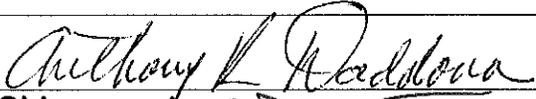
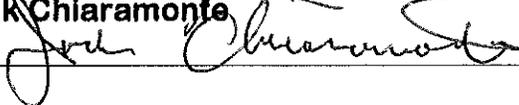
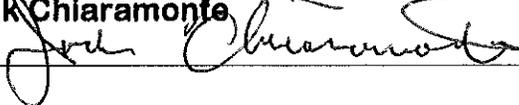


**FINAL APPLICATION**

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

|  |                          |                                      |
|--|--------------------------|--------------------------------------|
| Name of District: <b>Norwalk Public Schools</b>  |                          |                                      |
| Name of Grant Contact: <b>Italia A. Negroni, Ph.D.</b>   |                          |                                      |
| Phone: <b>Office: 203-844-4000x45088</b><br><b>Cell: 203-246-9748</b>  | Fax: <b>203-854-4101</b> | Email: <b>negronii@norwalkps.org</b> |
| Address of Grant Contact:<br><br><b>125 East Avenue, Norwalk, CT 06852-6001</b>  |                          |                                      |
| Name of Superintendent: <b>Anthony Daddona, Interim Superintendent</b>   |                          |                                      |
| Signature of Superintendent:    |                          |                                      |
| Name of Board Chair: <b>Jack Chiaramonte</b>   |                          |                                      |
| Date:   |                          |                                      |
| Signature of Board Chair:   |                          |                                      |
| Date: _____  |                          |                                      |
| Please indicate if plan approved by local board of education: <input type="checkbox"/>   |                          |                                      |
| Date of Approval: <b>Curriculum &amp; Instruction Committee Meeting – 9/3/12</b><br><b>Board of Education Committee Meeting – 9/18/12</b>  |                          |                                      |
| 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?

Norwalk's overall approach toward improving student performance and closing the achievement gap focuses on building a coherent and cohesive PK-12 system of curriculum, instruction, assessment and professional development that ensures that all students are successfully prepared for college and careers in the 21<sup>st</sup> century. As students move through the continuum, they are supported with extended learning time and resources, both programmatic and financial, to meet the district's key benchmarks of:

- 1) Reading on grade level by 3<sup>rd</sup> grade
- 2) Algebra-ready by 8<sup>th</sup> grade
- 3) College and Career-Ready by 12<sup>th</sup> grade

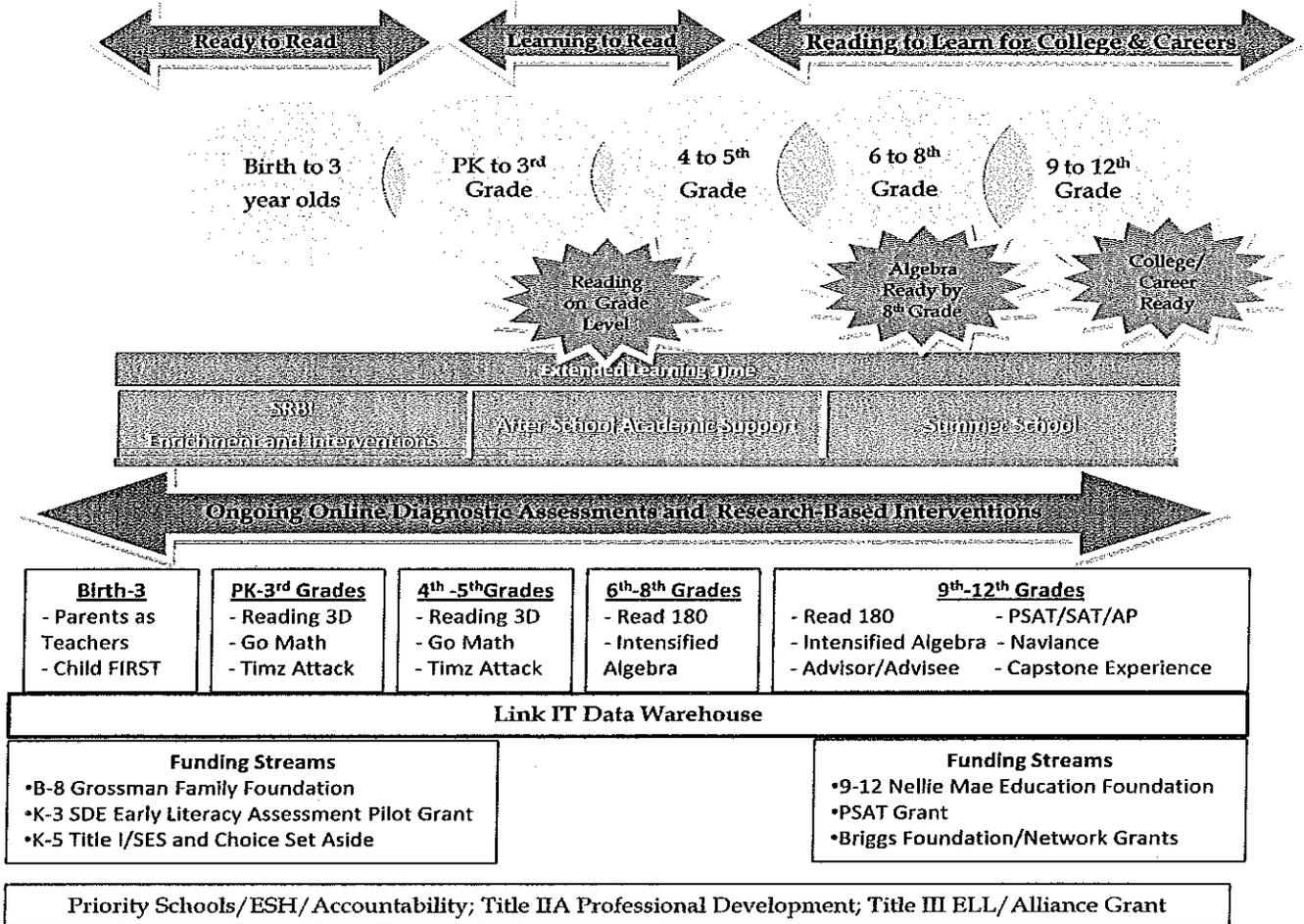
Thus, our Theory of Action is that if we focus all our initiatives and resources on (1) reading on grade level by 3<sup>rd</sup> grade, (2) algebra-ready by 8<sup>th</sup> grade, and (3) college and career-ready by 12<sup>th</sup> grade, then student performance will improve and the achievement gap will close. This proposal is primarily focused on providing the resources needed to achieve our vision as well as on building the staff capacity to use them.

The district is coordinating all of its entitlement resources, including Priority Schools, Extended School Hours, Accountability, Title I, Title IIA, Title III and its Alliance funding with a number of local foundation grants from GE Capital, the Dalio Family Foundation, The Grossman Family Foundation, the Nellie Mae Education Foundation and the K-3 Early Literacy Assessment Pilot Grant to ensure that all reform initiatives are based in the same conceptual framework for improving student performance and closing the achievement gap.

Moreover, all regular and intervention programs such as *mClass Reading 3D*, *Read 180*, *Go Math*, *Intensified Algebra*, *Timez Attack*, etc., will be used to support the district's effort to realign its curriculum areas with the Common Core State Standards and provide the support that students will need to reach these more rigorous goals.

What follows is a graphical representation of the district's focused efforts to improve student performance and close the achievement gap.

# Norwalk's Comprehensive System of Curriculum Instruction, Assessment, Professional Development and Support



Norwalk is planning to leverage its various funding sources to support the schools that are in the most need of improvement. Since the district has foundation grants supporting the high schools and the strong possibility of another foundation grant that will support the expansion of its early literacy efforts, Norwalk is proposing to move up its Alliance timeline and use part of its 2012-2013 funding to not only support its Focus Schools but also support some of the schools in the Lower and Middle Tiers.

1. 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.

Norwalk has tiered its initiatives based on our internal calculations of the new SPI index, which we will compare with the state calculations once they are released. However, we do not anticipate much of a difference.

**CT's approved NCLB Waiver and Requirement of Tiered Approach to School Achievement**

Alliance District plans must propose a tiered intervention plan for schools based on their own needs. To differentiate among the tiers, districts must rely on their own metrics. As a result of CT's approved NCLB waiver, the primary metric of the new accountability system will be the School Performance Index (SPI), as measured by student achievement based on CMT and CAPT. The SPI is calculated by assigning a weight to

2. Data
3. Curriculum/Instruction/Assessment Support in Reading and Math

These schools have been selected for year 1 based on the SPI metrics developed by the CSDE as represented in the spreadsheet starting on page 5.

| School                                     | Leadership | Data | Curriculum/<br>Instruction/Assessment Support in Reading | Curriculum/<br>Instruction/Assessment Support in Math |
|--|------------|------|--|---|
| District-wide Admin Teacher/<br>Admin Eval | √          |      |  |   |
| Briggs                                     | √          |      | √  | √   |
| Rowayton                                   |            | √    |  |   |
| Ponus                                      | √          |      | √  | √   |
| BMHS                                       | √          | √    | √  | √   |
| NHS  | √          | √    | √  | √   |
| Marvin                                     | √          |      |  |   |
| Silvermine                                 |            |      | √  |   |
| Btookside                                  |            |      | √  |   |
| Tracey                                     |            |      | √  |   |

What follows is a chart that lists each of the schools addressed in this Alliance proposal with the overarching district goals and the high leverage initiatives with strategies and funding sources:

| Schools/Overall Goal  | High Leverage Initiatives                 | Strategy   | Funding Sources                           |
|---|---|--|---|
| <b>Briggs</b><br>(Focus/High Need)<br><b>Goal: College/Career Ready</b>   | Leadership                                | 2 <sup>nd</sup> Year Principal Coaching on evaluating instruction            | Priority Schools<br>Briggs Redesign Grant |
|   | Data                                      | Data warehouse Admin. for development and training<br><br>Data Team Coaching | Priority Schools<br>Briggs Redesign Grant |
|   | Curriculum/Instruction/Assessment-Reading | Read 180<br>National Academy<br>Foundation Planning Year                     | Alliance                                  |
|   | Curriculum/Instruction/Assessment-Math    | Intensified Algebra  | Alliance                                  |
| <b>Rowayton</b><br>(Focus/High Need)<br><b>Goal: Reading by 3<sup>rd</sup> Grade</b>  | Data                                      | mClass 3D Early Reading Assessment   | Alliance                                  |
| <b>Ponus Ridge Middle School</b><br>(Lower Tier/High Need)<br><b>Goal: Reading (Intervention)<br/>Algebra Ready by 8<sup>th</sup> Grade</b> | Leadership                                | Principal Coaching   | Alliance                                  |
|   | Data                                      | Data Team Coaching   | Alliance                                  |
|   | Curriculum/Instruction/Assessment-Reading | CCSS Curriculum, Instruction, Assessment<br>Reading Coach                    | Alliance                                  |
|   | Curriculum/Instruction/Assessment-Math    | CCSS Curriculum, Instruction, Assessment<br>Math Coach                       | Alliance                                  |

