </tr> <tr> <td>F/R</td> <td style="text-align: center;">32</td> <td style="text-align: center;">15.6</td> <td style="text-align: center;">(6.5 % pts.)</td> </tr> <tr> <td>Not F/R</td> <td style="text-align: center;">11</td> <td style="text-align: center;">9.1</td> <td></td> </tr> </tbody> </table>				Subject/Group STEVENS/SYNERGY	Number Tested	% at or Above Proficiency	Sub-Group Gap	2010	Whole School	40	10.0		White	6	16.7		Black	18	5.6	11.1 % pts.	Hispanic	14	7.1	9.6 % pts.	F/R	23	0.0	(23.5% pts.)	Not F/R	17	23.5		2011	Whole School	43	14.0		White	19	15.8		Black	13	15.4	0.4 % pts.	Hispanic	11	9.1	6.7 % pts.	F/R	32	15.6	(6.5 % pts.)	Not F/R	11	9.1	
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2012	Whole School	40	12.5	
	White	8	25.0	
	Black	15	6.7	18.3 % pts.
	Hispanic	17	11.8	13.2 % pts.
	F/R	29	13.8	(4.7 % pts.)
	Not F/R	11	9.1	

b. What are the reasons for low performance in this school? (Please provide evidence)

At the present time, Stevens School offers two separate programs within the school: the L.I.F.E. Program and Synergy. Currently, the school lacks a strong Tier I program in alignment with high expectations. A focused intervention framework for academic achievement is also lacking. Attendance, behavior and motivational issues are further impacting student success.

The school must address students with deficiencies in literacy skills and experiences in a more targeted manner. Additional professional development will target enhancing Tier I instruction to boost the capacity of teachers to provide rigorous, engaging instruction with support in order to move the performance of all alternative education students. Support in re-visioning the school mission and purpose in light of the changing student body must be provided to the leadership and staff in order to improve outcomes for students.

Performance Targets⁴

a. How will the district measure the success of the intervention?

The district will use measures of whole student and sub-group performance on state and district assessments, formative assessments and curriculum-based assessments, to measure student growth. *NovaNET*'s Basic Achievement Skills Inventory (BASI) will be administered to assess gaps in math, reading and language skills in order to determine need for intervention and the post-assessments will indicate growth.

b. How will the district monitor school progress?

The district will use district and state assessments to monitor student growth as a whole to assure that closing the gap does not result from lower achievement overall. Additionally, the district will use student, parent and staff surveys along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and possible additional needed support for fidelity of implementation of adult strategies. The site-based school improvement team, comprised of the principal and key teacher leadership, will work with the School Data Team (SDT) to determine causes of low performance, to develop a focused School Improvement Plan and to monitor the School Improvement Plan. School leadership will present results of ongoing intervention strategies and student achievement to the District Data Team at least twice per year. The District Data Team will also visit the focus schools to observe the fidelity of implementation of interventions and provide feedback to the principal and School Data Team following each visit. The district data coordinator will provide assistance in the

⁴ Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the "all students" group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

identification, collection and analysis of data to support progress in identified areas of need.

Areas of School Redesign

What actions will the district and school take to ensure:

1. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

The Plan of Action will be two-fold:

A. Provide the principal with an executive coach to support him in redefining the vision of the school to include the following:

- The principal will work with an executive coach, who has a strong background in alternative education, to develop a strong vision that is focused on school improvement, is student centered, and establishes a cohesive direction for all programs of Stevens Alternative High School. The vision will be central to teaching and learning at the school.
- The principal will work with an executive coach to create an environment where the expectations of student performance and behavior are high and consistent. Working with the coach, the principal will create a strong reciprocal accountability system.

