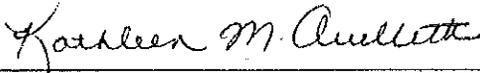


**FINAL APPLICATION**

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

Name of District:		
Waterbury		
Name of Grant Contact:		
Louise Allen Brown, Grant Writer, Waterbury Public Schools		
Phone: 203-346-3506	Fax: 203-346-3508	Email: lbrown@waterbury.k12.ct.us
Address of Grant Contact:		
Waterbury Public Schools One Jefferson Square, Garden Level Waterbury, CT 06706		
Name of Superintendent:		
Dr. Kathleen M. Ouellette		
Signature of Superintendent:		
		
Name of Board Chair:		
Charles Stango		
Date:		
Signature of Board Chair:		
Date:		
Please indicate if plan approved by local board of education: <u>no</u>		
Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <u>at Board of Education Workshop Meeting on 8/30/12, for vote at the Regular Meeting September 6, 2012, pending State Department of Education approval.</u>		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

## Part III: Application

### Section I: Overall District Improvement Strategy

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

#### A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

The district's overall approach toward improving student performance and closing the achievement gap, "Transformational Change," is captured in the Superintendent's newly released **Waterbury Public Schools Blueprint for Change – "Moving Forward for Student Success"**—June 2012 (hereinafter "Blueprint" or "Plan"). This new strategic plan for the district is the result of many months of gathering information from multiple diverse stakeholders, consulting district and external education experts, and identifying the most critical goals, objectives, and action steps to move the district forward.

In its new strategic plan, the district adopts a *theory of action* that believes that "efficacy, capacity, and sustainability for school improvement must be built and consistently evaluated in four research-based Core Transformational Areas: Vision, Instructional Core (Teaching and Learning), Human Capital, and Infrastructure. School Climate and Family and Community Engagement are integral to school transformation.... transformational areas are consistently adjusted through Ongoing Evaluation...." (Section IV, Plan) With respect to these transformational areas, the Waterbury "Blueprint" provides these details:

##### ***Vision:***

Research has shown that transforming a school requires strong leadership. Strong leaders pursue change. Leaders must be research-based and data driven. The analysis of data shall drive instructional, curricular, and programmatic vision and planning. The alignment of resources and systems to this vision and clear messaging are paramount when targeting school improvement for student success.

##### ***Instructional Core (Teaching and Learning):***

A strategic plan for curriculum, instruction, and assessment is the foundation of a successful school that yields high achievement. Ensuring a rigorous curriculum and challenging, engaging, and intentional instruction in all classrooms is vital for increasing student achievement.

##### ***Human Capital:***

School leadership in the 21st century is a dynamic enterprise that requires leaders to be entrepreneurs, collaborators, and innovative thinkers. A leader must possess high expectations, strong core values, and a willingness to employ distributive leadership in order to build a culture of professionals committed to excellence. Teachers and support personnel must be highly effective and employ best and promising practices to actualize the vision of the school and ensure student success.

***Infrastructure:***

Student performance is affected by the design and suitability of the facilities in which learning takes place. Infrastructure must promote effective teaching and learning, incorporate new technology, be environmentally sustainable, and support community involvement. Changes to existing infrastructure may include, but not be limited to enhancements to the physical plant, reconfiguration of the school day and year, use of time and schedule.

***School Climate:***

Successful schools maintain a positive and sustainable school climate. Schools need to create a positive environment where all constituencies are welcomed, supported, and nurtured in school-socially, emotionally, intellectually and physically.

***Family and Community Engagement:***

An important factor in cultivating success for all students is family and community involvement. Building meaningful relationships with all stakeholders is an essential feature of the transformational model.

***Ongoing Evaluation:***

Evaluation is interwoven into all of the Core Transformational Areas. Positive dramatic school change necessitates the deliberate and consistent use of data to make decisions and adjustments to all of the Core Transformational Areas.

(Section IV, Plan)

Aligned with its overall approach to improving student success and closing the achievement gap are Waterbury's four **District Goals for Student Success** which *translate strategically into the four key district initiatives described in this Alliance Grant application:*

1. **Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.**
2. **Ensure all students equal access to quality curriculum that is aligned to common core state standards.**
3. **Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.**
4. **Ensure that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice.**

Further, related to the district's overall approach to improving student success, the new district Plan also identifies Waterbury's "**Keys Initiatives for Change**" or reforms, of which the following are presented in this Alliance Grant application :

- Partner with local, state and national experts to support change plan
- Reorganize Central Office to support local schools to improve student achievement
- Create Instructional Leadership Director (ILDs) positions to support building principals as instructional leaders
- Adopt new administrator and teacher evaluation process that reflects the state framework
- Organize district into school clusters to provide differentiated instructional support and share best practices
- Create school wide data teams to closely monitor student achievement
- Create quality Student Success Plans (SSPs) beginning in grade 6 to assist all students to be career and college ready upon graduation

- Align and implement Waterbury curriculum to the Common Core State Standards and provide necessary professional development to ensure effective implementation
- Define and strengthen Early Literacy program -preschool through grade 3
- Create embedded staff development coaching models to support math and language arts curriculum
- Administer the Comprehensive School Climate Inventory (CSCI) to gather feedback from students, parents and staff
- Conduct Welcoming School Visits in each Waterbury school to examine school climate and family engagement
- Ensure students receive adequate support and wraparound services through both school and community agencies

To begin its reform initiatives, Waterbury proposes to conduct a “5-D Assessment,” -- a process designed to facilitate the accomplishment of Waterbury’s district goals, or an equivalent assessment process in accordance with City of Waterbury procurement procedures. Specifically, the Superintendent will train new Instructional Leadership Directors to be hired as part of Waterbury’s reform efforts, to conduct an Assessment of the district related to the 5 Dimensions of Teaching and Learning identified by University of Washington, Center for Educational Leadership, or the equivalent.

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

The district’s Alliance Grant reform initiatives are aligned with the goals and objectives of the new Waterbury Plan, the purpose of which is to improve student performance and close student achievement gaps.

The new initiatives are as follows:

**Initiative I. Provide all students with quality school principals and teachers who deliver rigorous and effective instruction**

Strategies:

- Develop instructional district-wide leadership capacity to support improvement of student achievement
- Provide embedded Professional Development for Teachers and Administrators
- Design and implement a new Teacher and Principal Evaluation System

**Initiative II. Ensure all students equal access to quality curriculum that is aligned to common core state standards.**

Strategies:

- Conduct a curriculum audit and develop curricula and units of study that align to CCSS
- Review assessment practices and align assessments with Common Core Standards and Smarter Balance Assessment recommendations
- Integrate the use of technology and culturally responsive pedagogy into curriculum development plans

- iv. Implement preschool programs in all elementary schools
- v. Use student achievement data to improve effective instruction through school-wide data teams
- vi. Create embedded staff development coaching models to support math instruction
- vii. Define and strengthen early literacy in grades PK through 3

**Initiative III. Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.**

Strategies:

- i. Create school-based student support centers
- ii. Create comprehensive school climate plans for each school
- iii. Increase parent engagement in all schools by utilizing welcoming school visits

**Initiative IV. Ensure that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice.**

Objectives:

- i. Create a credit recovery program for alternative education students in danger of not completing high school
- ii. Provide resources for students in the regular high schools who are in need of extra courses to graduate on time
- iii. Create meaningful Student Success Plans (SSP) that begin in middle school and continue through high school
- iv. Create a middle and high school study team to review school restructuring possibilities

**The rationale for the identification of the district's prioritized reform initiatives, i.e., Waterbury's Plan Goals and Objectives, is founded in student data.**

**Support for District Initiative I** (*Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.*) – with regard to student achievement on the CMTs, the last three years have stagnated somewhat in the percent of students scoring at or above Proficient in math and reading. While the percent of students in Waterbury scoring at or above Proficient in reading across all grades has increased by 13.7 percentage points since 2006, reading performance is not as strong as math performance (reading % at or above Proficient is almost 10 percentage points lower than math). The math and reading CMT results by grade reveal two trends; first, in both subjects, from Grade 6 to Grade 8 there is a decline in the performance of CMT, and second, in math, Grades 3 through 5 have strong performance, but there is a large discrepancy between their math performance and reading performance. For example, the % at or above Proficient in reading in grade 3 in 2012 was 60.6, compared to 79.4 percent at or above Proficient in math. This suggests and urgent need to address the literacy skills of our younger students, starting in preschool to ensure they build literacy skills by the time they are in the 3<sup>rd</sup> grade.

**Support for District Initiative II** (*Ensure all students equal access to quality curriculum that is aligned to common core state standards.*) – Waterbury continues to be diverse with respect to the racial composition of its student body. Hispanic students are the fastest growing subgroup, increasing by 4 percentage points since 2005. The white subgroup, while still comprising about a quarter of the

student population, has been steadily declining since 2005. Since 2005 the percent of students eligible for free or reduced price meals in Waterbury has increased by 14.9 percentage points to 81 percent. Statewide there has been a 7.7 percentage point increase. The percentage of students in Waterbury identified as English language learners (ELLs) has decreased slightly, from 11.9 percent to 11.1 percent. While the statewide special education prevalence rate has remained fairly constant over the last five years, the prevalence rate in Waterbury has increased slightly, by 2.3 percentage points.

Given the diversity of the Waterbury student body, it is imperative that all students have equal access to educational resources. When all students have access to quality curriculum and instruction differences in academic achievement between subgroups of students should be minimal. However, equal access to *rigorous* curriculum is a concern; for example, the achievement gap between those eligible for free or reduced price lunch and those not eligible has increased. Additional Waterbury data reveals notable differences in achievement among all other subgroups in both math and reading.

In addition, there is a significant amount of disparity in the academic achievement between the elementary and middle schools in Waterbury, suggesting that access to effective instruction and rigorous curriculum is not equitably disbursed across all schools. Schools with similar poverty levels have significantly different achievement levels. This calls for a plan to ensure effective instruction is occurring in all schools, and that all schools have the capacity to analyze student achievement data to inform instruction.

**Support for District Initiative III** (*Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.*) –

Discipline data in Waterbury schools indicate that fewer students are engaging in behavior that results in a suspension or expulsion, however compared to the state average, Waterbury continues to have higher rates of disciplinary offenses. Respectful school behavior is not occurring consistently across all subgroups of students. Black and Hispanic students comprise a greater proportion of the in school suspensions, out of school suspensions, and expulsions.

As for attendance, school engagement becomes critically important in the high school grades, when the potential to drop out of school is greater. Historically, Kindergarten and Grade 1 have lower attendance rates in Waterbury, and improvement is seen from Grade 2 through Grade 5. Starting in Grade 6, the attendance rate begins to decline, and this trend continues through Grade 12.

**Support for District Initiative IV** (*Ensure that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice.*)

Since the 2007 administration of the Connecticut Academic Performance Test (CAPT) the percent of grade 10 students in Waterbury scoring at or above Proficient and at or above Goal in mathematics has seen both increases and decreases. While the 2011 CAPT results showed an increase in percentage of students scoring at proficient and at goal in math, the 2012 results reveal a decline (from 80.3 to 78.8) Continued attention is needed in mathematics at the high school level to ensure the trend does not continue in a downward trajectory. The reading results have steadily declined since 2010; from 82.9 percent at or above Proficient to 80.9 percent. The annual dropout rate is the percentage of students in any given school year who officially dis-enroll from school prior to graduating. The dropout rate in Waterbury has increased by 1.8 percentage points.