|   |   |   |                                       |
|---|---|---|---------------------------------------|
| <b>BMHS</b><br>(Lower Tier/High Need)<br><b>Goal: College &amp; Career Ready</b>                    | Data                                      | Data warehouse Admin. for development and training                    | Alliance                              |
|   | Curriculum/Instruction-Reading            | CCSS Curriculum, Instruction, Assessment Reading Coach                | Alliance                              |
|   | Curriculum/Instruction/Assessment-Math    | CCSS Curriculum, Instruction, Assessment Math Coach                   | Alliance                              |
| <b>NHS</b><br>(Lower Tier/High Need)<br><b>Goal: College &amp; Career Ready</b>                     | Leadership                                | Principal Leadership Team to work on building a collaborative culture | Nellie Mae Education Foundation Grant |
|   | Data                                      | Admin of data warehouse for development and training                  | Alliance                              |
|   | Curriculum/Instruction-Reading            | CCSS Curriculum, Instruction, Assessment Reading Coach                | Alliance                              |
|   | Curriculum/Instruction/Assessment-Math    | CCSS Curriculum, Instruction, Assessment Math Coach                   | Alliance                              |
| <b>Marvin</b><br>(Lower Tier/High Need)<br><b>Goal: Reading by 3<sup>rd</sup> Grade</b>             | Leadership and data team coaching         | New Interim Principal Coaching  | Alliance                              |
| <b>Silvermine</b><br>(Middle Tier/Moderate Support)<br><b>Goal: Reading by 3<sup>rd</sup> Grade</b> | Curriculum/Instruction/Assessment-Reading | CCSS Curriculum, Instruction, Assessment Literacy Coach               | Alliance                              |
| <b>Brookside</b><br>(Middle Tier/Moderate Support)<br><b>Goal: Reading by 3<sup>rd</sup> Grade</b>  | Curriculum/Instruction/Assessment-Reading | CCSS Curriculum, Instruction, Assessment Literacy Coach               | Alliance                              |
| <b>Tracey</b><br>(Middle Tier/Moderate Support)<br><b>Goal: Reading by 3<sup>rd</sup> Grade</b>     | Curriculum/Instruction/Assessment-Reading | CCSS Curriculum, Instruction, Assessment Literacy Coach               | Alliance                              |

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?

What follows is a chart showing the Norwalk Schools in tier order is reflected in the CSDE CMT/CAPT Performance Targets for 2012-2013.

In the chart, the highlighted cells in each Tier give an across-the-schools view of those areas in need of improvement in the various subgroups. The two focus schools, all the schools in the Lower Tier (High Need) and the three schools selected from the Middle Tier (Moderate Support) need to show gains in the 2012-13 in the subgroups (SWD, F&R, Black, Hispanic) as well as in reading, mathematics, writing and science. Thus, Norwalk's Alliance Grant will be focused in these schools and differentiated for their individual needs

Although the Briggs population was too small for the CSDE to calculate the SPIs, Norwalk's District Assessment Office calculated the following based on the CSDE metrics:

| Briggs                      | Overall | Reading | Math |
|-----------------------------|---------|---------|------|
| SPI-2011 CAPT/June 2012     | 18      | 22      | 19   |
| SPI-2012 CAPT               |         | 38      | 14   |
| SPI Overall (2011-12 aver.) | 31      | 30.0    | 16.5 |
|                             |         |         |      |

In terms of 4 year Cohort Graduation Rates and Extended Graduation Rates, the need for improvement is once again primarily in the subgroups.

| Indicator                             | High Need            |                  |                   |        |                  |           |                  |               |                  |          | Middle Tier      |          |                  |                |                  |          |                  |  |                  |  | Top Tier         |  |                  | Minimal Support |                  |  |  |
|---------------------------------------|----------------------|------------------|-------------------|--------|------------------|-----------|------------------|---------------|------------------|----------|------------------|----------|------------------|----------------|------------------|----------|------------------|--|------------------|--|------------------|--|------------------|-----------------|------------------|--|--|
|                                       | Lower Tier High Need |                  | Lower Middle Tier |        | Moderate Support |           | Moderate Support |               | Moderate Support |          | Moderate Support |          | Moderate Support |                | Moderate Support |          | Moderate Support |  | Moderate Support |  | Moderate Support |  | Moderate Support |                 | Moderate Support |  |  |
|                                       | Ponus Ridge HS       | Brien McMahon HS | Norwalk HS        | Marvin | Silvermine       | Brookside | Fox Run          | West Rocks MS | Kendall          | Columbus | Jefferson        | Naramake | Wolfpit          | Nathan Hale MS | Roton MS         | Cranbury |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SPI 2011-2012                         | 80.1                 | 69.6             | 68.1              | 67.0   | 74.2             | 71.5      | 72.9             | 73.6          | 78.7             | 77.6     | 80.8             | 81.1     | 82.3             | 83.9           | 83.6             | 88.0     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SPI Performance Target 2012-2013      | 79.8                 | 69.8             | 70.3              | 69.1   | 74.2             | 73.5      | 74.4             | 74.6          | 77.7             | 79.2     | 78.6             | 79.5     | 80.4             | 83.2           | 81.7             | 86.6     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SWD SPI 11-12                         | 39.0                 | 23.0             | 41.1              | 41.6   | 49.2             | 47.7      | n/a              | 49.4          | 39.8             | 42.3     | n/a              | n/a      | n/a              | 51.8           | 67.0             | 70.2     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SWD SPI Perf Target 2012-13           | 44.0                 | 26.1             | 45.5              | 39.6   | 52.2             | 50.7      | n/a              | 52.4          | 42.9             | 38.8     | n/a              | n/a      | n/a              | 56.5           | 60.8             | 71.7     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| F&R SPI 2011-12                       | 54.6                 | 63.0             | 57.5              | 54.0   | 63.8             | 67.8      | 68.0             | 66.5          | 63.8             | 67.4     | 76.5             | 71.9     | 70.1             | 71.6           | 77.0             | 75.2     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| F&R SPI Perf Target 2012-13           | 57.7                 | 61.4             | 60.2              | 54.1   | 67.5             | 67.9      | 70.1             | 67.4          | 63.3             | 66.0     | 75.2             | 67.1     | 67.8             | 72.2           | 74.0             | 73.3     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| BLACK SPI 11-12                       | 53.5                 | 66.2             | 55.3              | 48.9   | 64.3             | 66.4      | 70.1             | 58.2          | 64.9             | 60.9     | 71.8             | 69.5     | 67.3             | 68.8           | 74.9             | 70.1     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| BLACK SPI Perf Target 2012-13         | 52.3                 | 67.3             | 59.4              | 51.2   | 62.2             | 64.6      | 67.2             | 65.8          | 62.3             | 60.6     | 70.3             | 68.9     | 65.3             | 68.6           | 73.9             | 66.8     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| HISPANIC SPI 11-12                    | 69.6                 | 66.2             | 62.6              | 59.1   | 71.8             | 71.3      | 67.0             | 71.0          | 66.6             | 74.7     | 79.5             | 78.1     | 74.1             | 79.9           | 82.2             | 78.8     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| HISPANIC SPI Perf Target 2012-13      | 72.6                 | 67.3             | 65.6              | 60.3   | 72.3             | 72.8      | 71.5             | 70.4          | 69.7             | 72.1     | 78.4             | 76.1     | 71.9             | 78.9           | 77.6             | 78.1     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| ELL SPI 11-12                         | 45.1                 | 32.7             | 33.8              | 31.2   | 55.4             | 59.6      | 41.4             | 52.4          | n/a              | 50.5     | 68.3             | 67.4     | n/a              | 56.7           | 58.5             | 65.6     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| ELL SPI Perf Target 2012-2013         | 48.1                 | 41.5             | 41.2              | 32.7   | 57.4             | 62.3      | 51.5             | 50.6          | n/a              | 55.4     | 66.7             | 69.1     | n/a              | 60.3           | 56.4             | 67.5     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| READING SPI 11-12                     | 76.2                 | 73.4             | 70.0              | 66.1   | 64.5             | 67.1      | 67.1             | 65.3          | 73.7             | 82.0     | 73.0             | 77.8     | 80.0             | 86.9           | 86.1             | 85.5     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| READING SPI Perf Target 2012-13       | 76.0                 | 72.3             | 72.3              | 70.3   | 65.2             | 67.1      | 66.9             | 66.6          | 71.0             | 78.7     | 73.1             | 74.4     | 75.4             | 85.0           | 84.6             | 82.7     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| MATHEMATICS SPI 11-12                 | 83.4                 | 70.3             | 62.7              | 63.8   | 79.9             | 75.3      | 78.9             | 80.6          | 84.2             | 78.8     | 82.2             | 84.2     | 84.0             | 82.6           | 84.8             | 90.5     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| MATHEMATICS SPI Perf Target 2012-2013 | 82.8                 | 72.2             | 66.6              | 66.8   | 78.7             | 79.5      | 79.3             | 80.0          | 83.9             | 77.6     | 79.6             | 84.5     | 81.8             | 83.6           | 83.5             | main     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| WRITING SPI 11-12                     | 81.1                 | 69.3             | 77.2              | 79.2   | 80.4             | 72.7      | 74.4             | 72.2          | 78.2             | 73.8     | 81.1             | 82.4     | 85.0             | 85.0           | 84.5             | 89.1     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| WRITING SPI Perf Target 2012-13       | 81.1                 | 69.0             | 77.8              | 79.4   | 81.0             | 75.1      | 79.3             | 78.6          | 78.6             | 71.2     | 80.5             | 79.4     | 85.0             | 82.6           | 81.8             | main     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SCIENCE SPI 11-12                     | 81.1                 | 59.7             | 64.6              | 64.9   | 74.0             | 74.7      | 79.9             | 80.3          | 83.1             | 72.2     | 77.2             | 86.9     | 79.7             | 83.6           | 68.5             | 89.2     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |
| SCIENCE SPI Perf Target 2012-13       | 82.6                 | 59.3             | 68.6              | 67.2   | 80.0             | 78.9      | 77.3             | 80.1          | 81.6             | 70.1     | 76.3             | 83.4     | 82.2             | 83.1           | 71.8             | 86.0     |                  |  |                  |  |                  |  |                  |                 |                  |  |  |

N SIZE NOT APPLICABLE





What follows is the DRAFT listing of Norwalk's measurable performance targets that are used to gauge student success. All of these data are expected to be imported into the district's data warehouse that was piloted at Brien McMahon High School last year. The full implementation of this data warehouse will begin in September 2012 at the high schools (Briggs, Brien McMahon and Norwalk High).