B. Select an outside organization, such as CREC, that is knowledgeable about effective alternative programs to assess and provide feedback for the development of an implementation plan. Preferably, this firm will use practitioners to become acquainted with the program through a review of documents, visits to the program and interviews with stakeholders. From this review, the consulting firm would consider alignment of the alternative school programs with other options available for students, such as the 18-21 program and Woodland's Transitional Education Program (TEP), or development of a complementary option. The overall goal is to build a more rigorous program to enhance opportunities for academic achievement for all students that may also attract students from other districts as does Woodland TEP.

2. That teachers are effective and able to deliver high-quality instruction?

The principal will work with consultants to provide professional development and instructional coaching which will build capacity among teachers to deliver high-quality instruction:

1. Teachers will work with consultant(s) to improve teacher practices and student outcomes through technical assistance, facilitation, coaching and training. The establishment of a school-wide set of non-negotiable essentials of effective instruction with an emphasis on student engagement, rigor, intentional planning and differentiated instruction will set the foundation for improving student outcomes at the Tier I level. The plan of action will be developed to engage teachers in looking at current practices, establishing a shared and common definition for effective instruction, and analyzing student work and assessments to gauge effectiveness. Instructional coaching professional development, targeted instructional professional development and instructional coaching visits will develop common understanding and fidelity of implementation among staff.

2. Teachers will use data to plan individualized instruction based on the assessed needs of

students in alignment with the program redesign, including Project-Based Learning and partnership programs with Goodwin College and the Initiative of the Mayor's Office of the Town of East Hartford.

3. The district will provide professional development and technical service support for the implementation of Instructional Rounds to assist the principal and teachers in developing a common understanding of effective instruction, in developing a focus for improvement, and in developing a school improvement plan to support growth in the selected focus areas.

4. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

The two programs at Stevens Alternative High School would be synthesized to improve student achievement for the whole school. Two computer labs will be built in at the school to provide enhanced opportunities for intervention and for our over-age-under credit students. These labs would be available throughout the day. The labs could remain open after-school to provide more opportunities to meet unique student needs. The LIFE Program currently serves an over age, under credit population. The current 74 students in the program have failed 761 courses and had received no credit for another 111 classes before entering Stevens Alternative High School.

The principal will work with the English/LA and Math Department Heads to properly identify targeted interventions to meet specific student needs. The intervention schedule will be assessed and revised to assure that a system is in place to support the SRBI model. After school opportunities for additional intervention would also be created as necessary.

Teachers meet to plan for individual student needs. The teachers' contract provides for the use of two periods per week designated for data teams and common planning. In order to sustain the schedule of interventions and supports, the district would add a .6 special education teacher to meet the specific needs of this student body.

5. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

The District has developed a comprehensive English/LA and mathematics curriculum document that is rigorous, provides supports and enrichment, and is aligned to the Common Core State Standards. Pre and post-tests accompany each unit of study and a pacing guide allows teachers to have rich conversations on a regular basis during the data team process. Through the implementation of a school improvement plan specifically targeting these areas, the principal will ensure that the instructional program is designed to match student needs. The district is supporting the implementation of revised curriculum documents aligned with the CCSS through professional development in the fall and targeted instructional coaching throughout the year.

The district has had an outside consultant serve to provide professional support for the

implementation of Project Based Learning (PBL) and writing across the content areas. Additionally, the district has begun conversation with Goodwin College in East Hartford regarding a partnership in a work-study program for selected, interested Stevens' students that would lead to beginning and intermediate certifications in manufacturing-based industries with future potential for pursuing business administration with a manufacturing focus. This program also includes a partnership with Capital Workforce Partners, the Chamber of Commerce, United Technologies, CCAT and the East Hartford Mayor's Office for a pilot program that will focus on 30-40 selected at-risk students over three years to assure that they will be career and college ready as appropriate to their goals.

6. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

The teachers' contract provides for the use of two periods per week designated for data teams and common planning. This time can be used for teacher to meet to select goals and objectives for student achievement. Additionally, teachers will develop rigorous and engaging project based learning opportunities collaboratively. These projects will be focused on developing an understanding of careers, creating opportunities for real-life experiences, and addressing 21st century skills. Supports will be established to assure student success. Use of *NovaNET's* Basic Achievement Skills Inventory (BASI) and other assessments will be part of monitoring student need for intervention.