The graduating class of 2010 marked the first time that a cohort graduation rate could be calculated. This cohort graduation rate follows first time grade 9 students through four years of high school and provides a more accurate figure compared to earlier years. The graduation rate in Waterbury has been consistently lower than the state overall graduation rate. The Class of 2011 graduation rate was 65.7, 16.9 percentage points lower than the state. *Attention is needed to ensure high school students are engaged and provided with the supports necessary so that successful completion of high school is realized.*

The Plan goals, objectives, and key initiatives for change, were created from district adoption of a Transformational Change Theory of Action that is scientifically research-based. Both the Center for Educational Leadership at the University of Washington (UWA) and the Capitol Region Education Council (CREC) Institute of Teaching and Learning, have contributed to or informed the development of the Central Office Transformation model Waterbury has codified in its new Plan. Consultants from these organizations and additional consultants such as the Connecticut Center for School Change may also be involved in the implementation of Waterbury's Strategic Plan.

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

The first performance target to gauge student success is the District Performance Index (DPI). Waterbury believes the DPI is valuable because it takes into account the performance of ALL students. The DPI performance targets are as follows (and ensure the district is on target to reach the halfway mark to a DPI of 88 by 2018):

	2012-13 DPI Target	2013-14 DPI Target	2014-15 DPI Target	2015-16 DPI Target	2016-17 DPI Target
District (CMT)	63.2	65.4	67.6	69.8	72.0
District (CAPT)	51.1	54.1	57.1	60.1	63.1
Special Education	36.8	39.8	42.8	45.8	48.8
F/R Lunch	60.1	62.6	65.1	67.6	70.1
Black	60.6	63.1	65.6	68.1	70.6
Hispanic	58.2	60.9	63.6	66.3	69.0
ELL	40.6	43.6	46.6	49.6	52.6
Reading	60.1	62.6	65.1	67.6	70.1
Math	66.3	68.2	70.1	72.0	73.9

Waterbury will also monitor the School Performance Index (SPI) given the focused interventions in several schools. The SPI targets for each school are as follows:

School Name	2012-13 SPI Target	2013-14 SPI Target	2014-15 SPI Target	2015-16 SPI Target	2016-17 SPI Target
Bucks Hill	54.7	57.7	60.7	63.7	66.7
Bunker Hill	66.5	68.5	70.5	72.5	74.5
H.S. Chase	65.6	67.7	69.8	71.9	74.0
Wendell Cross	77.2	78.2	79.2	80.2	81.2
Driggs	56.9	59.7	62.5	65.3	68.1
Generali	77.6	78.6	79.6	80.6	81.6
Hopeville	70.1	71.8	73.5	75.2	76.9
Kingsbury	64.8	66.9	69.0	71.1	73.2
Duggan	60.2	62.7	65.2	67.7	70.2
Sprague	57.1	59.9	62.7	65.5	68.3
Tinker	72.2	73.6	75.0	76.4	77.8
Walsh	42.3	45.3	48.3	51.3	54.3
Washington	64.8	66.9	69.0	71.1	73.2
Gilmartin	64.1	66.3	68.5	70.7	72.9
Carrington	59.1	61.8	64.5	67.2	69.9
Regan	71.8	73.3	74.8	76.3	77.8
Maloney	83.0	83.4	83.8	84.2	84.6
Wilson	59.8	62.4	65.0	67.6	70.2
Rotella	81.4	82.0	82.6	83.2	83.8
Arts Magnet	81.4	82.0	82.6	83.2	83.8
Wallace	64.9	67.0	69.1	71.2	73.3
West Side	58.8	61.4	64.0	66.6	69.0
North End	57.1	59.9	62.7	65.5	68.3
Arts Mag. H.S.	69.5	71.2	72.9	74.6	76.3
Crosby	48.9	51.9	54.9	57.9	60.9
Wilby	49.4	52.4	55.4	58.4	61.4
Kennedy	54.5	57.5	60.5	63.5	66.5

To gauge student success, and ensure the district is on track to meet the DPI and SPI targets, Waterbury will use benchmark assessment results. These results will inform teachers about the areas in which they need to modify instruction; the results will also be used to determine if changes in instruction are effective. With respect to staff, Waterbury will create performance metrics for school-level staff and central office based on the Performance Evaluation Advisory Council (PEAC) guidelines.

Because two initiatives are focused on improving positive school climate and ensuring students graduate on time, Waterbury believes that the graduation rate is an appropriate performance target for measuring whether these initiatives are keeping students engaged in school. To that end, the performance targets for graduation rate are as follows, and ensure the district is on track to meet the target of halfway to 94 % graduated by 2018 :

Class of	Target Graduation Rate
2013	69.3
2014	71.5
2015	73.7
2016	75.9
2017	78.1

With the Student Success Plan(SSP) coordinator in place, Waterbury will be able to monitor the data collected in the SSPs to ensure students are remaining engaged and on track with their educational program.

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)?

While District Alliance Funds have been budgeted for priority reforms related to the new district strategic plan, to fully implement proposed reforms, the district will coordinate Alliance District Funds with Title I funds. For example, while Alliance funds are budgeted to cover the salary and fringe benefit costs of hiring new Instructional Leadership Directors, training for the ILDs essential to their ability to carry out the responsibilities assigned to them with respect to evaluating and supporting various tiered schools will be funded through Title I. Title I funds will also support professional development initiatives of the proposed Talent and Professional Development Supervisor who will have a key role in designing professional development for district teachers and administrators consistent with reforms detailed in the new district strategic plan. The hiring of the six additional math coaches will also be funded through Title I.

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.

According to the “Superintendent’s Message”, in the Blueprint for Change Plan, at p. 3:  
 “It is a time for change, a time to recommit to quality education, a time to support our schools with both fiscal and human resources and a time to move forward for all students to succeed!  
 Over the past several months I have had the wonderful opportunity to visit all of our schools, meet with students, parents, principals, teachers and staff, collaborate with district administrators and

communicate with city leaders and community advocates. I have reviewed multiple documents and recommendations and even enlisted the expertise of state and national educational leaders. Through these countless hours of listening, brainstorming and analyzing our district data, I [the Superintendent] am pleased to provide our district with a plan to move Waterbury Public Schools forward, so all of our students can succeed and be confident as they graduate from our system to enter colleges and careers of their choice.” (From 2012 Waterbury Plan, Section I)

Many of the stakeholders who shared their thoughts with the Superintendent expressed concern about issues including persistent achievement gaps among subgroups of students, high incidence of student behavior in the schools warranting disciplinary action, and the lack of preparedness of many Waterbury high school graduates to be successful in postsecondary education and career settings.

These concerns played a significant part in the identification by district leadership of the top reform priorities, included in this Alliance application. Those reforms include:

- Reorganization of the central office to better support schools and principals;
- Addition of more than 300 new preschool seats to support early learning that impacts long-term student success, and that moves the district closer to universal preschool;
- Review best practices and develop strategies to deliver more consistent and effective literacy instruction through a centralized approach;
- Reassignment of reading teachers to each elementary school to assist in development and implementation of centralized literacy approach;
- Hiring of additional math coaches for middle schools;
- Alignment of district curricula and assessments with Common Core State Standards and Smarter Balance Assessments;
- Integration of technology and culturally responsive pedagogy into curriculum and instruction;
- Hiring of Deans of Discipline to lead Student Support Centers at middle and high schools, to impact school climate concerns involving discipline of students;
- Creation of a new Alternative School program; and
- Increased course credit retrieval options for high school students.

Some of the state and national education experts with whom the Superintendent and other central office personnel consulted while developing the new Waterbury Strategic Plan, are: the Center for Educational Leadership at the University of Washington, the Connecticut Center for School Change, Area Cooperative Education Services (ACES), Capitol Region Education Council (CREC), Education Connection, and Naugatuck Valley Community College. Waterbury’s central office transformation

reform priority has been most influenced by the University of Washington and additional research.

Additionally, to gather information to inform the development of a new district strategic plan, Superintendent of Schools, Dr. Kathleen Ouellette has met with hundreds of Waterbury stakeholders. She has utilized every opportunity to hear the voices of every segment of the Waterbury community and she has used some of these opportunities to share her ideas in order to develop them further based upon input from stakeholders. The following is a list of a sample of those stakeholders with whom Dr. Kathleen Ouellette has met since taking the position of Waterbury Superintendent of Schools in November, 2011:

- Victor Diaz, President, Waterbury NAACP - November 1, 2011
- Connecticut Community Foundation Public Reception for Dr. Ouellette - Nov. 10, 2011
- Waterbury Legislative Breakfast Meeting, hosted by Waterbury Public Schools for discussion on education issues - 12/13/11 Attendees: Mayor Neil O'Leary, Senator Markley, Representative D'Amelio, Representative Butler, Representative Berger, Dr. Ouellette, Central Office Staff, Board of Education Commissioners
- Individual meetings with Members of Board of Aldermen:  
(Alderman Frank Burgio, 2/14/12; Alderman Frederick Luedke, 2/15/12; Alderman Carlo Paladino, 2/22/12; Alderman Gregory Hadley, 2/28/12; Alderman Anthony Piccocchi, 3/13/12; Alderman Paul Pernerewski, 4/24/12; Alderwoman Lysa Margiotta, 7/3/12)
- State Representative Anthony D'Amelio 4-25-12
- Lynn Ward, President, Waterbury Regional Chamber – 1/6/12
- Area Ministers @ Grace Baptist Church – 1/17/12
- Met with Mattatuck Museum Board of Directors – 1/25/12
- Granville academy students and parents – 1/31/12
- Attended Bridge to Success Legislative Breakfast – 2/2/12
- Judge Thomas Brunnock and Anne Marie Cullinan re: Truancy Clinics 2-9-12
- Various meetings regarding Walsh School blight problems
- President of New Opportunities, Dr. James Gatling – 2/14/12
- Public Forum on design of Waterbury Career Academy – 2/15/12
- Multiple meetings, forums, re: Sprague School firing range
- Christina Damato regarding Latino Outreach 2-17-12
- Naugatuck Valley Community College planning session-new Manufacturing Ctr 2-10-12
- Participated in 100 Best Youth & Community Awards ceremony – 2-21-12
- Judged Boys & Girls Club Youth of the Year Awards 2-28-12
- Cathy Awwad, President of the North West Regional Workforce Investment Board regarding Waterbury Career Academy curriculum and College Connect Program 3-2-12
- Participated in Cong. Murphy's NCLB Roundtable discussion at Kennedy High School, 3-6-12
- Steve Collins of the Waterbury Symphony Orchestra 3-20-12
- Donna Palumba (Jane Doe No More Organization) 3-20-12
- Governor Malloy's Education Reform Forum @ Walsh School 3-20-12
- Dr. Michele Feme-Bagwell, Director of CommPACT Schools 3-23-12 and 3-28-12
- Family Empowerment Conference at New Opportunities Inc. 3-24-12
- Multi-Cultural teachers at AME Zion Church 3-24-12
- Exchange Club Awards honoring Rotella Principal as Educator of the Year 3-28-12