Once established with high school performance targets, the middle schools will be brought into the project and then the elementary schools. The goal is to make all student achievement data readily available "dynamically" to all teachers so that they use their data team time to analyze the outcomes and determine the most appropriate interventions to meet the individualized needs of their students.

| <b>Norwalk Public Schools</b>         |   |                  |                    |
|---------------------------------------|---|------------------|--------------------|
| <b>Dates/Window</b>                   | <b>DRAFT: 2012-2013 Testing Program</b>   | <b>GRADES</b>    | <b>REQUIRED By</b> |
| September- October                    | <b>Kindergarten Screening</b>   | K                | District           |
| October, May                          | <b>Kindergarten Entrance/Exit Inventory</b>   | K                | <b>CSDE</b>        |
|                                       | Oct. - ALL, May - CSDE Sample collection and District - ELA SRBI  |                  |                    |
|                                       | <b>DRA2- Developmental Reading Assessment</b>   |                  |                    |
| September                             | <b>Beginning of year</b>  | 1-3              | <b>CSDE</b>        |
| September                             | ELA SRBI Universal Screening  | 4-5              | District           |
| January                               | <b>Mid-Year</b>   | 1-3              | <b>CSDE</b>        |
| January                               | ELA SRBI Progress Monitoring - Substantially deficient only   | 4-5              | District           |
| May                                   | <b>End of Year</b>  | K-3              | K-3                |
| May                                   | ELA SRBI Progress Monitoring  | 4-5              | District           |
|                                       | <b>Note: mClass Reading 3D replaces DRA2 at following schools: Fox Run, Jefferson, Marvin: TRC &amp; DIBELS</b> | K-3              | <b>CSDE</b>        |
|                                       | <b>DRP - Degrees of Reading Power</b>   |                  |                    |
| September                             | ELA SRBI Universal  | 6-8              | District           |
| January                               | Screening and Progress Monitoring   | 6-8              | District           |
|                                       | <b>Direct Assessment of Writing</b>   |                  |                    |
| September                             | Gr 6: Expository; Grades 7&8: Persuasive  | 6-8              | District           |
| December                              | Gr 6: Expository; Grades 7&8: Persuasive  | 6-8              | District           |
| February                              | Gr 6: Expository; Grades 7&8: Persuasive  | 6-8              | District           |
| May                                   | Gr 6: Expository; Grades 7&8: Persuasive  | 6-8              | District           |
|                                       | <b>District Designed CAPT-Response to Literature</b>  |                  |                    |
| September                             | ELA SRBI Universal Screening  | 9                | District           |
| September                             | ELA SRBI Universal Screening  | 10               | District           |
| 10/24/2012                            | <b>PISA - Brien McMahon High School</b>   | 15 yr old sample | <b>USDE/CSDE</b>   |
| 10/6, 11/3, 12/1, 1/26, 3/9, 5/4, 6/1 | <b>SAT</b>  | 10 - 11 - 12     | <i>elective</i>    |
| 9/8, 10/27, 12/8, 2/9, 4/13, 6/8      | <b>ACT</b>  | 10 - 11 - 12     | <i>elective</i>    |

|                       |  |                       |                 |
|-----------------------|--|-----------------------|-----------------|
| Wednesday, 10/17/2012 | PSAT   | 10 & 11               | District        |
| Dec., Apr, June       | CBAS- CT Benchmark Assessment System - Math                          | 3-8                   | District        |
| January and June      | Social Studies Benchmark Assessments (Tentative)                     | K-8                   | District        |
| End of each quarter   | Science Benchmark Assessments (Tentative)                            | K-8                   | District        |
| Dec., April & May     | DRP& SOI - Structure of Intellect                                    | AT<br>Nominees<br>4-7 | District        |
| mid Jan.- Feb. & Apr. | LAS Links  | K- 12                 | CSDE            |
| 2/7-2/14              | NAEP - National Assessment of Educational Progress                   | Grades<br>4,8,12      | USDE/CSDE       |
|                       | Selected Schools: Brien McMahon, Norwalk High, Tracey,<br>West Rocks |                       |                 |
| 3/1 - 3/28            | CMT- Connecticut Mastery Test  | 3-8                   | CSDE            |
| 3/1 - 3/28            | CAPT-Connecticut Academic Performance Test                           | 10 and<br>retesters   | CSDE            |
|                       | Measure for ELL English Mastery Standard                             | 11 ELLs               |                 |
| 3/1 - 3/28            | DRP& SOI - Structure of Intellect                                    | 2                     | District        |
| 3/28-4/11             | ELL Grade 9 testing  | 9 ELLs                | CSDE            |
|                       | ELL requirement for English Mastery Standard                         |                       |                 |
| May                   | AP exams   | 10 - 11 -<br>12       | <i>elective</i> |
| mid-June              | High School Final Exams  | 9-12                  | District        |

In terms of metrics that monitor student outcomes and indicators of district and school personnel activity, Norwalk Public Schools was selected as a pilot school for the State Dept.'s new Teacher/Administrator Evaluation Systems. As a pilot district, Norwalk staff members will have access to 30 hours of training in how to implement this new system. This will be the district's key leadership development initiative for the year for all administrators to be training in this new model.

It is expected that this training will help administrators and teachers define what good instruction should look like. It will also support our District Data Team work as well as inform our School and Instructional Data Team and Classroom Walkthrough protocols that are embedded in the District and School Improvement Planning process. We have selected the following state metrics for each component:

| Teacher Evaluation  | Administrator Evaluation   |
|---|--|
| 45% attainment of goals or objectives for student growth, using multiple indicators of academic development to measure goals/objectives | 45% Multiple student learning indicators   |
| 40% Observation of teacher practice and performance   | 40% Ratings of administrator performance and practice by the district superintendent or designee                     |
| 10% Parent or peer feedback including surveys   | 10% Feedback from stakeholders on areas of principal and/or school practice described in the CT Leadership Standards |
| 5% Whole-school student learning indicators or student feedback   | 5% Teacher effectiveness outcomes  |

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)?

As reflected in the budget, the district is planning to coordinate a number of foundation grants (Briggs Redesign Foundation Grant, Grossman Family Foundation Grant, Nellie Mae Education Foundation Grant) with Priority Schools (including Extended School Hours and Accountability) and Title I, Title IIA, Title III funds with the Alliance Grant to ensure that all resources are centered and aligned with the overall mission to improve student achievement.

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.

The relevant stakeholders regarding the development of the Alliance District Plan include the members of the Board of Education Curriculum Committee, The District Data Team and the Briggs Community Partnership Collaborative.

| BOE Curriculum Committee | District Data Team             | Briggs Community Collaborative    |
|--------------------------|--------------------------------|-----------------------------------|
| Mike Lyons               | Alyce Fassett, Parent          | Marie Allen, Prin.                |
| Sue Haynie               | Craig Crellar, Math Admin.     | Daniel De Barba, Norwalk Hosp.    |
| Mike Barbis              | David Hay, Elem. Prin.         | Helene Becker, ELL Admin.         |
|                          | Diane Filardo, Assessment      | Carol Birks, CT Ctr for Change    |
|                          | Helene Becker, ELL Admin.      | Esther Bobowick, CES              |
|                          | Italia Negroni, Grants Admin.  | Sandy Bria, GE Capital            |
|                          | Ivette Ellis, ELL Admin.       | Larry Cafero, Norwalk Leg. Rep.   |
|                          | Jackie Kelly, ELA/NHS          | Rhonda Capuano, Human Serv. Cnl.  |
|                          | Jean Davila Evans, ELA Admin.  | Craig Creller, Math Admin.        |
|                          | John Altieri, Tchr. Union Rep. | James Crouch, MS AP               |
|                          | Joe Russo, Sp Ed Admin.        | Tony Daddona, Asst. Supt.         |
|                          | Ken Martinelli, Science Admin. | Barbara Dalio, Foundation rep.    |
|                          | Lisa Thompson, parent          | Rev. Albert Dancy                 |
|                          | Lynne Moore, MS Prin.          | Jean Davila Evans, ELA Admin.     |
|                          | Marie Allen, HS Prin.          | Tad Diesel, City Hall             |
|                          | Pauline Smith, Sp. Ed. Dir.    | Senator Bob Duff                  |
|                          | Racquel Sesler, parent         | Bob Dylewski, HR                  |
|                          | Robert Poselli, IT Director    | Mark Gorian, Bldg & Grounds       |
|                          | Sara Reilly, Elem. Prin.       | Calvin Hillard, Pres. Common Cnl  |
|                          | Sue DeLong, Tchr Union Rep.    | Gail Howard, NCC                  |
|                          | Suzanne Koroshetz, HS Prin.    | Suzanne Koroshetz, Prin. BMHS     |
|                          | Susan Marks, Superintendent    | Curtis Law, Norwalk Housing Auth. |
|                          | Tony Daddona, Asst. Supt.      | David Levinson, NCC               |
|                          | Adrian Wood, CSDE              | Warren Logee, CSDE                |
|                          | Mike Wasta, CSDE               | Elio Longo, COO                   |
|                          | Warren Logee, CSDE             | Cheryl Maldonado, Foundation rep. |
|                          | Esther Bobowick, CES           | Bruce Mellion, Tchr Union Pres.   |
|                          |                                | Mayor Richard Moccia              |
|                          |                                | Shirley Mosby, parent             |
|                          |                                | Rosa Murray, BOE member           |
|                          |                                | E. Musante, Norwalk Chamber       |
|                          |                                | Diane Napier, Workplace           |
|                          |                                | Mike Nast, CSSR                   |

|  |  |                                 |
|--|--|---------------------------------|
|  |  | Italia Negroni, Grants Admin.   |
|  |  | Kaitlyn O'Leary, CREC           |
|  |  | Novelette Peterkin, Carver Ctr. |
|  |  | Bob Polselli, IT Director       |
|  |  | Ramon Pons, People's Bank       |
|  |  | Pauline Smith, Sp Ed Dir.       |
|  |  | Dan Sullivan, Guidance NHS      |
|  |  | Grace Vetter, Nursing Coord.    |
|  |  | M. Victor, 1st County Bank      |

## 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

Please copy/paste template on the following pages for each additional reform initiative.

### REDESIGNING BRIGGS ALTERNATE HIGH SCHOOL (FOCUS SCHOOL)

New or Existing Reform?      New      Existing

#### Overview:

Richard C. Briggs High School is Norwalk's Alternate Program that serves 9-12<sup>th</sup> grade students who have been unable to make sufficient academic, social, emotional and behavioral progress in the two Norwalk comprehensive high schools. Over the last six year, this school historically has performed well below the state and district averages on state assessments. The school has also experienced serious attendance and enrollment challenges.

In 2001, 2005 and 2007, a number of district-led committees recommended that Briggs be "reinvented" into smaller learning communities with career-oriented academies of choice that offer all students engaging opportunities to achieve the skills needed to make successful career and post secondary transitions.

With the appointment of a new principal for the 2011-2012 school year, the long-range plan to "reinvent Briggs" re-emerged as a viable option for turning around this historically low achieving school. A Community Collaborative Partnership Team of approximately 40 Norwalk administrators, board of education members, parents, leaders from community businesses and faith-based organizations, local foundations and representatives from the state department and regional service centers came together to begin to craft a plan to redesign the existing program and develop a long range plan for Briggs High School.