The site-based school improvement team, comprised of the principal and key teacher leadership, will work with the School Data Team (SDT) to determine causes of low performance, to develop a focused School Improvement Plan and to monitor the School Improvement Plan. The principal will continue to work with the SDT to implement and monitor the School Improvement Plan that addresses areas of need. The SDT will report progress on the improvement plan to the DDT three times per year. Additionally, coaching support to IDT and SDT will continue in order to ensure that data is being used effectively to drive instruction. The district data coordinator will provide assistance in the identification, collection and analysis of data to support progress in identified areas of need. The DDT data team subcommittee will review data presented and provide support to the School Data Team as needed. With the implementation of professional development on Instructional Rounds, the principal and teacher leaders will use observational data to assess fidelity of implementation of instructional strategies and intervention plans.

7. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Annually, the school collects input from students, parents and staff via a survey regarding school safety and other measures of school satisfaction. These results are used at the district and school level to plan for improvement. In addition, the school has a Positive Behavior Intervention and Support (PBIS) team which analyzes data regarding student discipline and attendance issues. This team provides data to the SDT which works to determine strategies in response. The District PBIS Team provides for the annual conducting of a PBIS SET to assure that the fidelity of implementation of PBIS remains at or above the 80% level. The principal and SDT will continue to review, revise and implement the School Improvement Plan as it

continues to address these areas.

8. That ongoing mechanisms are in place which provide for family and community engagement?

Exhibitions of student projects will be held periodically to showcase student efforts and achievements to parents and the community. The School Governance Council is active in working with the principal in planning school day and evening activities. Extended School Opportunities will offer parents the chance to use Naviance to become more involved in their child's academic path and to explore career and college possibilities.

Funding

a. How much funding will be made available for the interventions in this school?

- Increase a current .4 special education teacher to 1.0 = \$40,000
- Extended learning opportunities for L.I.F.E. students = \$14,000
- External Consultant – 20 days = \$36,000 for leadership development, as well as implementation and support for Project-Based Learning, instructional coaching and assessment
- External Consultant – CREC = \$10,000 for leadership and program assessment for the planned restructuring/synthesis of the two current programs at Stevens Alternative High School
- CAS Executive Coach = \$18,900 for approximately 40 days of leadership and systems support to the principal and teacher leaders
- Connecticut Center for School Change Instructional Rounds professional development – approximately \$6,500 (total of \$26,000 in conjunction with other focus schools and district leadership) in order to develop a common understanding of effective instruction, to identify areas of need and to monitor fidelity of implementation of selected intervention.
- 2 Computer Labs = approximately \$35,000, including desktops, wiring and computer tables and an additional SMART Board.

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Portions of Alliance District funding, Priority School District and Extended School Hours funds will be allocated Stevens Alternative High School in addition to district funding to enable implementation of the strategies indicated.

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools

- Please list the subset of low performing schools that will be part of the Phase II cohort.

Robert J. O'Brien STEM Academy
 Hockanum Elementary School
 East Hartford High School

Data Examination

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?

The district will use district and state assessments to assess student growth. The district will use student, parent and staff surveys, along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and determine possible additional needed support for fidelity of implementation of adult strategies. School leadership will present results of ongoing intervention strategies and student achievement to the District Data Team at least twice per year. Schools will develop School Improvement Plans to identify areas of focus from the analysis of surveys and student achievement data. Continued support to data teams will be provided through CALI and/or consultants and district data team members to ensure high functioning, effective teams that use data to select appropriate actions to impact student outcomes.