- Board of Connecticut Community Foundation 4-18-12
- City Wide Parent and Youth Fair @ Waterbury Arts Magnet School 3-21-12
- Women's Empowerment Tea @ Walsh School 3-21-12
- Representatives of SEPTA (Special Education PTA) 4-24-12
- Juvenile Justice Alliance 4-26-12
- Waterbury Chapter National Congress of Black Women 4-28-12
- David Burgos, Connecticut Junior Republic and tour of facility 5-2-12
- Forum on Central Office Transformation Plan May 7 & 8, 2012
- Dr. Daisy Cocco DeFilippis, President, Naugatuck Valley community College 5-9-12
- Waterbury-Career-Academy-Community-Forum at Wilson School 5-22-12
- Mayor's Inaugural Picnic 5-26-12
- William Magnotta, State Dept of Education regarding Magnet school lotteries 5-30-12
- Several meetings with NVCC including Governor Malloy regarding GEAR UP Grant
- Attended intercity Church Service at Grace Baptist Church 6-10-12
- Workshop on Diversity at North End Middle School 6/13/12
- Elks Flag Day Celebration with presentation of Flag for new Jonathon Reed School 6-16-12
- Downtown Block Party with unveiling of Mosaic 6-26-12

### **SCHOOL VISITS**

The Superintendent of Schools, Dr. Kathleen M. Ouellette, conducted comprehensive school visits at each of Waterbury's 28 schools in her first several months on the job in Waterbury. She was able to see first-hand the status of teaching and learning ongoing in the schools, and to listen to the comments and concerns of students, staff, families, and neighbors. During those visits Dr. Ouellette observed and participated in classroom instruction, daily school routines, staff meetings, data team meetings, academic and other awards ceremonies, parent conversations, teacher discussions, and dialogue with students about their school work. She listened to the voices of seasoned educators and new teachers on topics like improving literacy and math teaching and learning, increasing parent engagement in the educational process, and how the Superintendent and the district Central Office could support efforts in the schools to improve instruction and increase student achievement. Dr. Ouellette visited a number of schools more than once. What Dr. Ouellette learned at all of her visits to the schools informed the 2012 Waterbury Strategic Plan on which the reforms in this application are based.

The following is the schedule of at least one official visit to each of the schools by the Superintendent of Schools, during 2011-12:

<b><u>Schools (Principal)</u></b>	<b><u>Visit Date</u></b>
Crosby High (Dr. Louis Padua)	3/5/12
Kennedy High (Mr. Michael Yamin)	12/22/11
Wilby High (Ms. Robyn Apicella)	12/19/11
Waterbury Arts Magnet School [gr 6-12] (Mrs. Elizabeth McGrath)	2/28/12
North End Middle Sch. (Mr. Michael LoRusso)	1/12/12
Wallace Middle School (Mr. Donald Rapuano)	4/19/12
West Side Middle Sch. (Ms. Maria Burns)	3/26/12
Enlightenment (Ms. Michele Buerkle)	11/17/11

Adult Education (Mr. Antonio Musto)	4/3/12
<b>Elementary Schools (Principal)</b>	<b>Visit Date</b>
Bucks Hill (Mrs. Ann Begley)	3/5/12
Bunker Hill (Mr. Brian Goggin)	4/16/12
Carrington (Mr. Kevin Brennan)	3/19/12
Chase (Mrs. Celia Piccochi)	2/15/12
Cross, W (Mr. Joseph Amato)	1/6/12
Driggs (Ms. Diurca Tomasella)	1/31/12
Duggan (Dr. Patricia Frageau)	2/21/12
Generali, M (Mrs. Kathy Stamp)	11/30/11
Gilmartin (Dr. Donald Burzler)	1/10/12
Hopeville (Mr. Thomas Pannone -Acting)	1/24/12
Kingsbury (Mrs. Pamela Baim)	3/1/12
Maloney (Mrs. Donna Cullen)	1/27/12
Regan (Mrs. Noreen Buckley)	3/1/12
Rotella (Mrs. Gina Calabrese)	3/27/12
Sprague (Mrs. Donna Perreault)	2/17/12
Tinker (Mrs. Lauren Elias)	2/23/12
Walsh (Mr. Erik Brown)	1/16/12
Washington (Mrs. Roxanne Augelli)	3/8/12
Woodrow Wilson (Ms. Robin Henry)	2/1/12

**MEET AND GREET EVENTS WITH PARENTS**

December 6, 2011	City Wide	@ Waterbury Arts Magnet School
March 27, 2012	East Division	@ Wallace Middle School
April 18, 2012	West Division	@ West Side Middle School
May 9, 2012	Title I DPAC WOW/NRZ Youth Council	@ WOW/NRZ Community Learning Center 308 Walnut Street
May 21, 2012	City-Wide Bilingual Parents	@ Chase School
June 4, 2012	North Division	@ North End Middle School

Dr. Ouellette also appeared on WATR radio – Waterbury, CT on March, 12, 2012 and again on June 19, 2012. These AM call in radio shows gave Dr. Ouellette the opportunity both to address the community and to answer questions from area residents who called in to the radio station to be able to talk with the Superintendent about issues concerning them. What Dr. Ouellette learned from all of these listening and sharing communications opportunities has informed the district’s new strategic plan.

And, the Superintendent of Schools and the Board of Education members regularly listen to the voice of the Waterbury public at the beginning of each Board of Education Regular (Voting) Meeting (usually twice per month) when the regular order of business is routinely suspended in order to hear from members of the public who have come to the meeting to address the board on any issue of their

own choosing. This information sharing process has also informed the district's identification of key first initiatives for reform for the Waterbury Public Schools.

## **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 #1**

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

**New or Existing Reform?**       **New**       **Existing**

**Overview:**

**Provide all Students with Quality School Principals and Teachers who Deliver Rigorous and Effective Instruction in Order to Improve Student Performance and Close the Achievement Gap that Exists in the District.**

Waterbury Public Schools is in a state of change. The need for drastic reform is evident in the student achievement data that exists for Waterbury schools. The district administration is committed to transformation in order to provide ALL students with quality principals and teachers who deliver rigorous instruction. Waterbury believes that providing teachers and administrators with the resources they need it will encourage the success of their students. Through the use of Alliance funds, Waterbury will hire the administrative staff necessary to ensure that all principals, teachers and students are properly supported. The addition of this staff will also ensure that the necessary reform steps are implemented and that there is the capacity for high quality instruction and strong differentiation.

Waterbury has developed a comprehensive strategic plan to support this change. The Commissioner has encouraged districts to create a “talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings, and in the case of new personnel, other indicators of effectiveness.” In line with the Commissioner’s initiative, Waterbury has created a strategic plan for dramatic change throughout the district.

In hiring, Waterbury will recruit from groups traditionally underrepresented in education positions in the Waterbury area. While the majority of Waterbury students are Black or Hispanic, most teachers and administrators are White. Research shows that students are more successful when taught by faculty of the same race or ethnic origin—this is often dubbed the “role model” effect. Students succeed when they see successful adults who ‘look like them,’ or have the same ethnic background. In filling vacancies, Waterbury will seek minority teachers and administrators to augment the existing district staff.

Waterbury’s reorganization and central office transformation plan is designed to improve student achievement and close the achievement gaps that exist in the district. The Chief Operating Officer will have additional responsibilities pertaining to his also being named Chief of Staff. His taking responsibility for more management functions including additional staff supervision and other matters such as district spokesperson, will free up the Superintendent of Schools to work closely with the Chief Academic Officer, the Instructional Leadership Directors (ILDs),

and school administrators to conduct Instructional Rounds, develop school improvement plans, and implement strategies to increase student achievement, as well as to serve –with the Chief Academic Officer – on the proposed District Data Team to review school data and use the data to drive instruction. The Chief Academic Officer will have primary responsibility to oversee curriculum and assessment development initiatives, and to plan key professional development for teachers, administrators, and other staff, with the Superintendent and Talent & Professional Development (PD) Supervisor. The Talent & PD Supervisor will also be responsible for recruitment of certified staff, with special attention to recruitment of minority teachers and administrators. The new position of Director of Special Education and Pupil Personnel Services will replace the former assistant superintendent position of the same name; putting that position on par with the Directors of Instructional Leadership. And, Waterbury will also establish a position of Special Advisor to the Superintendent to facilitate several special projects, including the State Department of Higher Education’s GEAR UP college awareness and readiness program for Waterbury middle and high school students with the Naugatuck Valley Community College (NVCC). The Special Advisor will also represent the district and the superintendent at multiple ceremonial public engagements, allowing the Superintendent the freedom during school days especially, to stay focused on school assessment and reorganization efforts at the schools. An additional Math Supervisor, together with the existing district Reading/Language Arts Supervisors, will assure high quality leadership in these core content areas.

The reform structure overall is designed to facilitate greater focus on student achievement at the highest leadership levels. Through this reform, the end goal is that every student in Waterbury receives rigorous and effective instruction in order to close the achievement gap that currently exists in the district.

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

**Strategy 1: Conduct a central office and district-wide transformation to support the improvement of student achievement and to close achievement gaps.**

Year 1:

- Reorganize central office to build capacity.
- Cluster schools.
- Provide tiered support.

Year 2-5:

- Continue to build capacity of central office.

**Strategy 2: Conduct professional development and training to build capacity within the district.**

Year 1:

- Build the capacity of the central office staff

- Support schools with professional development in standards based curriculum and teaching methods.

Year 2-5: Continue to provide professional development and training to build capacity within the district.

**Strategy 3: Implement a new teacher and administrator evaluation system.**

Year 1: Research and implement a new teacher and administrator evaluation system.

Year 1: Develop indicators of academic growth based on Performance Evaluation Advisory Council (PEAC) guidelines.

Year 2-5: Evaluate and maintain the new teacher and administrator evaluation system.

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Reorganize central office by creating positions to build capacity.

- Waterbury public schools will reorganize and restructure the central office in order to provide the district with the support that is necessary for student achievement and the district reform plans. The following positions will ensure efficacy and alignment throughout the district.
  - Waterbury will redefine the responsibilities of the Chief Operating Officer to include responsibilities of Chief Operating Officer & Chief of Staff.
  - Waterbury will create a Chief Academic Officer position to support the district reform in curriculum and instruction.
  - Waterbury will create four Instructional Leadership Director (ILD) positions in order to provide school administration with support to assess the schools and with necessary coaching for improvement.
  - Waterbury will create a Director of Special Ed. and Pupil Services position in an effort to support students throughout the district.
  - Waterbury will create a Special Advisor to the Superintendent position to facilitate special programs like GEAR UP in the district.
  - Waterbury will create a Supervisor of Talent and Professional Development position to support personnel growth and recruitment of quality principals and teachers.
  - Waterbury will create a Math Supervisor position to ensure alignment in curriculum and instruction across the district.
  - Waterbury will hire three additional administrative clerical support positions to assist in the day to day operations of the district.

Strategy 1, Year 1: Cluster schools.

- Waterbury will cluster schools, based on feedback received by the Instructional Leadership Directors, to provide differentiated instructional support and sharing of best practices.

Strategy 1, Year 1: Provide tiered support.

- Waterbury will implement strategies to provide tiered support for students in ELA and Mathematics.