Based on a School Quality Review Report completed by Cambridge Education (LLC)

The purpose of this initiative to redesign Briggs High School is twofold:

1. **Short Term: 1 to 3 years:** To transform and strengthen the current alternate academic program of curriculum, instruction, assessment and professional development so that all students who are actively enrolled meet the district's graduation requirements with an emphasis on the following:
  - **Rigor:** Designing rigorous, project-based curriculum that is aligned with the Common Core State Standards, particularly in the four core content areas of Mathematics, English Language Arts, Science and Social Studies.
  - **Relationships:** Building relationships among staff members that provide personalized learning for all students.
  - **Relevance:** Ensuring that teachers create learning experiences for students that are challenging and relevant while promoting the development of critical thinking and problem solving.
  - **Results:** Monitoring results via interim and benchmark assessments that provide better targeted interventions for students.
  
2. **Long Term: 3 to 5 years:** To evolve into a district school of choice, and ultimately a regional magnet career high school, that will attract students who need a smaller, hands-on, experiential learning-focused environment.

The underlying rationale for this initiative is based on many years of smaller learning community research studies that describe how some children have difficulty managing in the large comprehensive high school with a "one size fits all" curriculum. Thus a smaller, more interactive, self-directed and project-based curriculum, instruction and assessment program is much more effective and produces better student achievement outcomes.

#### **Five Year Strategies and Implementation Steps:**

**The following five year strategies that have been developed to improve student learning and raise achievement in collaboration with Cambridge Education to ultimately turn Briggs High School around into a regional magnet career academy with a successful alternative program”**

- **Improve attendance so that all students are in school more often and therefore have more opportunities to learn.**
- **Establish and communicate an entrance and exit process for students.**
- **Collaboratively develop a clear and agreed vision for the school that is embraced and shared by all interested parties.**
- **Develop more effective means of communication between leadership and faculty, and between school and parents.**
- **In collaboration with school leadership, district instructional specialist and staff develop a rigorous, project-based curriculum that is closely aligned with the common core standards, particularly in the four core content areas of Mathematics, English, Social Studies, and Science.**
- **Implement measures to build trust among staff and between staff and leadership to foster cohesion and collegiality within the school.**
- **Develop and implement systems for holding teachers and support staff accountable for student learning, and including:**
  - **The regular and frequent monitoring of lesson planning, the delivery of lessons, assessment and use of data**
  - **Providing high quality feedback to teachers after observations about the extent to which students are learning and how learning could be enhanced.**
- **Engage the faculty, parents, students and greater community in establishing a more positive image for the school by building school pride and a focus on achievement, success academic standards.**

**Year 1 Implementation Steps Description:**

For this first implementation year of Redesigning Briggs High School, a number of curriculum, instruction, assessment and professional development initiatives are being implemented as a means of restructuring the academic program and strengthening it with wraparound pupil personnel support resources.

What follows is a description of the Year 1 Implementation Steps along with a timeline for completion:

| <b>Implementation Steps</b>  | <b>Timeline</b>  |
|--|--|
| 1. Complete an independent academic audit by Cambridge Education   | Completed June 2012  |
| 2. Redesign course selections to meet high school graduation requirements and current enrollment   | July 2012  |
| 3. Restructure staffing to meet the revised course selections as follows: <ul style="list-style-type: none"> <li>• 1 full time English Language Arts-English 1, 2, 3, 4</li> <li>• 1 full time Mathematics-Intensified Algebra, Algebra, Geometry, Algebra II</li> <li>• 1 full time Science-Biology, science electives and Allied Health pilot NAF course second semester</li> <li>• Social Studies-Civics, US History, World History</li> <li>• .5 Health/PE</li> <li>• 1 full time Business Teacher-Personal Finance</li> <li>• 1 full time Digital Media and Web Design</li> <li>• 1 full time Special Education</li> <li>• 1 full time Secondary Reading Specialist</li> <li>• 1 full time Guidance Counselor</li> <li>• 1 full time Psychologist to work with district Social Worker (2 days a week), Applebee health Center and Psychiatrist on retainer to provide a full array of wraparound social, emotional, and behavioral support as needed</li> </ul> | July/August 2012   |
| 4. Conduct a comprehensive staff teambuilding retreat facilitated by Cambridge Education and focusing on Curriculum, Instruction, Assessment and Wraparound Student Support Services   | Week of August 13, 2012  |
| 5. Provide intervention supports for reading (Read 180) and Mathematics (Intensified Algebra) to address specific student learning needs   | Throughout the 2012-2013 school year   |
| 6. Provide professional development during the school year for all staff in the Co-Teaching Inclusion Model and Positive Behavioral and Intervention Supports (PBIS)   | Beginning in November 2012 and continuing through the end of the school year |
| 7. Use Naviance Guidance Program to design Advisor/Advisee Program and Student Success Plans   | Sept. 2012 through June 2013   |
| 8. Provide support for Instructional Data Team to create common formative assessments and to use data to drive instructional strategies and interventions  | Oct. 2012 through June 2013  |
| 9. Apply for Year 1 Planning with National Academy Foundation and begin to explore curricular offerings in Allied Health, Digital Media and Personal Finance   | Throughout the 2012-2013 school year   |
| 10. Redesign entrance processes and procedures in collaboration with comprehensive high school principals  | January 2013; completed by Spring 2013                                       |
| 11. Collaborate with Norwalk Community College to align programming with the college's Allied Health and Digital Media programs for college credit arrangements staff sharing  | Throughout the 2012-2013 school year   |
| 12. Continue monthly meetings with the Briggs Community Partnership  | Sept. 2012 through June 2013   |

**Years of Implementation:**

- **Year 2:** Continue to strengthen the academic program and to provide wraparound pupil personnel support resources. Pilot one or two National Academy Foundation courses.
- **Year 3:** Continue to strengthen the academic program and to provide wraparound pupil personnel support resources. Build the school's capacity to sustain an codified National Academy Foundation; begin to plan for in-district academy choice options. Begin to plan for a regional magnet career academy.
- **Year 4:** Continue to strengthen the academic program and to provide wraparound pupil personnel support resources. Open an in-district academy of choice. Continue discussions with Fairfield County districts regarding opening up to Regional Magnet Career Academy. Get buy-in from other districts.
- **Year 5:** Continue to strengthen the academic program and to provide wraparound pupil personnel support resources. Open Fairfield County Regional Magnet Career Academy.

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

#### IMPROVING READING OUTCOMES FOR THE BLACK SUBGROUP AT ROWAYTON

New or Existing Reform?       New       Existing – Expanding the CSDE mClass 3D Reading 3D Early Literacy Assessment Pilot to Rowayton

##### Overview:

Rowayton Elementary School is a K-5 school with 457 students. 36.11% of the students qualify for free and reduced lunch and 7.8% of the students receive services for students whose native language is not English. While Rowayton's overall reading and mathematics achievement on the SPI have been improving, the SPI for the Black subgroup has not been improving and is at an all time low of 45. Despite the fact that Rowayton's School Growth Plan focuses on improving student outcomes in mathematics and reading, particularly for its black subgroup, the school has been named of Focus School for its Black subgroup.

The purpose of the Alliance funding for Rowayton School is to expand the implementation of the CSDE mClass Reading 3D Early Literacy Assessment Pilot. Last year two schools, Marvin and Fox Run, used this Wireless Generation digital assessment tool. Since this first year focused more on building the capacity of teachers to use these assessment results to modify and adjust instruction, all the pilot schools requested to participate again. This coming school year, Marvin and Fox Run will continue in the pilot and Jefferson will be added. By expanding this initiative to Rowayton, the mClass 3Reading D Assessment can be used to assist the teachers with differentiating strategies and interventions, especially for their Black subgroup,

- The underlying rationale for this initiative is based on the success that this early reading and assessment system has had in larger districts such as Montgomery County, Maryland and Bellevue School District in Washington State. Some of these results include:
  - Increasing the efficiency of a literacy assessment
  - Increasing the accuracy of the timed component of a literacy assessment
  - Decreasing the administrative tasks, as the need for data entry is eliminated and the access to data is improved as it is immediately available upon the completion of the assessment
  - Improving the relevance of the data for teachers through progress monitoring and recommended intervention strategies and activities.

Moreover, this assessment, which not only gives teachers DRA-like data with the TRC, but also gives teachers a battery of data reflecting phonemic awareness skills or lack thereof, more information about student reading abilities/deficiencies than they have ever had before. These data together with the recommended intervention strategies built into the software together with the progress monitoring will give Rowayton teachers the information they need to improve the reading achievement of their Black subgroup.

## **Five Year Strategies and Implementation Steps:**

### **Implementation Steps for Year 1:**

- Train K-3 teachers to use mClass Reading 3D assessment.
- Provide coaching support from Literacy HOW on using the assessment and its proposed instructional strategies to improve student reading outcomes.
- Build staff capacity to use mClass Reading 3D in data team meetings that focus on grouping and regrouping students.

### **Implementation Year Steps for Year 2:**

- Continue to train K-3 teachers to use mClass Reading 3D assessment and designate a team leader for each grade level to be trained by Literacy HOW coach to assume the early literacy training and assessment role for his/her grade level.
- Continue to provide coaching support from Literacy HOW on using the assessment and its proposed instructional strategies to improve student reading outcomes.

### **Implementation Steps for Year 3:**

- Teachers continue to use mClass Reading 3D assessment and attend monthly user group meetings with the Literacy HOW coaches to ensure fidelity to the model and to share successes and challenges.

By the end of year 3, the staff at Rowyaton will have the capacity to sustain this initiative with occasional update professional development sessions with Literacy HOW coaches.

### **Year 1 Implementation Steps Description:**

- Sept.: Distribute iTouches/iPads and arrange for on-school site training for all K-3 teachers
- Sept.: Train all K-3 teachers in how to impellent the mClass Reading 3D assessment
- Oct.: Assist teachers in giving the mClass Reading 3D assessment to all K-3 teachers for the beginning of the year regularly scheduled DRA
- Nov.: Assist teachers in analyzing and interpreting mClass Reading 3D assessment data as well as diagnosing specific reading needs of the BLACK subgroup population
- Literacy HOW teachers to assist teachers with progress monitoring and using results to adjust instruction
- Jan.: Re-administer mClass Reading 3D for middle of year assessment
- Literacy HOW coach to work with teachers to analyze the data gathered and determine next steps in terms of instructional strategies
- May: Re-administer mClass Reading 3D for end of year assessment
- Use data results to recommend students for summer school.

### **Years of Implementation:**

Year 3

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

#### **CONTINUE TO SUPPORT BRIEN MCMAHON HIGH SCHOOL (LOWER TIER/HIGH NEED SCHOOL) TO USE DATA IN THEIR PROFESSIONAL LEARNING COMMUNITIES TO ANALYZE COMMON FORMATIVE ASSESSMENTS AND DETERMINE DIFFERENTIATED INTERVENTIONS TO MEET STUDENTS' INDIVIDUALIZED NEEDS**

New or Existing Reform?       New       Existing

#### **Overview:**

Brien McMahon High School a 9-12 school with 1,739 students. 40.8% of the students qualify for free and reduced lunch and 8.2% of the students receive services for students whose native language is not English. Brien McMahon is organized in Professional Learning Communities (PLCs) that meet regularly during the 7 day rotation to analyze data, create common formative assessments and discuss strategies for improving student performance.