Professional development in identified areas of focus will begin in August and continue throughout the school year in Common Core State Standards in literacy and mathematics, differentiated instruction, writing across the content areas, guided reading and targeted literacy interventions, and using assessments for targeted, intentional lesson planning. These areas of focus have been identified through surveys, SET/IR, and peer coaching protocols. Furthermore, a close analysis of the Common Core State Standards has identified gaps in instruction and instructional strategies that need to be addressed. Review schools will evaluate their programs during the 2012-13 school year for identifying focus areas for 2013-14.

Diagnosis

- What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

An assessment tool will be developed to evaluate strengths and weaknesses in the areas of

quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community. A range of stakeholders from the district, school and community will meet periodically to first determine what needs to improve in order to result in the targeted student outcomes and then to develop probing questions that will result in the information/data needed to move the school forward.

- Which person(s) will be responsible for conducting the needs assessments?

The district leadership team, DDT, will work collaboratively with school leadership and the school-wide data team to determine areas in need of improvement.

Goal Setting

- How will you provide support for schools in the goal-setting process?

The DDT will be available to review data and to support the school during the goal-setting process.

Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

A variety of assessments will be used to provide data for the analysis and determination of targeted interventions. Instructional data teams through the well-established data team process will analyze results to determine the gaps and trend for whole group, small group and individual instruction. Interventions will be purposefully selected for the identified skills in need of improvement.

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

The instructional data teams will meet regularly to analyze student work and commonly scheduled “dipsticks”.

Planning for Implementation

- How will you support schools in the development of comprehensive implementation plans?

The ongoing analysis of data will drive the development of a comprehensive implementation plan. The DDT, content area specialist and interventionist will be available to analyze data, select appropriate interventions and support schools during this process.

Monitoring

- How will you monitor schools to ensure that interventions are implemented?

The district will use measures of whole student and sub-group performance on state and district assessments, such as the DRA2, BASI, formative assessments and curriculum-based assessments, to measure student growth. Furthermore, progress monitoring using technology-based systems, such as EasyCBM, will demonstrate student improvement toward identified objectives. The district will also use student, parent and staff surveys along with Site Education Team/Instructional Rounds (SET/IR) data, to assess adult actions and possible additional needed support for fidelity of implementation of adult strategies

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

	School leadership will present results of ongoing intervention strategies and student achievement to the District Data Team at least twice per year.	
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Timeline

<ul style="list-style-type: none"> • Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013. 	<p>Data teams meet in each school in fall to review student performance data and discuss strategies for improvement</p> <p>January – after district budgets are proposed, district data team meet with schools to finalize preliminary plans</p> <p>May – final plans submitted and approved</p>	
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Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
 - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2012-13 in electronic format only*)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

- (1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.
 - (2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.
 - (3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.
- (b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.
- (c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.
- (2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.
- (d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure

reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Plan

THE APPLICANT: Nathan D. Quesnel HEREBY ASSURES THAT:
East Hartford Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall

return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

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

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

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

contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

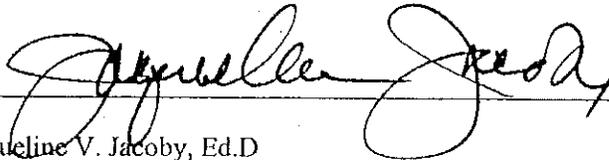
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders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

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:



Name: (typed)

Jacqueline V. Jacoby, Ed.D

Title: (typed)

Superintendent of Schools, Interim

Date:

8/13/12

Note: Please copy this template for each key initiative that will be using Alliance Funds.
2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Talent Development and Capacity Building

Element	Positions	Amount
Personal Services-Salaries		
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	\$226,000
Data Coach @ 80,000		
Four Executive Coaches From CASC @18,900. each-75,600		
Consultant Services - School Leadership and Development 25,400.		
Consultant support for implementation of SEED 30,000.		
Consultant Support from Selected Entities @15,000.		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$226,000

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b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$226,000	\$226,000	\$226,000	\$226,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$226,000	\$226,000	\$226,000	\$226,000