**Years of Implementation:**

**X Year 2**

**X Year 3**

**X Year 4**

**X Year 5**

**Key District Initiative # 2**

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

**New or Existing Reform?**       **New**       **Existing**

**Overview:**

**Ensure all Students Equal Access to Quality Curricula  
That is Aligned to the Common Core**

Currently, Waterbury Public Schools struggle with equal access to quality curricula across the district. In order to provide all students with access to quality curricula, the district must centralize the curricula and processes in the delivery of the material in every classroom. Through a comprehensive plan for change, initiated by the district, the work necessary to achieve this reform will use both alliance funds and other funding resources.

When all students have access to quality curriculum and instruction, the achievement gap should narrow. Waterbury believes that by centralizing efforts, and creating consistency across the district, all students will be given the opportunity to prosper, thereby narrowing the large gap that currently exists among Waterbury students.

The Commissioner has encouraged districts to find ways “to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three..” The work being accomplished within this district-wide initiative will place a special emphasis on literacy. Great strides will be made to ensure that the literacy instruction throughout the district is rigorous and aligned to the common core. In addition, by piloting preschool programs in four of its elementary schools, Waterbury believes that students will be better prepared for success in school by access to elementary programming at the earliest ages.

Of equal importance is the opportunity for educators to receive assistance in the delivery of the curricula. Waterbury will hire the staff necessary to provide teachers job-embedded professional development and assistance with the interventions necessary for student achievement.

**Five Year Strategies and Implementation Steps:**

**Strategy 1: Align curricula and assessments to the Common Core State Standards.**

Year 1: Conduct an audit of curricula and assessments and design professional development to train teachers on the implementation.

Year 1: Integrate the use of technology and culturally responsive pedagogy.

Year 2-5: Implement the alignment of curriculum and assessments to the Common Core State Standards.

**Strategy 2: Implement preschool programs in all elementary schools.**

Year 1: Implement preschool programming at four elementary schools that do not currently offer preschool.

Year 2-5: Implement preschool programs in the final four elementary schools that do not offer preschool.

**Strategy 3: Define and strengthen early literacy in grades PK-3.**

Year 1: Provide PD in the areas of literacy.

Year 1: Centralize literacy standards.

Year 1: Provide reading interventions to students.

Year 1: Reassign staff.

Year 2-5: Continue to define and strengthen early literacy in grades PK-3.

**Strategy 4: Create embedded staff development coaching models to support math instruction.**

Year 1: Hire math coaches.

Year 2-5: Maintain math coaching positions.

**Strategy 5: Implement school-wide data teams.**

Year 1: Implement school-wide state teams.

Year 2: Continue to strengthen the work of the data teams.

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Conduct an audit of curricula and assessments and design professional development to train teachers on the implementation.

- Waterbury will create a committee consisting of curriculum leaders and teachers.
- Waterbury will hire an external consultant to conduct the audit.
- Waterbury will conduct an audit of the current curricula and assessments in order to assess where the district stands in alignment to the common core. In addition, this audit will allow Waterbury to design the appropriate professional development for the implementation of the common core.
- Waterbury will create final curriculum documents and disseminate and provide the professional development necessary to understanding the final curriculum.

Strategy 1, Year 1: Integrate the use of technology and culturally responsive pedagogy.

- In order to provide all student access to quality curriculum, Waterbury will integrate the use of technology and culturally responsive pedagogy. This will ensure efficacy in the delivery of curricula and content as well as the consistency in access for all students.

Strategy 2, Year 1: Implement a preschool program in 4 elementary schools that do not currently offer preschool programming.

- To strengthen student preparedness for Kindergarten, Waterbury will implement a comprehensive preschool program in four of its elementary schools. The program will be an expansion of the preschool programs that currently exist in Waterbury Public Schools. By implementing the programming in four additional schools, the number of preschool students that are able to receive an early foundation for learning will significantly increase.
- In order to implement the program in four additional schools, Waterbury will hire or reallocate staff, work on programming, purchase materials, coordinate transportation and food services and recruit students.

Strategy 3, Year 1: Provide PD in the areas of literacy.

- Waterbury will contract with external consultants to provide strong professional development in the areas of reading instruction. This will ensure that all reading teachers, reading coaches, literacy coaches, and staff throughout the district are receiving the necessary professional development in order to incorporate rigorous material in the classroom.
- Provide reading teachers with training to enable them to support schools with effective coaching techniques based upon scientifically researched reading strategies.

Strategy 3, Year 1: Centralize literacy standards.

- In order to ensure consistency across the district, Waterbury will do the work necessary to centralize the literacy standards. This will include alignment to the Common Core and the professional development necessary to ensure that the alignment is effective.
- Engage a consultant with well-known literacy expertise, to assist the district in reviewing best practices and identifying a district literacy approach.
- Emphasize reading across the disciplines for students in new literacy approach. Provide opportunities for students to read non-fiction to build literacy skills necessary to later support learning of content.
- Investigate summer school options to facilitate reading retention and gains before the next grade.

Strategy 3, Year 1: Provide reading interventions to students.

- Using data to identify need, students performing at low levels will be provided with the necessary interventions to improve achievement. The interventions will ensure that students that are not achieving are given the necessary supports for success.

Strategy 3, Year 1: Reassign staff to support improved literacy instruction

- The district will redesign the position and responsibilities of select reading teachers to include responsibility for supporting literacy instruction at the twenty elementary schools through implementation of an effective coaching model.
- In an effort to promote the centralization of literacy initiatives, the district will reassign staff with specialized literacy expertise to ensure that there is support from specially trained Reading Teachers in every school. These Reading Teachers will participate with the new ILDs and other district staff, as well as with consultants as appropriate, to review and contribute to the redesign of the district reading/language arts program or literacy approach. They will participate in training as needed, and will be assigned key roles in implementing a district approach to literacy instruction in every elementary school. These specially assigned Reading Teachers will facilitate consistency in literacy instruction and learning across the district.

Strategy 4, Year 1: Hire math coaches.

- Waterbury public schools will hire six additional math coaches to support the district in the improvement of math instruction. Three additional math coaches will augment the five existing math coaches for the elementary schools, one will serve the PreK-8 schools' middle school grades, and two will be added to the one existing math coach to serve the three comprehensive middle schools.
- Math coaches will support math instruction through modeling, coaching, and co-teaching with elementary and middle school teachers.

Strategy 5, Year 1: Implement school-wide data teams.

- Waterbury will investigate contracting with a RESC to conduct an audit of current data team processes and provide recommendations and data team training and coaching.
- Waterbury public schools will implement school-wide data teams in order to effectively use data in decision making throughout the district.

**Years of Implementation:**

**X Year 2**

**X Year 3**

**X Year 4**

**X Year 5**

**Key District Initiative #3**

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

New or Existing Reform?       New       Existing

**Overview:**

**Provide all Students a Positive School Climate, Creating Safe, Respectful and Welcoming Schools That Actively Engage All Families.**

Waterbury Public Schools is committed to providing its students a welcoming place to learn. Of utmost importance is a positive school climate where students have the opportunity to learn alongside their peers in a safe, respectful and welcoming school.

In an effort to support all students, the district has created a plan that will work to ensure a positive school climate. By increasing parent engagement in the schools, creating student support centers for early intervention, and hiring the appropriate staff to support students, Waterbury believes it will be successful in supporting the Commissioner's vision of schools that have active parent engagement and a positive school climate.

Waterbury's reform is centered around student success. By creating a cohesive connection between curricula and the proper services, the vision is that student success will be imminent.

**Five Year Strategies and Implementation Steps:**

**Strategy 1: Increase parent engagement in all schools.**

Year 1: Conduct welcoming school visits in all schools.

Year 2-5: Continue to evaluate welcoming school visits annually.

**Strategy 2: Create student support centers in each middle school and high school.**

Year 1: Create climate plans in each school.

Year 1: Hire Deans of Discipline and establish Student Support Centers.

Year 2-5: Evaluate support centers and maintain if effective.

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Conduct welcoming school visits.

- In an effort to promote parent engagement district-wide, each Waterbury Public School will conduct welcoming school visits and make changes in response to site findings.
- Waterbury will also conduct periodic Open Forums with district and school leaders,

Parent Informational Fairs, School Governance Councils, School-based Family Nights (year-round) —these activities will include opportunities for district and school leaders and teachers to have one-to-one conversations with students, parents, families, and community members about school related concerns.

Strategy 2, Year 1: Create climate plans in each school.

- Each Waterbury school will create a school climate plan to indicate how students will be referred to the student support centers.
- Each Waterbury school will create a school climate committee to oversee the school climate plans.

Strategy 2, Year 1: Hire Deans of Discipline and establish Student Support Centers.

- In an effort to support students, seven Deans of Discipline will be hired. Six will be assigned at the schools in need of the most support, and one will float between schools that do not require as much behavioral support.
- Implement Student Support Center model at middle and high schools staffed by Deans of Discipline and support staff to implement positive school climate that will allow school leaders such as principals and supervising vice principals, to focus more time on developing and demonstrating instructional leadership, facilitating making instructional excellence the administrators' top priority.

**Years of Implementation:**

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

**Key District Initiative #4**

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

New or Existing Reform?       New       Existing

**Overview:**

**Ensure That all Students who Enter Grade 9 Graduate on Time by Grade 12,  
Prepared to Enter Colleges or Careers of Their Choice.**

Of concern to the success of student achievement is the graduation rates in Waterbury. The graduation rate in Waterbury has been consistently lower than the state's overall graduation rate. Attention is needed to ensure high school students are engaged and provided with the supports necessary so that successful completion of high school is realized. This is attention that Waterbury is committed to providing.

Waterbury has worked diligently to devise a plan to put interventions in place for its high school students. The primary goal is to provide students the opportunity for credit recovery and the support necessary for graduation. Waterbury will create a credit recovery program for its students to ensure they complete high school. This will be done through the use of an online credit recovery program during the day as well as additional programming for alternative students at night. In addition, attention will be paid to the possibility of restructuring the middle schools so that students enter high school prepared for success. This responsiveness to providing students with extended learning time will ensure that students are given a safe space to learn as well as properly preparing them for the rigors of higher education and/or a career.

**Five Year Strategies and Implementation Steps:**

**Strategy 1: Create an Alternative Education program that operates on a late day, extended year schedule and offers credit recovery opportunities to ensure students complete high school.**

Year 1: Establish an extended year Alternative Education program and schedule in accordance with the State of Connecticut instructional time requirements.

Year 1: Create and implement classroom and online credit recovery programs for the new Alternative Education program.

Year 2-5: Implement and maintain the late day, extended year Alternative Education program and its credit recovery programs.

**Strategy 2: Fully implement the use of online learning for high school students who need extra courses.**

Year 1: Offer online learning during the school day.

Year 1: Hire a proctor(s) to oversee the online learning work.

Year 2-5: Evaluate and maintain the use of online learning.

**Strategy 3:** Create a Student Success Plan Coordinator position and hire a candidate.

Year 1: Create the position and hire accordingly.

Year 2-5: Evaluate and maintain the position.

**Strategy 4:** Hire a consultant to look at restructuring the middle schools.

Year 1: Hire consultant.

Year 2-5: Evaluate the work of the consultant and implement restructuring in the middle schools if appropriate.

**Year 1 Implementation Steps Description:**

**Strategy 1, Year 1:** Create an Alternative Education program that operates on a late day, extended year schedule and offers credit recovery opportunities to ensure students complete high school.