Last year the district was awarded the Nellie Mae Education Grant for 3 years to "build the collaborative culture of the high schools in a student-centered environment." The lion's share of the work at BMHS last year was to pilot the district's new data warehouse. The teachers spent quite a bit of time on this project but were not able to reap the rewards of such a program without in-house technology system training and development.

BMHS did, however, make progress with their high school reform initiatives, i.e., creating a new Advisor/Advisee Program, implemented the new Naviance Guidance System, giving the PSAT in school for all sophomores and juniors for the first time, and beginning the task of preparing for their NEASC Accreditation visit in 2014.

The purpose of this funding request for BMHS is to:

1. Provide the in-house technology systems training and development support that is needed to fully implement the district's new data warehouse and to
2. Provide additional teacher hours to analyze data, build common performance assessments aligned with the CCSS, and diagnose student needs and prescribe effective interventions to meet their students' individual needs.
3. Provide capacity building support for math department with a CCSS Curriculum, Instruction and Assessment (CIA) Math coach.

The underlying rationale for this initiative is to give teachers the ability to create assessments aligned to the CCSS and tailored to specific needs by grade level and subject. Teachers are able to use online testing with instant grading in minutes or seconds. This resource also has a robust item-bank aligned with the CCSS for local test an item development. More importantly the reporting platform offers a wealth of data on student performance in a readily accessible and highly visible format.

Some of the comments from other districts using this system are as follows:

"During the first round of benchmark testing, teacher response was overwhelmingly positive."

"From the data we gathered, we gleaned a tremendous amount of insight."

"Data collection has the potential to be one of the most significant tools at a teacher's disposal to improve student achievement and close the gap."

"It allows us to go beyond teaching to the average and reach for the benefits and life-changing effects that we know can come from individualized education."

**Five Year Strategies and Implementation Steps:**

**Year 1:** Complete the implementation of the data warehouse at BMHS; analyze results, trends for 1<sup>st</sup> year; Continue to build capacity with the CCSS CIA Math Coach.

**Year 2:** Continue to import data into warehouse and monitor for trends

**Year 3:** Continue to import data into warehouse and monitor for trends

**Year 4:** Continue to import data into warehouse and monitor for trends

**Year 5:** Continue to import data into warehouse, monitor for trends and produce summary 5 year reports on results of data warehouse use over time.

**Year 1 Implementation Steps Description:**

**Implementation Step 1:** Interview and hire an administrator for technology systems training and development to work with the district's data warehouse vendor and the teachers to train staff and implement the system effectively.

**Implementation Step 2:** Provide extra time for teachers to analyze data and build common formative assessments aligned with the CCSS.

**Implementation Step 3:** Monitor through monthly meetings with IT Department, data warehouse vendor, administrator for technology systems training and development, high school principals, and PLC/data team leaders.

**Years of Implementation:**

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

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

**TO SUPPORT THE NEW LEADERSHIP TEAM AT NORWALK HIGH SCHOOL (LOWER TIER/HIGH NEED SCHOOL) TO USE DATA IN THEIR PROFESSIONAL LEARNING COMMUNITIES TO ANALYZE COMMON FORMATIVE ASSESSMENTS AND DETERMINE DIFFERENTIATED INTERVENTIONS TO MEET STUDENTS' INDIVIDUALIZED NEEDS.**

New or Existing Reform?       New       Existing

#### Overview:

Norwalk High School a 9-12 school with 1,513 students. 43.8% of the students qualify for free and reduced lunch and 7.7% of the students receive services for students whose native language is not English. This Leadership Team at this school will start the 2012-2013 school year With a new principal who is looking forward to being included the Nellie Mae Education Fund efforts to " build a collaborative culture in a student-centered environment."

The purpose of this funding is to:

1. Support the leadership and data teams with coaching to collaboratively work with staff members, students and parents to improve student outcomes and close the achievement gap
2. Provide the in-house technology systems training and development support that is needed to fully implement the district's new data warehouse and to
3. Provide additional teacher hours to analyze data, build common performance assessments aligned with the CCSS, and diagnose student needs and prescrib effective interventions to meet their students' individual needs.
4. Provide capacity building support for math department with a CCSS Curriculum, Instruction and Assessment (CIA) Math coach.

The underlying rationale for the coaching initiative is to build the leadership team's capacity to work effectively together to support staff, students, and parents.

The underlying rationale for the data warehouse initiative is to give teachers the ability to create assessments aligned to the CCSS and tailored to specific needs by grade level and subject. Teachers are able to use online testing with instant grading in minutes or seconds. This resource also has a robust item-bank aligned with the CCSS for local test an item development. More importantly the reporting platform offers a wealth of data on student performance in a readily accessible and highly visible format.

Some of the comments from other districts using this system are as follows:

"During the first round of benchmark testing, teacher response was overwhelmingly positive."

"From the data we gathered, we gleaned a tremendous amount of insight."

"Data collection has the potential to be one of the most significant tools at a teacher's disposal to improve student achievement and close the gap."

"It allows us to go beyond teaching to the average and reach for the benefits and life-changing effects that we know can come from individualized education."

#### Five Year Strategies and Implementation Steps:

**Year 1:** Complete the implementation of the data warehouse at BMHS; analyze results, trends for 1<sup>st</sup> year; Continue to build capacity with the CCSS CIA Math Coach.

**Year 2:** Continue to import data into warehouse and monitor for trends

**Year 3:** Continue to import data into warehouse and monitor for trends

**Year 4:** Continue to import data into warehouse and monitor for trends

**Year 5:** Continue to import data into warehouse, monitor for trends and produce summary 5 year reports on results of data warehouse use over time.

#### Year 1 Implementation Steps Description

**Implementation Step 1:** Set up coaching dates at the beginning of the year with mid and year-end reflection and reporting meetings to determine progress to date

**Implementation Step 2:** Interview and hire an administrator for technology systems training and development to work with the district's data warehouse vendor and the teachers to train staff and implement the system effectively.

**Implementation Step 3:** Provide extra time for teachers to analyze data and build common formative assessments aligned with the CCSS.

**Implementation Step 4:** Monitor through monthly meetings with IT Department, data warehouse vendor, administrator for technology systems training and development, high school principals, and PLC/data team leaders.

**Years of Implementation:**

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

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

#### IMPROVE READING AND MATHEMATICS OUTCOMES AT PONUS RIDGE MIDDLE SCHOOL

New or Existing Reform?       New       Existing

#### Overview:

Ponus Ridge Middle School is a 6-8 grade school with 667 students of which 49.3% of its population eligible for Free/Reduced-Price Meals, 8.8% not fluent in English and 10.9% special education. Ponus Middle School is the lowest performing middle school in the district in reading and math according to the SPI indices developed by the district's Assessment Office.

The purpose of this funding is twofold:

1. to implement the READ 180 program as an intervention to address the needs of students in grades 6-8 who are reading below grade level

The underlying rationale for this well-known research-based program is based in the program's Tiered Intervention Program that provides materials and services for below proficient students, training for teachers coaches and leaders to ensure efficient implementation, ongoing classroom implementation support to help accelerate student gains and technical support to ensure the technology components run flawlessly. A solid literacy foundation for all students is the "gateway" for improvement across the subject areas. READ 180 is "the most thoroughly documents and proven program for low-achieving students" and has a proven track record of success.

2. to implement the Intensified Algebra program that is aligned with the CCSS.

The underlying rationale for this research-based program developed by Agile Minds in Grapevine Texas, is to help struggling students catch up and succeed in algebra and beyond. Central to the program is the idea that struggling students need a powerful combination of additional time, a challenging curriculum, and cohesive, targeted supports and interventions. Intensified Algebra address the need for a robust Algebra I curriculum that provides embedded review-and-repair support for the many dimensions of learning mathematics, including social, affective, linguistic and cognitive learning strategies.

3. Provide capacity building support for math teachers with a CCSS Curriculum, Instruction and Assessment (CIA) Math coach.

#### Five Year Strategies and Implementation Steps:

Year 1 will be used to install and set up the software and train the teachers. Data will be collected and analyzed on a regular basis to monitor progress and compare with other district benchmark data. The district and school administrators will work collaboratively with the READ 180 and Intensified Algebra consultants to design a comprehensive improvement plan for Ponus Ridge to be implemented over the course of four to five years.

**Year 1 Implementation Steps Description:**

**Implementation Step 1:**

Install and set up Read 180 and Intensified Algebra software

**Implementation Step 2:**

Train teachers, coaches and administrators

**Implementation Step 3:**

Collaboratively work with READ 180 and Intensified Algebra consultants to use program data to develop a comprehensive literacy improvement plan for Ponus Ridge.

**Years of Implementation:**

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

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

#### **BUILDING LEADERSHIP AND DATA TEAM CAPACITY AT MARVIN**

New or Existing Reform?       New       Existing

##### **Overview:**

Marvin Elementary School is a Pre-K – 5 school Title 1 with 457 students. 41.8% of the student qualify for the free and reduced lunch meals program and 18.4% of the students receive services for students whose native language is not English. Marvin Elementary School's Growth Plan emphasizes the area of literacy and mathematics. For the purpose of the Alliance School Application, Marvin ranks in the group of lowest tiered schools in high need of support. While, the students at Marvin showed some improvement in certain CMT results, there has not been consistent growth since 2009.

Currently, Marvin Elementary School is in the second year of the mClass Reading 3D Early Literacy Assessment Pilot, and receives Title 1 funds that focus on literacy. Marvin Elementary School is also in the 2<sup>nd</sup> year of rolling out a new comprehensive K-5 mathematics curriculum, *Go Math*. The purpose of the funding request for Marvin is to provide the facilitated time to work in grade level data groups to analyze data, create data reports and work with students to do the same.

The underlying rationale for this initiative is based in Norwalk's overall approach toward improving student performance and closing the achievement gap that focuses on a coherent and cohesive PK-12 system of curriculum, instruction, assessment and professional development. At the school level, this means that the principal needs to build a collaborative team that is working together to ensure that the instructional program is aligned to meet the needs of all students. This theory of action is that if everyone at Marvin works together to align the instructional program then students will meet target goals. It is our belief that building a true professional learning community at Marvin that student achievement will increase.

##### **Five Year Strategies and Implementation Steps:**

**Implementation Step 1:** Implement a collaborative leadership structure at Marvin School to ensure buy-in of staff and building trust for staff to engage in data driven decision making.

Years of Implementation – Year 1

**Implementation Step 2:** Provide coaching support for the principal and school data team to ensure that the instructional data team understands how to make meaning of student data and plan for instruction.

Years of Implementation – Year 1, 2

**Implementation Step 3:** Create a culture where everyone takes responsibility for improving student outcomes.

Years of Implementation – Year 2

**Implementation Step 4:** Using data and instructional walktroughs as a tool for making decisions about professional development

Years of Implementation – Year 3

**Implementation Step 5:** Continuation of strategies to ensure a high functioning team.

Years of Implementation – Year 4, 5 (Based on ongoing review of data)

**Year 1 Implementation Steps Description:**

- Provide intentional training on the components of a professional learning community.
- Provide coaching for the school based leadership and school data team. Marvin's data team will be supported and directed as they continue to learn how to make meaning of student data and plan for improved instruction and assessment practices.
- Provide coaching for the principal of the school to increase collaboration and shared decision making
- Provide additional time for the school staff to work together to build trust, buy-in and increase knowledge and skills of data analysis. This time will allow the staff to thoughtfully analyze student data and look at adult actions that lead to increased student results.