1. Key Initiative Budget Summary

	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Talent Development and Capacity Building	Consultant Services Coach for data research and analysis.	\$80,000	.5 Data Administrator	\$52,000	\$132,000
2	Consultant Services - District and School Leadership Development	\$25,400	Consultant contracts and materials for PD and coaching from Title I, PSD, School Improvement and Extended	\$22,825	\$48,225
3	Hire consultant from state recognized entities and/or other outside consultants to support leadership development district wide	\$15,000	CCSC leadership and support to assess programs will be funded from Priority School Grant funds through Instructional rounds.	\$25,000	\$40,000
	Consultant support for the introduction and implementation of CT SEED for teachers and administrators	\$30,000	Release time costs for teacher and administrator evaluation committees	\$15,000	\$45,000
4	CAS Executive Coach for EHMS School	\$18,900		\$0	\$18,900
5	CAS Executive Coach for Silver Lane School	\$18,900		\$0	\$18,900
6	CAS Executive Coach for Synergy School	\$18,900		\$0	\$18,900
7	CAS Executive Coach for Noris School	\$18,900		\$0	\$18,900
	Total	\$226,000		\$114,825	\$340,825

Note: Please copy this template for each key initiative that will be using Alliance Funds.

2. Key Initiative Budgets for Alliance District Funding

a. **Year 1:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Pre-K - 3 Literacy		
Element	Positions	Amount
Personal Services-Salaries	4.50	\$122,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services		\$213,500
Consultant Services to support SBRI 7500.		
Consultant for Willowbrook @ 6,000.		
Expansion of Summer School 200,000.		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$35,000
Property	0.00	\$0
Other Objects	0.00	\$0
Total	3.00	\$370,500

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$122,000	\$122,000	\$122,000	\$122,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$213,500	\$213,500	\$213,500	\$213,500
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$35,000	\$35,000	\$35,000	\$35,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$370,500	\$370,500	\$370,500	\$370,500

1. Key Initiative Budget Summary

	Alliance District Funding		Existing Funding		
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1.	Pre K - 3 Literacy	Professional Development for Willowbrook Early Childhood Programs and Private Providers	Professional Development for Willowbrook Early Childhood Programs and Private Providers	\$5,000	\$11,000
2		Intervention tutors to support literacy instruction in the classroom	Current Instructional para and tutor support at elementary schools	\$108,900	\$188,900
3		Consultant Services to support SRBI practices and literacy intervention at Silver Lane through coaching and PD	Literacy support services and coaching visits to support school improvement goals through systems development	\$19,950	\$27,450
			Consultant services at Norris Elementary School to provide coaching for implementation support and PD for SRBI	\$7,500	\$7,500
4		Expansion of Summer School	Professional Development support from Extended School Hours funding. Existing summer school expenditures	\$236,125	\$436,125
		.5 District Liaison to support transference of CK-3LI to other focus/review schools	.5 District Liaison to support transference of CK-3LI to other focus/review schools	\$42,000	\$84,000
		Supplies to support progress monitoring assessment and intervention strategies	iPad intervention supplies Mayberry	\$8,500	\$43,500
	Total			\$419,475	\$754,975

Note: Please copy this template for each key initiative that will be using Alliance I

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Element	Positions	Amount
Personal Services-Salaries	12.60	\$925,800
Three Math Specialists @ 78,000.		
Three Literacy Technology Specialists @78,000.		
Two Remedial Reading Teachers @ 78,000		
Curriculum hours for Project Opening Doors =66,000		
Two Bilingual Tutors @ 20,000		
Two Bilinual Teacher @ 77,900		
SPED Teacher @ EHPS @ 40,000. .6 FTE		
Personal Services-Benefits	0.00	\$60,444
Purchased Professional Services		\$92,000
Consultant for Alternative Programs \$30,000		
Project Based Learning @ 36,000.		
Instructional Rounds Training \$26,000		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$40,000
Property	0.00	\$0
Other Objects	0.00	\$0
Total	12.60	\$1,118,244