- Waterbury Public Schools plans to establish an Alternative School Program that operates on a late day/evening schedule, and operates Monday to Thursday, year round, for students ages 15 and up at its Enlightenment School. This program will ensure Waterbury's students have a safe space to learn and the interventions necessary for them to graduate on time.
- In order to successfully implement the program, Waterbury will take the following steps.
  - Hire a program director and staff.
  - Purchase culinary items.
  - Contract with the Junior Achievement "Success Skills" Program – and train staff to embed job readiness & life skills into classes.
  - Contract with a bus company and secure transportation for students.
- Explore and establish partnerships with local colleges, businesses, and Workforce Development Board, to provide Alternative Program students with job shadowing experiences, internships, and work experiences.
- Develop partnerships with local colleges and businesses to recruit, train, and place, mentors and tutors in the Alternative Program.

**Strategy 2, Year 1:** Offer online learning during the school day.

- Waterbury Public Schools plans to fully implement online learning during the regular school day. This will allow students to attend a proctored class during an elective period or study hall period, where students can connect to the curriculum with this eLearning solution.

Strategy 2, Year 1: Hire a proctor to oversee the online learning work.

- The district will hire a proctor to oversee the classrooms where students are participating in online learning work. This will ensure that the work being done is structured and productive.

Strategy 3, Year 1: Create a Student Success Plan Coordinator position and hire a candidate.

- To ensure that proper attention is placed on Student Success Plans, Waterbury will hire a part-time coordinator to oversee the plans.

Strategy 4, Year 1: Hire consultant to examine middle school restructuring.

- Waterbury will create a study team that will work with a part time consultant to assess the current middle school structure and the possibility of restructuring to ensure that students at the middle school level leave school well prepared for success in high school.

**Years of Implementation:**

**X Year 2**

**X Year 3**

**X Year 4**

**X Year 5**

## Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

### 3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
<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> These schools should be identified because of their high performance and/or progress over time.</p>	<p><b>TIER 1</b></p> <p>Maloney Magnet School (PK-5)</p> <p>Rotella Magnet School (PK-5)</p> <p>Waterbury Arts</p>	<p>Classification criteria for schools in this tier are Baseline SPI released by SDE, August, 2012, and other local benchmarks.</p>	<p>Leadership:</p> <p>-- Central Office Reorganization: Waterbury's reorganization and central office transformation plan is designed to improve student achievement and close the achievement gaps that exist in the district. The Chief Operating Officer will have additional responsibilities pertaining to his also being named Chief of Staff. His taking responsibility for more management functions including additional staff supervision and other matters such as district spokesperson, will free up the Superintendent of Schools to work closely with the Chief Academic Officer, the Instructional Leadership Directors (ILDs), and school administrators to conduct Instructional Rounds, develop school improvement plans, and implement strategies to increase student achievement, as well as to serve –with the Chief</p>

			<p>Academic Officer – on the proposed District Data Team to review school data and use the data to drive instruction. The Chief Academic Officer will have primary responsibility to oversee curriculum and assessment development initiatives, and to plan key professional development for teachers, administrators, and other staff, with the Superintendent, and Talent &amp; Professional Development (PD) Supervisor. The Talent &amp; PD Supervisor will also be responsible for recruitment of certified staff, with special attention to recruitment of minority teachers and administrators. The new position of Director of Special Education and Pupil Personnel Services will replace the former assistant superintendent position of the same name; putting that position on par with the Directors of Instructional Leadership. And, Waterbury will also establish a position of Special Advisor to the Superintendent to facilitate several special projects, including the State Department of Higher Education's GEAR UP college awareness and readiness program for</p>
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			<p>Waterbury middle and high school students with the Naugatuck Valley Community College (NVCC). The Special Advisor will also represent the district and the superintendent at multiple ceremonial public engagements, allowing the Superintendent the freedom during school days especially, to stay focused on school assessment and reorganization efforts at the schools. An additional Math Supervisor, together with the existing district Reading/Language Arts Supervisors, will assure high quality leadership in these core content areas. The reform structure overall is designed to facilitate greater focus on student achievement at the highest leadership levels. Through this reform, the end goal is that every student in Waterbury receives rigorous and effective instruction in order to close the achievement gap that currently exists in the district.</p> <p>--new Instructional Leadership Directors (ILDs) who will work with schools to assess strengths and opportunities for improvement, and to support and mentor the</p>
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			<p>principal and staff as they transform each school into sharply focused centers of instructional excellence.</p> <p>--new Chief Academic Officer to provide comprehensive and coordinated oversight of direct student instructional and support services</p> <p>--new Talent and Professional Development Supervisor, under the direction of the Chief Academic Officer, will facilitate planning and implementation of a systemic professional development program to include teacher and administrator training in priority areas, and will direct the process of recruiting and hiring certified personnel. S/he will also promote participation by district personnel in school leadership development programs, in collaboration with area universities.</p> <p>--Establish District Data Team to whom ILDs, principals, and the Special Education Director will report quarterly about School Data Team information</p>
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			<p>Instruction/Teaching:</p>
			<ul style="list-style-type: none"> <li>--Alignment of district curricula and assessments with Common Core State Standards and Smarter Balance Assessments</li> <li>--Identification of early literacy strategies to be implemented in all elementary schools.</li> <li>--Conduct assessment of each school, using 5-D or an equivalent process, pending implementation of City of Waterbury procurement procedures, to identify and address opportunities for improvement in teaching and learning.</li> <li>--Additional Math Coaches to support elementary and middle schools, and Reassignment of Reading Teachers at each Elementary School</li> <li>--Professional Development pertaining to new district literacy strategy, Common Core State Standards and Smarter Balance Assessments, school climate, and other topics.</li> </ul>

			<p>Effective Use of Time:</p> <ul style="list-style-type: none"> <li>--Common Planning Time and School-wide Data Teams</li> <li>--investigate changes to middle school organization, schedule, and format</li> </ul>
			<ul style="list-style-type: none"> <li>--research and consider extended day and extended year options as part of overall school assessments by ILDs and other district leaders and consultants</li> </ul> <p>Curriculum:</p> <ul style="list-style-type: none"> <li>--Alignment of district curricula and assessments with Common Core State Standards and Smarter Balance Assessments</li> <li>--Identification of early literacy strategies to be implemented in all elementary schools following SRBI model</li> <li>--Professional Development pertaining to literacy, Common Core State Standards and Smarter Balance Assessments, school climate, integration of technology and culturally responsive pedagogy, and other topics.</li> </ul>

			<p>Use of Data:</p> <ul style="list-style-type: none"> <li>--Continue School-wide Data Teams and establish regular monthly meeting schedule for Teams</li> <li>--Use data from School Assessments to drive other school improvements</li> <li>--Use data from School Assessments to inform process of selecting a common literacy strategy for the district</li> <li>--Use data in process of examining middle school organization, schedule, and format</li> <li>--Establish District Data Team to quarterly review school data. School Data Teams, supported by the ILDs, will meet with and report to the District Data Team—an accountability and improvement measure.</li> <li>--Implement use of new Data Warehouse to provide instant access for school administrators to attendance, discipline, and academic achievement data for students</li> </ul>

			<p>School Environment:</p> <ul style="list-style-type: none"> <li>--Conduct School Climate Surveys and Create School Climate Plans at each school</li> <li>--Conduct School Welcoming Visits</li> </ul>
			<ul style="list-style-type: none"> <li>--Initiate Student Support Centers model at middle and high schools staffed by Deans of Discipline and support staff to implement positive school climate that will allow school leaders such as principals and supervising vice principals more time to address instructional leadership, making instructional excellence the administrators' top priority</li> <li>--Offer professional development pertaining to school climate</li> </ul> <p>Family and Community:</p> <ul style="list-style-type: none"> <li>--Increase Parent Engagement through periodic Open Forums with district and school leaders—including one-to-one conversations about individual concerns, Parent Informational Fairs, School Governance Councils, School-based Family Nights (year-round)</li> </ul>

			<p>--Conduct School Climate Surveys and Create School Climate Plans at each school</p> <p>--Offer professional development pertaining to school climate</p>
			<p>--Continue participation in key community collaboratives such as Bridge to Success Partnership</p>
<p><i>Schools that require moderate support and oversight:</i> 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><b>TIER 2</b></p> <p>Cross Elementary School</p> <p>Generali Elementary School</p> <p>Regan Elementary School</p> <p>Tinker Elementary School</p>	<p>Classification criteria for schools in this tier are Baseline SPI released by SDE, August, 2012, and other local benchmarks.</p>	<p><b>Leadership:</b></p> <p>-- Central Office Reorganization: Waterbury's reorganization and central office transformation plan is designed to improve student achievement and close the achievement gaps that exist in the district. The Chief Operating Officer will have additional responsibilities pertaining to his also being named Chief of Staff. His taking responsibility for more management functions including additional staff supervision and other matters such as district spokesperson, will free up the Superintendent of Schools to work closely with the Chief Academic Officer, the Instructional Leadership Directors (ILDs), and school</p>

			<p>administrators to conduct Instructional Rounds, develop school improvement plans, and implement strategies to increase student achievement, as well as to serve –with the Chief Academic Officer – on the proposed District Data Team to review school data and use the data to drive instruction. The Chief Academic Officer will have primary responsibility to oversee curriculum and assessment development initiatives, and to plan key professional development for teachers, administrators, and other staff, with the Superintendent, and Talent &amp; Professional Development (PD) Supervisor. The Talent &amp; PD Supervisor will also be responsible for recruitment of certified staff, with special attention to recruitment of minority teachers and administrators. The new position of Director of Special Education and Pupil Personnel Services will replace the former assistant superintendent position of the same name; putting that position on par with the Directors of Instructional Leadership. And, Waterbury will also establish a position of</p>
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			<p>Special Advisor to the Superintendent to facilitate several special projects, including the State Department of Higher Education's GEAR UP college awareness and readiness program for Waterbury middle and high school students with the Naugatuck Valley Community College (NVCC). The Special Advisor will also represent the district and the superintendent at multiple ceremonial public engagements, allowing the Superintendent the freedom during school days especially, to stay focused on school assessment and reorganization efforts at the schools. An additional Math Supervisor, together with the existing district Reading/Language Arts Supervisors, will assure high quality leadership in these core content areas. The reform structure overall is designed to facilitate greater focus on student achievement at the highest leadership levels. Through this reform, the end goal is that every student in Waterbury receives rigorous and effective instruction in order to close the achievement gap that currently exists in the district.</p>
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			<p>--new Instructional Leadership Directors (ILDs) who will work with schools to assess strengths and opportunities for improvement, and to support and mentor the principal and staff as they transform each school into sharply focused centers of instructional excellence.</p>
			<p>--new Chief Academic Officer to provide comprehensive and coordinated oversight of direct student instructional and support services</p> <p>--new Talent and Professional Development Supervisor, under the direction of the Chief Academic Officer, will facilitate planning and implementation of a systemic professional development program to include teacher and administrator training in priority areas, and will direct the process of recruiting and hiring certified personnel. S/he will also promote participation by district personnel in school leadership development programs, in collaboration with area universities.</p> <p>--Establish District Data Team to whom ILDs, principals, and the Special</p>