**Years of Implementation:**

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

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

#### **Math coach for focus and high need BMHS, NHS and Ponus**

New or Existing Reform?       New       Existing

##### **Overview:**

While the elementary schools are implementing the CCSS aligned Go Math Program, the students in the middle and high schools do not have the benefit of the more rigorous foundation that Go Math is developing in the lower grades. Therefore, the secondary students are at a serious disadvantage. The district is particularly concerned about the schools that are in the Lower Tier/High Need as calculated in the SPI.

The purpose of this initiative is to provide the support for BMHS, NHS and Ponus with job-embedded CCSS math curriculum, instruction and assessment to ensure that teachers are implementing CCSS curriculum and instruction in math aligned math assessments and interventions that appropriately meet the needs of their students.

The underlying rationale for this initiative is based on the research that has been done on job-embedded instructional coaching in the classroom that:

- Translates quality mathematics research findings into the most effective teaching for educators at all levels.
- Realizes that many teachers are unaware of these research-based best practices.
- Recognizes that teachers want all students to achieve, and begin by building on what teachers already know and do right.
- Understands that change is hard and respects teachers' attitudes, which range from enthusiastic to skeptical, as they are supported in strengthening their approach.
- Customizes services, whether conducting a one-day professional development workshop or building a long-term mentoring affiliation.
- Works with schools to review and, if necessary, modify their existing numeracy curriculum and mathematics program.
- Monitors teacher knowledge and student progress to insure success.
- Explains how to monitor student growth using formal and informal assessments, especially as a means to guide instruction. This includes knowing how to interpret student errors and give positive corrective feedback, so teaching becomes both diagnostic and prescriptive.

The following articles reflect research conducted at the Center for Research on Learning, University of Kansas. To view the files, you will need the free Adobe Acrobat Reader, which is available for download from [www.adobe.com](http://www.adobe.com).

##### **Instructional Coaching**

"Another Freakin' Thing We've Got To Do": Teacher Perceptions of Professional Development

Book Chapter: Instructional Coaching

Interviews Regarding Instructional Coach Lynn Barnes

Paper: Studying the Impact of Instructional Coaching

Research on Coaching

Partnership Learning

Partnership Learning: Putting Conversation at the Heart of Professional Development

**Five Year Strategies and Implementation Steps:**

**Year 1:** Hire a qualified CCSS Curriculum, Instruction and Assessment Math Coach, design a schedule of support for each school and begin to implement

**Year 2:** Collect data and continue to modify job-embedded support as needed

**Year 3:** Collect data, monitor trend data, and continue to modify job-embedded support as needed

**Year 4:** Collect data, monitor trend data, and continue to modify job-embedded support as needed

**Year 5:** Collect data, monitor trends, produce longitudinal report on success of initiative

**Year 1 Implementation Steps Description:**

**Implementation Step 1:** Hire CCSS Curriculum, Instruction and Assessment Math Coach

**Implementation Step 2:** Analyze data and create an individualized math needs training and assessment plan for each school

**Implementation Step 3:** Implement the individualized training plan

**Implementation Step 4:** Conduct regular progress monitoring data checks to ensure goals and objectives are being met

**Implementation Step 5:** Conduct mid and end of year review and create appropriate follow up plan for year 2

**Years of Implementation:**

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

### Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

## **SUPPORTING EARLY LITERACY TRAINING AND ASSESSMENT AT SILVERMINE, BROOKSIDE, TRACEY**

New or Existing Reform?       New       Existing

### Overview:

The district recently proposed to the Grossman Foundation to extend the mClass 3D Reading Assessment to Silvermine, Brookside and Tracey. While the district will not know until the middle of September if this funding is approved, it is important that these three schools with lowest SPI scores in Reading in the Middle Tier/Moderate Support) have the support of a Curriculum, Instruction and Assessment Literacy Coach to help them analyze their literacy data, create CCSS-aligned common formative assessments, diagnose student needs and implement reading interventions that meet their students' needs.

The purpose of this initiative is to provide the support for Silvermine, Brookside and Tracey, with job-embedded literacy curriculum, instruction and assessment training development to ensure that teachers are implementing CCSS aligned assessments and interventions that appropriately meet the needs of their students.

The underlying rationale for this initiative is based on the research that has been done on job-embedded instructional coaching in the classroom that:

- Translates quality mathematics research findings into the most effective teaching for educators at all levels.
- Realizes that many teachers are unaware of these research-based best practices.
- Recognizes that teachers want all students to achieve, and begin by building on what teachers already know and do right.
- Understands that change is hard and respects teachers' attitudes, which range from enthusiastic to skeptical, as they are supported in strengthening their approach.
- Customizes services, whether conducting a one-day professional development workshop or building a long-term mentoring affiliation.
- Works with schools to review and, if necessary, modify their existing numeracy curriculum and mathematics program.
- Monitors teacher knowledge and student progress to insure success.
- Explains how to monitor student growth using formal and informal assessments, especially as a means to guide instruction. This includes knowing how to interpret student errors and give positive corrective feedback, so teaching becomes both diagnostic and prescriptive.

The following articles reflect research conducted at the Center for Research on Learning, University of Kansas. To view the files, you will need the free Adobe Acrobat Reader, which is available for download from [www.adobe.com](http://www.adobe.com).

### Instructional Coaching

"Another Freakin' Thing We've Got To Do": Teacher Perceptions of Professional Development

Book Chapter: Instructional Coaching

Interviews Regarding Instructional Coach Lynn Barnes

Paper: Studying the Impact of Instructional Coaching

Research on Coaching

Partnership Learning

Partnership Learning: Putting Conversation at the Heart of Professional Development

**Five Year Strategies and Implementation Steps:**

**Year 1:** Hire a qualified CCSS Curriculum, Instruction and Assessment Literacy Coach, design a schedule of support for each school and begin to implement

**Year 2:** Collect data and continue to modify job-embedded support as needed

**Year 3:** Collect data, monitor trend data, and continue to modify job-embedded support as needed

**Year 4:** Collect data, monitor trend data, and continue to modify job-embedded support as needed

**Year 5:** Collect data, monitor trends, produce longitudinal report on success of initiative

**Year 1 Implementation Steps Description:**

**Implementation Step 1:** Hire CCSS Curriculum, Instruction and Assessment Literacy Coach

**Implementation Step 2:** Analyze data and create an individualized math needs training and assessment plan for each school

**Implementation Step 3:** Implement the individualized training plan

**Implementation Step 4:** Conduct regular progress monitoring data checks to ensure goals and objectives are being met

**Implementation Step 5:** Conduct mid and end of year review and create appropriate follow up plan for year 2

**Years of Implementation:**

- Year 2
- Year 3
- Year 4
- 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**

| <b>Stages of School Improvement</b>  | <b>Date</b>       |
|--|-------------------|
| <b><i>Phase I Interventions: Focus Schools (2012-13)</i></b>                                       |                   |
| Districts create redesign plans for interventions in Focus Schools                                 | June –Aug. 2012   |
| Districts begin to implement interventions/redesigns in Focus Schools                              | Sept. 2012        |
| <b><i>Phase II Interventions: Other low performing schools (2013-14)</i></b>                       |                   |
| 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        |
| <b><i>Phase III Interventions: Other low performing schools (2014-15)</i></b>                      |                   |
| 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></p> <p>These schools should be identified because of their high performance and/or progress over time.</p>                | <p>Wolfpit Elem<br/>Nathan Hale MS<br/>Roton MS<br/>Cranbury Elem</p> | <p>Top Tier<br/>Minimal Support</p>            | <p>Leadership:<br/><input type="text"/></p> <p>Instruction/Teaching:<br/><input type="text"/></p> <p>Effective Use of Time:<br/><input type="text"/></p> <p>Curriculum:<br/><input type="text"/></p> <p>Use of Data:<br/>Continued support through District Data Team school site visits and classroom walkthroughs - All of these schools are all effectively implementing the school and instructional data team model, using data-driven decision making to modify and adjust instruction, and using the walkthrough protocol to identify adult actions that are improving student outcomes.</p> <p>School Environment:<br/><input type="text"/></p> <p>Family and Community:<br/><input type="text"/></p> |
| <p><i>Schools that require moderate support and oversight:</i></p> <p>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>Silvermine Elem<br/>Brookside Elem<br/>Tracey Elem</p>             | <p>Lowest Middle Tier<br/>Moderate Support</p> | <p>Leadership:<br/><input type="text"/></p> <p>Instruction/Teaching:<br/>Build instructional capacity with a CCSS Curriculum, Instruction and Assessment Literacy Coach to ensure that all students read on grade level by 3<sup>rd</sup> grade. These three schools are lowest scoring in the Middle Tier for reading and will need this extra support to not only meet the SPI for Reading in 2013, but also to meet the more rigorous benchmarks that will be required with the CCSS. A particular focus will be on</p>  |

|   |  |                                     |   |
|---|--|-------------------------------------|---|
|   |  |                                     | <p>helping teachers to assess foundational K-3 literacy skills to ensure that all children have mastered the requisite phonics and phonemic awareness skills to meet the benchmark of reading on grade level by 3rd grade.</p> <p>Effective Use of Time:<br/> <input type="text"/></p> <p>Curriculum:<br/> <input type="text"/></p> <p>Use of Data:<br/> <input type="text"/></p> <p>School Environment:<br/> <input type="text"/></p> <p>Family and Community:<br/> <input type="text"/></p>   |
| <p><b><i>Schools that require most significant support and oversight:</i></b><br/>         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>Ponus Ridge MS<br/>         Norwalk HS<br/>         Brien McMahon HS<br/>         Marvin Elem</p> | <p><b>Lowest Tier High Need</b></p> | <p>Leadership:<br/> <b>Leadership Coaching-At Ponus</b>, the leadership coaching will focus on building the capacity of the principal and her leadership team to effectively implement the data team process.<br/>         For <b>NHS</b>, the leadership coaching will consist of building the collaborative culture of the new principal's leadership team so that they learn to effectively work with teachers to create a student-centered environment.<br/>         For <b>BMHS</b>, the leadership coaching will continue to support the principal's leadership team in their recent efforts to build a collaborative culture through the PLC and CFA process.<br/> <b>Marvin</b> has a new Interim Principal this year who will need support in creating a collaborative culture with their school and instructional data teams. They will need to learn how to use the data that they</p> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>have to modify and adjust instruction and to more effectively implement the walkthrough process to identify adult actions that are improving student outcomes.</p> <p>Instruction/Teaching:<br/> <b>CCSS Curriculum, Instruction and Assessment Math coach to ensure that all students are algebra ready by 8<sup>th</sup> grade. These four schools are lower tier/high need category and will need this extra support to not only meet the SPI for Reading in 2013, but also to meet the more rigorous benchmarks that will be required for both their subgroups and the content areas. A particular focus will be on ensuring that all children have mastered the requisite math skills and conceptual understanding to meet the benchmark of being algebra-ready by 8<sup>th</sup> grade.</b></p> <p>Effective Use of Time:<br/> <input type="text"/></p> <p>Curriculum:<br/> <input type="text"/></p> <p>Use of Data:<br/> <b>Build staff capacity with Data Systems Training and Development Administrator– While the BMHS teachers worked with the district data warehouse software vendor, it was agreed that a full-time, highly qualified technology administrator is needed to ensure that the data warehouse is developed properly and that staff members are properly trained to use this tool to modify instruction and ultimately improve student outcomes.</b></p> <p>School Environment:<br/> <input type="text"/></p> |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  |  |  | <p>Family and Community:</p> <div data-bbox="1003 163 1412 205" style="border: 1px solid black; height: 20px; width: 100%;"></div> <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> |
|--|--|--|--|