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$925,800	\$925,800	\$925,800	\$925,800
Personal Services-Benefits	\$60,444	\$60,444	\$60,444	\$60,444
Purchased Professional Services	\$92,000	\$92,000	\$92,000	\$92,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$40,000	\$40,000	\$40,000	\$40,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,118,244	\$1,118,244	\$1,118,244	\$1,118,244

1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding			
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)		
1.	Common Core Curriculum and Instruction Development	Support funding to maintain Project Opening Doors	66,000.00	District costs for supporting non-POD AP courses and tests	\$12,000	\$78,000	
2		Onsite Consultant to assist staff in developing Project Based Learning to increase subgroup access and increase rigor.	36,000.00		\$0	\$36,000	
3		Increase SPED teaching services at Stevens Alternative High School to increase differentiated instruction support.	40,000.00	EHPS will support .4 of this position	\$27,000	\$67,000	
4		Remedial Reading Teachers to support literacy intervention	156,000.00	Costs of Literacy Coaches	\$311,600	\$467,600	
5		Support for Bilingual Instruction two teachers and two tutors	195,800.00	School Improvement and Title I funds will provide for extended hours	\$5,000	\$200,800	
6		Shared literacy/technology specialists to provide direct instructional support for technology (computers), research and literacy-related instruction and build capacity of teachers and interventionists	234,000.00	Media paras to maintain library systems to free the literacy/technology specialists for instructional support.	\$234,000	\$468,000	
		Employee Benefits	60,444.00		\$0	\$60,444	
7		Contract an organization, such as CREC, to provide audit of alternative programs and provide support for implementation	30,000.00	Release time costs for professional development and implementation	\$60,000	\$90,000	
8		Math Specialists to support the district in curriculum, instruction and assessments.	234,000.00	Mathematics pilot and PD for teachers	\$85,442	\$319,442	

1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding			
	Key District Initiatives	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)	
9		Instructional Rounds initial training for focus and review schools.	26,000.00	Continued coaching support for School-based Instructional Rounds	\$10,000	\$36,000	
		Supplies to support professional development and programs	40,000.00	Supplies to support professional development and programs	\$20,000	\$60,000	
		Total	1,118,244.00		765,042.00	1,883,286.00	

4. Budget for Total Alliance District Funding

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$1,047,800
200	Personal Services/Employee Benefits	\$60,444
400	Purchased Property Services	\$531,500
600	Supplies	\$75,000
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$1,714,744



East Hartford Public Schools

Nathan D. Quesnel
Superintendent of Schools

1110 Main Street · East Hartford, CT 06108 · Tel: (860) 622-5107 · Fax: (860) 622-5119

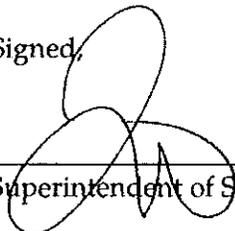
Addendum to East Hartford Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.

- Monitoring and Implementation Support: The district will work with the CSDE to implement best practices in the implementation of the district's approved initiatives, and to ensure compliance with relevant federal and state regulations. The district will also work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Educator Evaluation: The district will work with the CSDE to ensure that its educator evaluation system is in alignment with the Connecticut Guidelines for Educator Evaluation, including all associated timelines. The district acknowledges that the CSDE's approval of its Alliance District application does not constitute approval of its evaluation system or its alignment with approved state guidelines.
- The district will work with the CSDE and partners such as the UConn Neag Center for Behavioral Education and Research, if designated by the CSDE, for the purpose of collaborating regarding the implementation, observation, assessment, and evolution of the district's early grade literacy initiatives. Such collaboration is expected to start this year and strengthen in future years, if the early grade literacy initiatives advance and are again approved.

Signed,



Superintendent of Schools

**TOP
WORK
PLACES**