			<p>Education Director will report quarterly about School Data Team information</p>
			<p>--Provide professional development for principals and vice principals on the topic of "Instructional Rounds" through the Center for School Change, or equivalent, contingent upon City of Waterbury procurement process.</p> <p>--Facilitate development and continuation of Professional Learning Community of school leaders where leaders at lower tiered schools have the opportunity to observe leadership skills and activities of leaders of higher tiered schools.</p>
			<p>Instruction/Teaching:</p> <p>--Alignment of district curricula and assessments with Common Core State Standards and Smarter Balance Assessments</p> <p>--Identification of early literacy strategies to be implemented in all elementary schools.</p> <p>--Conduct assessment of each school, using 5-D or equivalent process, pending implementation of City of Waterbury</p>

			<p>procurement procedures, to identify and address opportunities for improvement in teaching and learning.</p> <p>--Additional Math Coaches to support elementary and middle schools, and</p>
			<p>Reassignment of Reading Teachers at each Elementary School</p> <p>--Professional Development pertaining to new district literacy strategy, Common Core State Standards and Smarter Balance Assessments, school climate, and other topics.</p> <p>--Depending upon the results of individual school assessments, the district will modify the nature, frequency, and duration of interventions provided to each school</p>
			<p>Effective Use of Time:</p> <p>--Common Planning Time and School-wide Data Teams</p> <p>--investigate changes to middle school organization, schedule, and format</p> <p>--research and consider extended day and</p>

			<p>extended year options as part of overall school assessments by ILDs and other district leaders and consultants</p>
			<p>Curriculum:</p> <p>--Alignment of district curricula and assessments with Common Core State Standards and Smarter Balance Assessments</p> <p>--Identification of early literacy strategies to be implemented in all elementary schools following SBRI model</p> <p>--Professional Development pertaining to literacy, Common Core State Standards and Smarter Balance Assessments, school climate, integration of technology and culturally responsive pedagogy, and other topics.</p> <p>Use of Data:</p> <p>--Continue School-wide Data Teams and establish regular monthly meeting schedule for Teams</p> <p>--Use data from School Assessments to drive other school improvements</p>

			<p>--Use data from School Assessments to inform process of selecting a common literacy strategy for the district</p> <p>--Use data in process of examining middle school organization, schedule, and format</p>
			<p>--Establish District Data Team to quarterly review school data. School Data Teams, supported by the ILDs, will meet with and report to the District Data Team—an accountability and improvement measure.</p> <p>--Implement use of new Data Warehouse to provide instant access for school administrators to attendance, discipline, and academic achievement data for students</p>
			<p>School Environment:</p> <p>--Conduct School Climate Surveys and Create School Climate Plans at each school</p> <p>--Conduct School Welcoming Visits</p> <p>--Initiate Student Support Centers model at middle and high schools staffed</p>

			<p>by Deans of Discipline and support staff to implement positive school climate that will allow school leaders such as principals and supervising vice principals more time to address instructional leadership, making instructional excellence the administrators' top priority</p>
			<p>--Offer professional development pertaining to school climate</p> <p>Family and Community:</p> <p>--Increase Parent Engagement through periodic Open Forums with district and school leaders—including one-to-one conversations about individual concerns, Parent Informational Fairs, School Governance Councils, School-based Family Nights (year-round)</p> <p>--Conduct School Climate Surveys and Create School Climate Plans at each school</p> <p>--Offer professional development pertaining to school climate</p> <p>--Continue participation in key community collaboratives such as</p>

			Bridge to Success Partnership
<i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).	<p><b>TIER 3</b></p> <p><u>Review Schools:</u>  -Crosby High  -Wilby High  -Bucks Hill Elem Sch.  -John F. Kennedy High  -North End Middle Sch.  -Driggs Elem.  -Sprague Elem.  -West Side Middle Sch.  -Carrington Elem. Sch.  -Wilson Elem. Sch.</p> <p><u>Turnaround School:</u>  -Walsh Elem. School</p> <p><u>Additional Schools:</u>  Bunker Hill Elementary  Chase Elementary  Hopeville Elementary  Kingsbury Elementary  Duggan Elementary</p>	Schools were identified for this tier based upon the following: These schools are identified as Review Schools or Turnaround Schools on the CSDE Preliminary Data for Alliance District Schools, released by SDE June, 2012; and/or Additional classification criteria for this tier are Baseline SPI released by SDE, August, 2012, and other local benchmarks.	Leadership: <input type="text"/> Instruction/Teaching: <input type="text"/> Effective Use of Time: <input type="text"/> Curriculum: <input type="text"/> Use of Data: <input type="text"/> School Environment: <input type="text"/> Family and Community: <input type="text"/> Per application instructions, see completed forms below for Phase II for 10 Review Schools, 1 Turnaround school, and 10 additional schools placed in Tier 3 by the district based upon baseline SPI  Phase I does not apply – there are no focus schools in

	Washington Elem. Gilmartin Elementary Wallace Middle Sch. Waterbury Arts Magnet -High School		Waterbury.  See Phase II information below.
	[Note - Listed by SDE as Review Schools, but now closed are: -Brooklyn Elem. Sch. -Barnard Elem. Sch.]		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.

## B. Interventions in Low Performing Schools

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

#### **Not Applicable – No Focus Schools in Waterbury**

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

Focus School:	Grades Served:	# of Students:
<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> <input type="text"/>		
b. What are the reasons for low performance in this school? (Please provide evidence) <input type="text"/>		
<b>Performance Targets<sup>1</sup></b>		
a. How will the district measure the success of the intervention? <input type="text"/>		

<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.

b. How will the district monitor school progress?

**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?

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

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?

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?

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

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?

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

**Funding**

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

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)?

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

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

**Selection of Schools**

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

The Phase II cohort for 2013-14 will include all of the Waterbury schools classified as “Review” schools. Those schools are: Crosby High School, Wilby High School, Bucks Hill Elementary School, John F. Kennedy High School, North End Middle School, Driggs Elementary School, Sprague School, West Side Middle School, Carrington Elementary School, and Wilson Elementary School, as well as Walsh Elementary School—a Turnaround school. Additionally, Waterbury will include Bunker Hill Elementary School and Hopeville Elementary School in the Phase II cohort.

**Data Examination**

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

- The district will hire, train, and assign new central office staff, Instructional Leadership Directors, to support principals and other school staff. Each one of the four ILDs will be assigned to support a cluster of schools.
- District will conduct needs assessment, i.e., a “5-D Assessment” or an equivalent assessment with assistance of Consultant(s) and ILDs
- District Leadership, with ILDs, will develop a theory of action for district and school improvement plans
- The district Strategic Plan/Blueprint will provide areas of focus for improvement
- District will partner with consultants to develop leadership capacity and expand educators’ knowledge of how to improve student achievement
- Develop District Level Data Team
- Align School data team processes with district data team protocol
- Curricula review and redesign to align with Common Core State Standards
- Professional development
- Develop an instructional rubric to measure the effectiveness of data, instruction, and professional support to all sub-groups
- Establish an instructional framework for literacy instruction
- Review and revise the calendar for key assessments to be conducted in district.
- Review and revise the school calendar including consideration of extended time and/or extended year options

**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.)

To assess quality of leadership and instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community, Waterbury will conduct an assessment of all schools such as the “5-D Assessment,” by the University of Washington Center for Educational Leadership, or an equivalent school assessment process, pending application of the City of Waterbury procurement process. Specifically, the Superintendent will arrange to provide training for the Instructional Leadership Directors (4) to be hired as part of Waterbury’s reform efforts, to conduct an Assessment of the district schools related to the 5 Dimensions of Teaching and Learning identified by the University of Washington Center for Educational Leadership, as follows:

- Purpose (Standards; Teaching Point);
- Student Engagement (Intellectual Work, Engagement Strategies Talk);
- Curriculum & Pedagogy (Curriculum, Teaching Approaches and/or Strategies; Scaffolds for Learning);
- Assessment for Student Learning (Assessment; Adjustments); and
- Classroom Environment & Culture (Use of Physical Environment; /Classroom Routines and Rituals; and Classroom Culture).

From: 5 Dimensions of Teaching and Learning, Version 3.0, University of Washington College of Education, Center for Educational Leadership, 2010.

For example, *according to the 5 Dimensions of Teaching and Learning overview document*---

With respect to **Key Initiative # 1: Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.** —The “5-D Assessment,” or its equivalent, will evaluate the extent to which lessons are based on standard(s) that are meaningful, help students learn and apply transferable knowledge and skills, and link to other lessons in ways that support the teachers’ instructional purposes. It will also evaluate the teachers’ use of instructional approaches to balance explicit teaching, scaffolding for the gradual release of responsibility to students for choice/ownership, as well as that instruction reflects pedagogical content knowledge and is that is content with pedagogical content knowledge that is culturally responsive.

With respect to **Key Initiative # 2: Ensure all students equal access to quality curriculum that is aligned to common core state standards.** – The “5-D Assessment,” or its equivalent, will evaluate whether curriculum being implemented reflects that instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with the teaching point and content area standards, are culturally and academically relevant, and are related to a larger unit.

With respect to **Key Initiative # 3: Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.** – The “5-D Assessment,” or its equivalent, will evaluate whether the physical arrangement of classrooms and other spaces are conducive to student learning; whether

the teachers move around the space available; whether there are spaces and resources such as libraries, materials, charts, technology, etc., to support learning and independence; whether classroom routines facilitate student responsibility and ownership; whether classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities, create a culture of inclusivity, and equity; and whether classroom norms encourage risk-taking, collaboration and respect for thinking. In addition to a 5-D type Assessment, Waterbury will conduct the Connecticut School Climate Inventory in the schools in 2012-13 to further assess how welcoming the schools are and how actively schools and school staff engage families.

And, with respect to **Key Initiative # 4: Ensure that all students who enter grade 9 graduate on time by grade 12, prepared to enter colleges or careers of their choice.** . – The “5-D Assessment,” or its equivalent, will evaluate alignment of curriculum with Common Core Standards; consider whether students are substantively engaged in culturally relevant learning; assess the adequacy of teaching approaches and instructional materials; determine appropriate assessment methods and use of resulting data; and gauge the extent to which school environment and school climate promote learning.

[from 5 Dimensions of Teaching and Learning, Version 3.0, University of Washington College of Education, Center for Educational Leadership, 2010]

- Additionally, Waterbury will administer the Connecticut School Climate Inventory (CSCI) during the 2012-13 school year.
- And, the district will provide professional development for school leaders on the topic of “Instructional Rounds.” School leaders will learn how to use this four-step process (problem identification, observation, debriefing, and focusing on the next level of work to address the identified problem), to improve student achievement.

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

The district will engage expert consultants such as the University of Washington Center for Educational Leadership, the Center for School Change, or an equivalent organization, and/or RESCs such as ACES, CREC or Education Connection, within their capacity to assist with conducting needs assessments. Consultants will work with the ILDs to conduct needs assessments but will be accountable directly to the Superintendent of Schools.

**Goal Setting**

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

Waterbury will provide support for schools in the goal-setting process by assigning an Instructional Leadership Director (ILD) to each school. More specifically, the Superintendent will organize the Waterbury schools into clusters after review and analysis of the 2011 CMT and CAPT results, and other State and district data. Each of the new ILDs will be assigned a group or cluster of schools to support based upon the

expertise each ILD brings to his/her position.