**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.

|   |                            |                          |
|---|----------------------------|--------------------------|
| <b>Focus School: Briggs HS</b>  | <b>Grades Served: 9-12</b> | <b># of Students: 74</b> |
| <b>Diagnosis</b>  |                            |                          |
| 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>   |                            |                          |
| <b>The greatest need at Briggs High School is to dramatically improve the Teaching and Assessment for Learning. Based on the data collected through the Cambridge Education Audit, this school has performed poorly on state assessments and has experienced attendance and enrollment challenges.</b>  |                            |                          |
| b. What are the reasons for low performance in this school? (Please provide evidence)   |                            |                          |
| <b>As a result, the school has developed a negative image within the local community, and most people connected to the school have come to assume low expectations for students. Recent leadership changes have also brought addition instability to the school.</b>  |                            |                          |
| <b>The current principal has been in office just about one year and is working to reverse the downward spiral that has characterized the school for many years. Since this work involves a fundamental change in behaviors, there is some resistance that could hinder the success of these initiatives. The main challenge is for the principal to gain the support of the staff in changing the way the school operates, and/or recruiting staff that may be willing to take on the work of transforming Briggs High School into an institution that effectively promotes success for the population it serves.</b> |                            |                          |
| <b>Performance Targets<sup>1</sup></b>  |                            |                          |
| a. How will the district measure the success of the intervention?   |                            |                          |
| <b>Based on the recommendations in the Cambridge Education Audit, the district will implement systems for closely monitoring students' progress via interim and benchmark assessments and use assessment data to provide better targeted interventions for students.</b>  |                            |                          |
| b. How will the district monitor school progress?   |                            |                          |
| <b>The district will monitor school progress through the established data team process through coaching and support to more effectively analyze data, communicate trends with colleagues, students and parents, and utilize multiple forms of data to goal set</b>  |                            |                          |

<sup>1</sup> 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.

and progress monitor. The Briggs Data Team will receive targeted training and coaching on how to use the new data warehouse, Link IT, to ensure they are effectively using data to drive their instructional strategies.

## Areas of School Redesign

What actions will the district and school take to ensure:

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

Cambridge Education will provide leadership coaching 2 days a week at Briggs to ensure that teaching and learning are monitored and to establish an ongoing, observation-feedback system that provides teachers with meaningful, timely feedback to support improvements in teaching.

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

During the week of August 13-17, Cambridge Education is conducting a curriculum, instruction, assessment and professional development retreat for the redesigned staff that will be teaching at Briggs during the 2012-2013 school year. This training will be followed up by weekly support from the Cambridge coach that has been assigned to Briggs for this coming year.

- c. 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 schedule for the 2012-2013 teaching day has been redesigned to give teachers common prep and planning time each day. In addition, extra hours for data teams to meet will be supported through our Nellie Mae Education Foundation Grant to build a collaborative culture in a student-centered environment.

- d. 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 staff retreat that is currently taking place is focusing on the CCSS and how instruction needs to change in order to meet these rigorous and high expectations. The instructional program will be research-based through the READ 180 and Intensified Algebra programs. Electives will be chosen from the National Academy Foundation, all of which are aligned with the CCSS.

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

The Briggs staff is being trained to use the district's new data warehouse and will be required to analyze student achievement data with this tool.

- f. 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?

A key feature of the redesign of Briggs includes the Wraparound Pupil Personnel Services that are being implemented in the form of a full-time guidance counselor, a full-time social worker, a full-psychologist, a psychiatrist on retainer, and the services of the Applebee Health Center.

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

When we started the redesign process for Briggs High School, we formed a Community Collaborative Partnership consisting of approximately 40 members from the community to build the plan and advocate for the school. This group has been meeting monthly and will continue to do so throughout the entire five year redesign process. In addition, parent liaison will be added to the staff to provide for family and community engagement.

### **Funding**

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

**\$1,028,462 (\$50,500 Alliance, Dalio Foundation \$449,760, Priority Schools \$528,202)**

- 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)?

**Alliance Funding, Dalio Foundation Funding, Priority Schools Funding**

Focus School: **Rowayton**

Grades Served: **K-5**

# of Students: **474**

### Diagnosis

- c. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

*Please note that this should be informed by assessment data and qualitative assessments.*

**Rowayton has made steady growth over the last several years, except for its BLACK subgroup.**

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

While Rowayton uses its Instructional Data Teams to analyze Common Formative Assessments and District Benchmarks to effectively differentiate instruction for most of the students in the school, they are missing the mark with the Black subgroup in being able to effectively analyze the reading deficiencies for this subgroup, and therefore are not able to prescribe appropriate interventions to change this downward trend.

### Performance Targets<sup>2</sup>

- c. How will the district measure the success of the intervention?

The district will use the data from the mClass 3D reading assessment along with other district benchmarks in reading and writing to measure the success of the Black subgroup as well as the other subgroups in the school. We are also interested in measuring the success of this intervention at Rowayton as it relates to the Black subgroups in the other schools that are NOT using the mClass Reading 3D assessment to see if makes a significant difference.

- d. How will the district monitor school progress?

The district will monitor the school progress through the District Data Team site visits and classroom walkthroughs, as well as through the feedback from the Literacy HOW coaching that will be in place at the school throughout the year.

### Areas of School Redesign

What actions will the district and school take to ensure:

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

There is strong leadership in place at Rowayton. Norwalk is a pilot district for the state's new Teacher and Administrator Evaluation Plans, which we believe will strengthen the positions of its school leaders throughout the state.

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

Rowayton have been effective in delivering high-quality instruction and gradually improving student achievement for most students in the school. The implementation of the mClass 3D Reading Assessment will allow them to use high-quality assessments that diagnose reading problems, recommends strategies for improvement, and provides progress monitoring to ensure that benchmarks will be met.

- j. 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?

With this proposal, teachers at Rowayton will have an extra hour of planning time each month to use for data analysis.

- k. 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 is in the process of implementing its newly aligned CCSS curricula in reading and mathematics. In addition to mClass Reading 3D, which is aligned to the CCSS, Rowayton will be implementing the Go Math program which the district has adopted as its elementary CCSS-aligned Math curriculum.

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

The Rowayton staff is being trained to use the district's new data warehouse and will be required to analyze student achievement data with this tool.

- m. 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?

Rowayton has all the wraparound Pupil Personnel Services that are in place in every elementary school throughout the district. These include social workers, psychologists, psychiatric support, OT/PT, nursing, etc.

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

Rowayton has a very strong and supportive PTA that works collaboratively with the principal and the staff to provide the resources that the school needs.

#### **Funding**

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

56,360 in Alliance funding

- d. 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)?

No other funding, except for the district's operating budget for this school, are being designated for this purpose at this time.

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

Because Norwalk Public Schools has secured outside funding from a local foundation for the Redesign of Briggs, the district is requesting that it start to implement initiatives to improve student achievement and close the gap in other low performing schools during the 2012-2013 school year. The district will monitor progress through its new data warehouse to determine what other school-specific interventions may be need during the 2013-2014 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.

**LOWER TIER/HIGH NEED SCHOOLS:** Ponus Ridge Middle School, Brien McMahon High School, Norwalk High School, Marvin School

**LOWEST MIDDLE TIER SCHOOLS IN READING:** Silvermine, Brookside, Tracey Elementary Schools

### **Data Examination**

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

**LOWER TIER/HIGH NEED SCHOOLS:** These schools will be supported through the full implementation of the district's data warehouse, Link IT, with training and assessment support along with leadership and data team coaching and additional hours for teachers to meet in PLCs and/ or data teams.

**LOWEST MIDDLE TIER SCHOOLS IN READING:** These schools will be supported with the addition of a Curriculum, Instruction and Assessment Literacy Coach who will be able to support the eventual development of the mClass Reading 3D Assessment. The district has applied to the Grossman Family Foundation to financially support this effort in these three schools. The foundation will be meeting in September and making their decision by the middle to end of September. In the meantime, this coach will work with the data teams in these schools and begin to help them better analyze the assessment data that they are using.

### **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.)

The High Schools in this group are going through the NEASC Accreditation process, which will provide the needs assessment data.

For the middle and elementary schools, the district will provide the needs assessment data through the District Data Team site visits and classroom walkthroughs throughout the year, at which time it will be decided if an audit similar to the one implemented for Briggs will be needed in any of these schools.

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

District and building-based administrators will be conducting these needs assessments.

### Goal Setting

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

The district has a very robust District Data Team system that provides support for the schools in the goal-setting process.

### Intervention Selection

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

In the tiering of the schools that the Assessment Office compiled, we have primarily used the SPI for Reading and Math for the last two years to select appropriate interventions for low performing schools.

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

District administrators will ensure that schools select appropriate interventions based on the data analysis that is done by the school and instructional data teams.

### Planning for Implementation

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

The District Data Team will support the schools in the development of their comprehensive implementation plans through the school site visits. These occur regularly at the beginning of the year when the School Growth Plans are being developed, at the school and instructional data team meetings throughout the year and during the classroom walkthroughs that are done to collect adult action data.

### Monitoring

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

Once again this will be done through the District Data Team process of school visitations and support.

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

District administrators will ensure interventions lead to increased in student achievement through the monitoring of summative and formative assessment data in the district's new data warehouse.

### Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Sept. 2012 – Assign district administrators to Phase 2 schools to provide District Data Team support for their School Improvement and school/instructional data team process.

Oct. thru Dec. 2012 – District administrators attend school and instructional data team meetings and classroom walkthroughs.

Jan. 2013 – collect mid-year data on all schools in this phase, and get mid-year feedback on leadership and data team coaching provided by the C.E.S.

Feb. through Apr. 2013- continue to attend school and instructional data team meetings and

classroom walkthroughs.

May 2013 – collect data on all schools in this phase to determine if progress is being made or if an audit by an outside evaluator is warranted.

**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:** \_\_\_\_\_  
\_\_\_\_\_

**THE APPLICANT:** \_\_\_\_\_ **HEREBY ASSURES THAT:**  
\_\_\_\_\_

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_

Date: \_\_\_\_\_

1. Key Initiative Budget Summary

|                          |  | Alliance District Funding   |  | Existing Funding   |  |  |
|--------------------------|--|---|--|--|--|--|
| Key District Initiatives | Strategy   | 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.                       | Leadership   | Building the capacity of all administrators to implement the new CSDE teacher and administrator evaluation plan                                   |  | 30 hours of Professional development funded through CSDE and implemented in collaboration with CES |  | N/A  |
|                          | Reinventing Briggs Principal Coaching through Cambridge Education  |   |  | Briggs Redesign Foundation Grant   |  | N/A  |
|                          | Continuing leadership support for building the NMEF collaborative culture at BMHS in a student centered environment                        | Principal and Housemaster Leadership Team Coaching  |  | Nellie Mae Education Fund approximately \$15,000   |  |  |
|                          | Supporting the new leadership team at NHS (Lower Tier/High Need) to build the NMEF collaborative culture in a student centered environment | Principal and Housemaster Leadership Team Coaching  |  | Nellie Mae Education Fund approximately \$15,000   |  |  |
|                          | Principal and data team coaching at <b>Ponus Ridge</b>   | Principal and Data Team Coaching 12,220 + 6,250   | \$18,470                                 |  |  | \$18,470                                       |
|                          | Developing the leadership and data team capacity at Marvin-expanding existing mClass 3D initiative - new initiative                        | Leadership Coaching 12,220; data team coaching 6,250; extra time for teachers to meet in data teams 28 teachers 10 days x 1hr/day @ \$47 = 13,160 | \$31,630                                 | CT State Dept. of Ed K-3 Early Literacy Grant, Grossman Family Foundation                          |  | \$31,630                                       |

1. Key Initiative Budget Summary

|                          |  | Alliance District Funding   |  | Existing Funding   |  |  |
|--------------------------|--|---|--|--|--|--|
| Key District Initiatives | Strategy   | 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) |
| 2.                       | <p>Improving Early Literacy Reading Outcomes for Sub Groups at Rowayton School-expanding existing mClass 3D Early Literacy Assessment-expanding existing initiative</p>  | <p>mClass 3D Reading Assessment Software 12,000, iTouches 3,200, Literacy How Coaching 28,000; extra time for teachers to meet in data teams 28 teachers 10 days x 1hr/day @ \$47 = 13,160</p>  | \$56,360                                 | <p>CT State Dept. of Ed K-3 Early Literacy Grant- approx 30,400 each of three schools (hardware and software) plus Coaching in one school 38,000; Grossman Family Foundation - 43,200 for 3 additional schools (pending second round approval after 9/13/12)</p> | \$258,800  | \$315,160                                      |
|                          | <p>Continuing to support <b>Brien McMahon High School</b> (Lower Tier/High Need) to use data in their Professional Learning Communities (PLCs) to analyze common formative assessments and determine differentiated interventions to meet students' individualized needs, leadership support for building the NMEF collaborative culture - expanding existing initiative</p> | <p>Adm for Tech Systems Training and Development 1/2 of .75 = 54,750; additional time for PLCs to meet 100 teachers x 10 days x 1 hr/day @ \$47 = 47,000</p>  | \$101,750                                | <p>Nellie Mae Education Fdn approx 110,000</p>   | \$110,000  | \$211,750                                      |
|                          | <p>Supporting the new leadership team at <b>Norwalk High School</b> (Lower Tier/High Need) to use data in their PLCs to analyze common formative assessments and determine differentiated interventions to meet students' individualized needs - new initiative</p>  | <p>Adm for Tech Systems Training and Development 1/2 .75 = 54,750; Leadership Team Coaching (NMEF) 12,220 and Data Team Coaching 6,250; additional time for data teams to meet 100 teachers x 10 days x 1 hr/day @ \$47/hr = 47,000</p> | \$120,220                                | <p>Nellie Mae Education Foundation approx 110,000</p>  | \$110,000  | \$230,220                                      |

1. Key Initiative Budget Summary

|                          |   | Alliance District Funding  |  | Existing Funding   |  |  |
|--------------------------|---|--|--|--|--|--|
| Key District Initiatives | Strategy  | 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) |
| 3.                       | Reinventing Briggs High School- new initiative 2012-2013-new initiative   | Read 180 35,000 + 6,000 Intensified Algebra 3,500 Natl Academy Fdn Plan Yr 6,000 | \$50,500                                 | Priority Schools (\$528,202); Dalio Family Foundation (\$449,760)  | \$977,962  | \$1,028,462                                    |
|                          | Supporting the Lower Tier/High Need Schools (Brien McMahon, Norwalk High, Ponus and Marvin) in Mathematics as they transition to the newly realigned CCSS curriculum - new initiative | 1 CCSS Math Training and Assessment Coach  | \$80,046                                 |  |  | \$80,046                                       |
|                          | Improving Mathematics and Reading Outcomes at Ponus Ridge Middle School-Read 180 new initiative - Intensified Algebra expanding existing initiative                                   | Read 180 35,000 Intensified Algebra 3,500  | \$38,500                                 |  |  | \$38,500                                       |
|                          | Supporting Early Literacy Training and Assessment at Brookside, Silvermine and Tracey - new initiative  | Early Literacy and Assessment Coach  | \$80,000                                 | CT State Dept. of Ed K-3 Early Literacy Grant- approx 30,400 each of three schools (hardware and software) plus Coaching in one school 28,000; Grossman Family Foundation - 43,200 for 3 additional schools (pending approval after 9/15/12) | \$258,500  | \$338,500                                      |
|                          | <b>Total</b>  |  | <b>\$577,476</b>                         |  | <b>\$1,715,262</b>                                 | <b>\$2,292,738</b>                             |

## 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.

|                                      |
|--------------------------------------|
| <b>Reform Initiative: Leadership</b> |
|--------------------------------------|

| Element                               | Positions   | Amount          |
|---------------------------------------|-------------|-----------------|
| Personal Services-Salaries            | 0.00        | \$13,160        |
|                                       |             |                 |
| Personal Services-Benefits            | 0.00        | \$0             |
|                                       |             |                 |
| Purchased Professional Services       | 0.00        | \$36,940        |
|                                       |             |                 |
| 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             |
|                                       |             |                 |
| <b>Total</b>                          | <b>0.00</b> | <b>\$50,100</b> |

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

**At this point in time, we are estimating the same budget each of the next five years. As schools move on the SPI Index, budget adjustments will be made.**

| Element                               | FY 2013-14<br>Amount | FY 2014-15<br>Amount | FY 2015-16<br>Amount | FY 2016-17<br>Amount |
|---------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Personal Services-Salaries            | \$13,160             | \$13,160             | \$13,160             | \$13,160             |
| Personal Services-Benefits            | \$0                  | \$0                  | \$0                  | \$0                  |
| Purchased Professional Services       | \$36,940             | \$36,940             | \$36,940             | \$36,940             |
| Purchased Property                    | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| Other Purchased Professional Services | \$0                  | \$0                  | \$0                  | \$0                  |
| Supplies                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Property                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Other Objects                         | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| <b>Total</b>                          | <b>\$50,100</b>      | <b>\$50,100</b>      | <b>\$50,100</b>      | <b>\$50,100</b>      |

**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.

|                                |
|--------------------------------|
| <b>Reform Initiative: Data</b> |
|--------------------------------|

| Element                               | Positions   | Amount           |
|---------------------------------------|-------------|------------------|
| Personal Services-Salaries            | 0.75        | \$216,660        |
|                                       |             |                  |
| Personal Services-Benefits            | 0.00        | \$0              |
|                                       |             |                  |
| Purchased Professional Services       | 0.00        | \$61,670         |
|                                       |             |                  |
| 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              |
|                                       |             |                  |
| <b>Total</b>                          | <b>0.75</b> | <b>\$278,330</b> |

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

**At this point in time, we are estimating the same budget each of the next five years. As schools move on the SPI Index, budget adjustments will be made.**

| Element                               | FY 2013-14<br>Amount | FY 2014-15<br>Amount | FY 2015-16<br>Amount | FY 2016-17<br>Amount |
|---------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Personal Services-Salaries            | \$216,660            | \$216,660            | \$216,660            | \$216,660            |
| Personal Services-Benefits            | \$0                  | \$0                  | \$0                  | \$0                  |
| Purchased Professional Services       | \$61,670             | \$61,670             | \$61,670             | \$61,670             |
| Purchased Property                    | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| Other Purchased Professional Services | \$0                  | \$0                  | \$0                  | \$0                  |
| Supplies                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Property                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Other Objects                         | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| <b>Total</b>                          | <b>\$278,330</b>     | <b>\$278,330</b>     | <b>\$278,330</b>     | <b>\$278,330</b>     |

## 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.

| <b>Reform Initiative: Instruction</b> |             |                  |
|---------------------------------------|-------------|------------------|
| Element                               | Positions   | Amount           |
| Personal Services-Salaries            | 2.00        | \$160,046        |
|                                       |             |                  |
| Personal Services-Benefits            | 0.00        | \$0              |
|                                       |             |                  |
| Purchased Professional Services       | 0.00        | \$89,000         |
|                                       |             |                  |
| 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              |
|                                       |             |                  |
| <b>Total</b>                          | <b>2.00</b> | <b>\$249,046</b> |

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

**At this point in time, we are estimating the same budget each of the next five years. As schools move on the SPI Index, budget adjustments will be made.**

| Element                               | FY 2013-14<br>Amount | FY 2014-15<br>Amount | FY 2015-16<br>Amount | FY 2016-17<br>Amount |
|---------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Personal Services-Salaries            | \$160,046            | \$160,046            | \$160,046            | \$160,046            |
| Personal Services-Benefits            | \$0                  | \$0                  | \$0                  | \$0                  |
| Purchased Professional Services       | \$89,000             | \$89,000             | \$89,000             | \$89,000             |
| Purchased Property                    | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| Other Purchased Professional Services | \$0                  | \$0                  | \$0                  | \$0                  |
| Supplies                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Property                              | \$0                  | \$0                  | \$0                  | \$0                  |
| Other Objects                         | \$0                  | \$0                  | \$0                  | \$0                  |
|                                       |                      |                      |                      |                      |
| <b>Total</b>                          | <b>\$249,046</b>     | <b>\$249,046</b>     | <b>\$249,046</b>     | <b>\$249,046</b>     |

4. Budget for Total Alliance District Funding

District: Norwalk

Town Code: 103

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

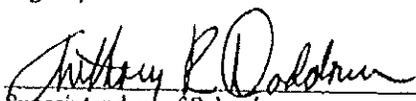
| CODE | OBJECT                              | FUND: <u>11000</u><br>SPID : <u>17041</u><br>FY 2012-13<br>(School Year 2012-13)<br>Program: <u>82164</u><br>Chart field 1: <u>170002</u> |
|------|-------------------------------------|---|
|      |                                     |   |
| 100  | Personal Services/Salaries          | \$389,866   |
| 200  | Personal Services/Employee Benefits | \$0   |
| 400  | Purchased Property Services         | \$187,610   |
| 600  | Supplies                            | \$0   |
| 700  | Property                            | \$0   |
| 890  | Other Objects                       | \$0   |
|      | TOTALS                              | \$577,476   |

## Addendum to Norwalk 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