Additionally, the central office will –

- Reconfigure and ‘reculture’ central office to provide high quality and efficient support to schools
- Conduct a curriculum audit and align curriculum to Common Core State Standards
- Design and implement a new district plan for literacy instruction
- Design district and school equity plans.
- Provide Professional Development to school leaders on the topic of “Instructional Rounds,” by the Center for School Change or an equivalent provider, contingent upon the City of Waterbury procurement process.

### **Intervention Selection**

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

Initially, each school’s Baseline SPI and local benchmarks will be used to determine the level of intervention required at each school. Additionally, findings from the “5-D Assessment,” or its equivalent at each school, as well as other input from ILDs, will also inform planning to improve low-performing schools.

Depending on the results of individual school assessments, the district will modify the nature, frequency, and duration of interventions provided to each school. Lower performing schools will be subject to most prescriptive measures, including prescriptive lesson plan designs and extensive coaching and modeling of good instruction. More autonomy will be afforded to schools where school assessments warrant more independence for the school.

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

ILDs will work closely with school administrators to examine all factors pertinent to the choice of interventions available to each school. Outside experts and district staff will be consulted as needed to allow administrators to reach a reasonable comfort level about the potential for successfully increasing student performance through selected interventions. ILDs will assist administrators and other school staff in examining a sufficient quantity and quality of data about the outcomes documented for models under consideration for replication, to facilitate Waterbury administrators’ making a sound decision about final selection of intervention(s) for any school.

### **Planning for Implementation**

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

ILDs will work closely with school administrators to create comprehensive implementation plans to increase student performance and close the achievement gaps that now exist. School administrators will also be supported as they develop their plans through other aspects of central office transformation, including availability of content area experts who will report to the district’s Chief Academic Officer, and who

are the district Supervisors of reading, math, and the other content areas. Already in place are Supervisors of Reading/Language Arts for grades PK to 6 and grades 7 to 12. As part of the district's reform efforts, a Supervisor of Math for grades PK to 6 will be added to the existing Math Supervisor who will then focus on grades 7-12. These content area experts will also assist principals in the design of comprehensive implementation plans. The Director of Special Education and Pupil Personnel Services, now under the immediate direction of the Chief Academic Officer, will also be consulted for input on how his/her offices and staff can support development of plans to be implemented in the schools.

**Monitoring**

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

ILDs, with the support of the Chief Academic Officer and the Superintendent of Schools, will provide direct ongoing support and reform monitoring as schools implement interventions. During the 2012-13 school year more detailed reform monitoring protocols and staff evaluation plans will be developed. Rubrics for measurement of effective teaching and effective school leadership will be developed and implemented.

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

ILDs, with the support of the Chief Academic Officer and the Superintendent of Schools will provide direct ongoing support and reform monitoring as schools implement interventions. During the 2012-13 school year more detailed reform monitoring protocols and staff evaluation plans will be developed. Intervention models selected for use at each school will be evaluated with respect to implementation of interventions with fidelity to design, and with respect to whether actual student achievement outcomes meet expectations.

**Timeline**

Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013. **Waterbury Timeline –**

Activity	Timeframe	Person(s) Responsible
Hire of 4 ILDs, Math Supervisor, Talent & Professional Development Supervisor	Upon Award of Alliance Funds (anticipated in late September, 2012)	Superintendent, Chief Operating Officer & Chief of Staff, Chief Academic Officer
Hire and assign, or reassign staff to support literacy and math instruction in every school	Upon Award of Alliance Funds (anticipated in late September, 2012)	Superintendent, Chief Academic Officer, Chief Operating Officer & Chief of Staff, Human Resources Dept.

	<p>Initiate “5-D Assessment,” or an equivalent school assessment, and other assessments of district schools with expert Consultant(s), including</p> <ul style="list-style-type: none"> <li>▪ Assessment of Leadership at schools</li> </ul>	<p>September, 2012 – February, 2013</p>	<p>Superintendent, Chief Operating Officer &amp; Chief of Staff</p>
	<ul style="list-style-type: none"> <li>▪ Assessment of Instruction</li> <li>▪ Curriculum and Assessment Audit</li> <li>▪ School Climate/ Environment Reviews</li> </ul>		
	<p>Conduct Training for ILDs</p>	<p>August – October, 2012</p>	<p>Superintendent, Chief Academic Officer, Talent &amp; Professional Development Supervisor, Consultant(s)</p>
	<p>Conduct training and/or orientation for other new staff who are part of the reorganization</p>	<p>August – December, 2012</p>	<p>Chief Academic Officer, Talent &amp; Professional Development Supervisor, Consultant(s)</p>
	<p>Conduct review, redefine, and adopt centralized standards for Literacy instruction</p>	<p>October, 2012- March, 2012</p>	<p>Consultants working with ILDs, principals, select Reading Teachers (1/Elementary School),</p>
	<p>Provide strong professional development in literacy for teachers</p>	<p>November, 2012- June, 2013</p>	<p>Chief Academic Officer, Talent and PD Supervisor</p>
	<p>Conduct curriculum and assessment audit and align with Common Core State Standards and Smarter Balance Assessments</p>	<p>September 2012 – January 2012</p>	<p>Chief Academic Officer, Content Area Supervisors, consultants</p>

	Develop School Redesign Plans and provide Plans to Supt. & Chief Academic Officer for Review	February – March, 2013	School Administrators and ILDs
	Review School Redesign Plans & Offer Feedback	April, 2013	Superintendent, Chief Academic Officer (CAO)
	Revise School Redesign Plans to incorporate Supt. and CAO feedback	May, 2013	School Administrators and ILDs
	Provide Final School Plans to Supt./Bd. of Ed.	June 2013	School Administrators and ILDs

**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).

1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
Key District Initiatives	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)	
1. <i>Provide all students with quality school principal and teachers who deliver rigorous and effective instruction in order to improve student performance and close achievement gaps that exist in the district.</i> <u>Initiative #1, Strategy 1</u>	<p><u>Strategy 1:</u> Central Office Transformation- Chief Operating Officer &amp; Chief of Staff Chief Academic Officer (4)Instructional Leadership Directors Director of Spec Ed &amp; Pupil Services Special Advisor to Supt. Talent &amp; Prof Dev Supervisor Math Supervisor (3 )Administrative Clerical Benefits - --(4) ILDs and Admin. Clerical</p>	\$1,526,711	Salary - COO & Chief of Staff Training for ILDs	+ \$15,000. General Fund \$10,000 Title I	\$1,551,711	
1. <u>Initiative #1, Strategy 2</u>	<p><u>Strategy 2:</u> Conduct PD and training</p>	\$0	Consultant to conduct School Assessments; training for principals	\$40,000 Title I	\$40,000	
1. <u>Initiative #1, Strategy 3</u>	<p><u>Strategy 3:</u> Implement new teacher evaluation and administrator evaluation system</p>	\$0	Develop indicators of academic growth based on PEAC guidelines	\$ 6,313 Title I	\$6,313	
2. <i>Ensure all students equal access to quality curriculum that is aligned to common core state standards</i> <u>Initiative # 2, Strategy 1</u>	<p><u>Strategy 1:</u> Align curriculum and assessments to Common Core State Standards (CCSS)</p>	\$0	Consultant to conduct curriculum and assessment audit and recommend changes to align with CCSS and integrate use of technology and culturally responsive pedagogy	\$15,000 Title I	\$15,000	

2. Initiative #2, Strategy 2	Strategy 2: Implement preschool programs in all elementary schools - Year One - Pilot at 4 of 8 schools without a PreK program /share 2 ELL Teachers	\$737,904		\$0	\$737,904
2. Initiative #2, Strategy 3	Strategy 3: Define and strengthen early literacy in grades PK through 3	\$1,000,000	Redesign position of Reading Teacher to better support district literacy strategy identification and literacy instruction improvements in elementary schools, Re-assign Reading Teachers at each elementary school; provide strong PD in early reading instruction; centralize literacy standards and practices		\$1,000,000
2. Initiative #2, Strategy 4	Strategy 4: Create embedded staff development coaching models to support math and language arts instruction	\$0	Hire six (6) additional Math Coaches	\$460,050 Title I	\$460,050
2. Initiative #2, Strategy 5	Strategy 5: Implement school wide data teams to closely monitor student achievement	\$0	Existing personnel will comprise school wide data teams that will meet in school time	\$ 10,000 Title I	\$10,000
3. Provide all students a positive school climate, create a safe, respectful and welcoming families Initiative #3, Strategy 1	Strategy 1: Increase parent engagement in all schools	\$0	District personnel will conduct Welcoming School Visits to assess school climate and make recommendations for improvement	\$5000 Title I	\$5,000

3	<u>Initiative #3, Strategy 2</u>	Strategy 2: Create student support centers in each middle school and high school that will be staffed by in school suspension monitors and Dean of Students for triage			a) Create School Climate Plans at 10 schools - 3 comp. high schools, 3 comp. middle schools, 4 Pre-8 schools - \$6,493/ school	\$64,930 Title I	\$64,930
3					b) Create Student Support Centers and position - (7) Deans of Students and fill same for 3 comp. middle schools, 3 comp. high schools, and 1 for WAMS and (4) PreK-8 schools as a group.	\$536,725 Title I	\$536,725
4	<u>Ensure that all students who enter Grade 9 graduate on time by Grade 12, prepared to enter colleges or career of their choice Initiative #4, Strategy 1</u>	<u>Strategy 1:</u> Create an extended year Alternative Education program for regular education students including credit recovery options to ensure students complete high school -- establish Night Program at Enlightenment School for students ages 15 and up	\$1,074,335			\$0	\$1,074,335
4	<u>Initiative #4, Strategy 2</u>	<u>Strategy 2:</u> Fully implement the use of online learning during the regular school day by hiring a Proctor for each high school to supervise the computer lab where students can access online learning for extra courses or credit retrieval.	\$26,575			\$ 22,025 Title I	\$48,600
4	<u>Initiative #4, Strategy 3</u>	<u>Strategy 3:</u> Create Student Success Plan (SSP) Coordinator Position - Part-time	\$29,984			\$0	\$29,984
4	<u>Initiative #4, Strategy 4</u>	<u>Strategy 4:</u> Create study team to look at restructuring middle schools (Year Two)	\$0			\$ 15,000 Title I	\$15,000
		<b>Total</b>	<b>\$4,395,509</b>			<b>\$1,200,043</b>	<b>\$5,595,552</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.

Reform Initiative # 1:		
Element	Positions	Amount
Personal Services-Salaries	12.00	\$1,228,711
Personal Services-Benefits	7.00	\$298,000
Purchased Professional Services	0.00	\$0
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>19.00</b>	<b>\$1,526,711</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$1,228,711	\$1,228,711	\$1,228,711	\$1,228,711
Personal Services-Benefits	\$298,000	\$298,000	\$298,000	\$298,000
Purchased Professional Services	\$0	\$0	\$0	\$0
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>\$1,526,711</b>	<b>\$1,526,711</b>	<b>\$1,526,711</b>	<b>\$1,526,711</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 # 2:</b>		
Element	Positions	Amount
Personal Services-Salaries	34.00	\$1,344,960
Personal Services-Benefits	14.00	\$164,144
Purchased Professional Services	0.00	\$208,800
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$20,000
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>48.00</b>	<b>\$1,737,904</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$1,344,960	\$1,344,960	\$1,344,960	\$1,344,960
Personal Services-Benefits	\$164,144	\$164,144	\$164,144	\$164,144
Purchased Professional Services	\$208,800	\$208,800	\$208,800	\$208,800
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$20,000	\$20,000	\$20,000	\$20,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,737,904</b>	<b>\$1,737,904</b>	<b>\$1,737,904</b>	<b>\$1,737,904</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 # 3:</b>		
Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
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>\$0</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</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 # 4:</b>		
Element	Positions	Amount
Personal Services-Salaries	19.00	\$704,775
Personal Services-Benefits	16.00	\$284,874
Purchased Professional Services	0.00	\$131,245
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$10,000
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>35.00</b>	<b>\$1,130,894</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$704,775	\$704,775	\$704,775	\$704,775
Personal Services-Benefits	\$284,874	\$284,874	\$284,874	\$284,874
Purchased Professional Services	\$131,245	\$131,245	\$131,245	\$131,245
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$10,000	\$10,000	\$10,000	\$10,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,130,894</b>	<b>\$1,130,894</b>	<b>\$1,130,894</b>	<b>\$1,130,894</b>

**3. Budget for Alliance District Funding for Other Purposes**

Not Applicable - Waterbury

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
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>\$0</b>	

**4. Budget for Total Alliance District Funding**

District:

Town Code:

**ED114 DISTRICT SUMMARY BUDGET WORKSHEET**

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13)  Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$3,278,446
200	Personal Services/Employee Benefits	\$747,018
400	Purchased Property Services	\$340,045
600	Supplies	\$30,000
700	Property	\$0
890	Other Objects	\$0
	<b>TOTALS</b>	<b>\$4,395,509</b>

STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

PROJECT TITLE: Waterbury Alliance District Application  
2012-2013

THE APPLICANT: Waterbury Public Schools 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:

Kathleen M. Ouellette

Name: (typed)

Dr. Kathleen M. Ouellette

Title: (typed)

Superintendent of Schools

Date:

August 15, 2012

Metrics to be used to gauge the success of the early literacy initiative.

For the PreK classes, the following combination of metrics will be used:

- **Battelle Developmental Inventory**

This instrument assesses the following skills – Adaptive; Personal-Social; Communication; Motor; and Cognitive. It is administered to all 4 year olds in the summer prior to entry into PreK (pre-test), and again in May (post-test) to a statistically significant sample of 25% of students, randomly selected.

- **PALS – Phonological Awareness Literacy Screening**

This literacy screening measures preschoolers' phonological awareness and developing knowledge of important literacy fundamentals. It measures name writing ability, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness. It is administered in September (Pre-test) in order to guide instruction during the year and again in May (post-test) to evaluate progress.

- **DIAL3 – Speed DIAL**

The Speed DIAL is a shortened version of the Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3). The Speed DIAL contains ten items from the DIAL-3 screening and assesses the areas of motor, concepts and language skills. It is administered in September (pre-test) and May (post-test).

- **ELLCO – Early Language & Literacy Classroom Observation**

The ELLCO assesses the literacy environment in the classroom. Specifically, five components are evaluated: Classroom Structure; Curriculum; The Language Environment; Books and Book Reading; and Print and Early Writing.

- **NAEYC – National Association for Education of Young Children**

NAEYC evaluates PreK classrooms as part of a thorough accreditation process. The accreditation emphasizes appropriate classroom structure, safety, and health issues and accreditation is awarded or withheld based upon the findings of the accreditation team. Presently, 10 of the district's 33 PreK classrooms have undergone the NAEYC accreditation process and are now NAEYC accredited. The district will seek accreditation for the other PreK classrooms on a building by building basis.

For the K classes, the following combination of metrics will be used:

- **DIBELS – Dynamic Indicators of Basic Literacy**

This instrument is used to evaluate First Sound Fluency (twice in K year), and Phoneme Segmentation Fluency (three times in K year).

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- **DRA2**

This instrument is used to evaluate Comprehension, and Fluency. It will be administered in the Spring, 2013.

- **Early Reading Success Indicators (ERSI)**

The district will use this instrument for the first time this year. It correlates with the new K curriculum, which is aligned with the Common Core State Standards (CCSS). This instrument measures student ability relative to the following: Letter Identification; Letter Sound Correspondence; Concepts About Books; High Frequency Words; and Decodable Words. This instrument will be administered in October for the first time, and again at the end of the second and fourth units of study or as needed in the teachers' opinion. Each category is measured for each student until s/he reaches mastery of all of the categories.

**How metrics data will be analyzed to gauge success –**

Results of these assessments for students with PreK experience will be compared three times/year with assessment results for students without PreK experience. This will allow the district and its data teams to document and expand upon early literacy gains made possible through the Alliance District early literacy initiatives.

Other assessments, including State assessments, pertaining to literacy will be utilized, as deemed appropriate, to continually gauge the success of this initiative. Please also see, for example, the attached district-wide assessment calendar which details several assessments already scheduled for the 2012-13 school year.



# 2012-2013 Assessment Calendar



Month	Date	Assessment	Department	Grades													
				K	1	2	3	4	5	6	7	8	9	10	11	12	
September	9/4 - 9/12	High Frequency Words	Reading/LA K-6		1	2											
September	9/4 - 9/12	DIBELS NEXT	Reading/LA K-6		1												
September	9/4 - 9/28	DRA	Reading/LA K-6		1	2	3	4									
September	9/10	DSA	Reading/LA K-6		1	2	3	4	5								
September	9/17 - 9/21	Reading CREC - Form A	Reading/LA K-6 Reading/LA 7-12			2	3	4	5	6	7	8					
September	9/17 - 9/21	SEM-R - North End and Wallace ONLY	Reading/LA 7-12							6	7	8					
September	9/17 - 9/21	English Grades 9 & 10 CAPT Benchmark 1	Reading/LA 7-12										9	10			
September	9/17 - 9/28	DIBELS NEXT	Reading/LA K-6	K													
September	9/17 - 10/12	Math CREC	Math				3	4	5	6	7	8		10			
September	9/19	DRP	Reading/LA K-6					4	5								
October	10/6	SAT	Research/Testing													11	12
October	10/9 - 10/19	ERSI	Reading/LA K-6	K													
October	10/17	PSAT/NMSQT	Research/Testing														
October	10/23	PISA - Wilby ONLY	Research/Testing													10	11
October	Oct - Nov (TBD)	K Entrance Inventory	Research/Testing	K													
November	11/3	SAT	Research/Testing														11
November	11/12 - 11/16	Math Benchmark 1	Math	K	1	2	3	4	5	6	7	8	9	10			
November	11/13 - 11/16	English Grades 9 & 10 CAPT Benchmark 2	Reading/LA 7-12										9	10			
November	11/13 - 11/30	High Frequency Words	Reading/LA K-6	K													
November	11/13 - 11/30	DIBELS NEXT	Reading/LA K-6	K													
December	12/1	SAT	Research/Testing														11
December	12/3 - 12/5	CogAT	Research/Testing				3										
December	12/3 - 12/18	High Frequency Words	Reading/LA K-6		1	2											
December	12/3 - 12/18	DIBELS NEXT	Reading/LA K-6		1												
January	1/7 - 1/11	Reading CREC - Form B	Reading/LA K-6 Reading/LA 7-12			2	3	4	5	6	7	8					
January	1/7 - 1/11	English Grades 9 & 10 CAPT Benchmark 3	Reading/LA 7-12										9	10			
January	1/7 - 1/25	Math CREC	Math				3	4	5	6	7	8		10			
January	1/11	DSA	Reading/LA K-6		1	2	3										
January	1/14 - 1/30	ERSI	Reading/LA K-6	K													
January	1/15	DRP	Reading/LA K-6					4	5								
January	1/26	SAT	Research/Testing														11
January	1/28	NAEP - Maloney ONLY	Research/Testing					4									
January	1/29	NAEP - Tinker ONLY	Research/Testing					4									
January	1/31	NAEP - Carrington ONLY	Research/Testing					4									
January	Jan - Feb (TBD)	DRA	Reading/LA K-6		1	2	3										
January	Jan - Feb (TBD)	LAS Links	Bilingual	K	1	2	3	4	5	6	7	8	9	10	11	12	
February	2/1	NAEP - Kingsbury ONLY	Research/Testing					4									
February	2/4	NAEP - Wallace ONLY	Research/Testing										8				
February	2/5	NAEP - West Side ONLY	Research/Testing										8				
February	2/6	NAEP - North End ONLY	Research/Testing										8				
February	2/7	NAEP - Crosby ONLY	Research/Testing														12
February	2/11	NAEP - Wilby ONLY	Research/Testing														12
February	2/11 - 2/15	Math Benchmark 2	Math	K	1	2	3	4	5	6	7	8	9	10			
March	3/1 - 3/28	CMT	Research/Testing				3	4	5	6	7	8					
March	3/1 - 3/28	CAPT	Research/Testing													10	11
March	3/9	SAT	Research/Testing														11
April	4/22 - 5/17	DRA	Reading/LA K-6	K	1	2	3	4									11
May	5/4	SAT	Research/Testing														
May	5/5 - 5/20	Reading CREC - Form C	Reading/LA K-6 Reading/LA 7-12			2	3	4	5	6	7	8					
May	5/6 - 5/17	AP	Research/Testing													10	11
May	5/13 - 5/31	ERSI	Reading/LA K-6	K													
May	5/13 - 5/31	Decodable Words	Reading/LA K-6	K													
May	5/13 - 5/31	High Frequency Words	Reading/LA K-6	K	1	2											
May	5/13 - 5/31	DIBELS NEXT	Reading/LA K-6	K	1												
May	5/20 - 5/24	SEM-R - North End and Wallace ONLY	Reading/LA 7-12							6	7	8					
May	5/20 - 5/24	English Grade 9 CAPT Benchmark 4	Reading/LA 7-12													9	
May	5/20 - 5/24	Math Benchmark 3	Math	K	1	2	3	4	5	6	7	8	9	10			
May	5/30	DSA	Reading/LA K-6		1	2	3	4	5								
June	6/1	SAT	Research/Testing														11
June	6/3	DRP	Reading/LA K-6					4	5								

Notes: Assessments with bold text are state and/or federally mandated. Assessments where grades are shaded in pink are not required for all students in that grade; rather only certain students must participate as necessary.

**Date Approved BOE: June 21, 2012**  
**FLSA Status: Exempt**  
**Union Affiliation: Non-Union**  
**Salary Range: \$150,000 - \$170,000 / yr.**

## **CHIEF ACADEMIC OFFICER**

### **GENERAL STATEMENT OF DUTIES:**

The Chief Academic Officer is responsible for assisting the Superintendent with leadership and supervision in developing, achieving and enhancing instruction, curriculum, assessment and Special Education programs and services. This position supervises and manages all academic service areas, which include, but is not limited to, instructional improvement, curriculum and instruction, professional development, exceptional children services, academically gifted services, extracurricular activities, and support services. Administers school improvement efforts and addresses academic concerns of teachers, parents, administrators, students, staff, and the community. Works with other departments and outside agencies to share information and determine the most effective means of meeting student needs. Supervises a staff of professional, technical and clerical personnel, works on various special projects as assigned by the Superintendent. Reports to the Superintendent.

### **EXAMPLES OF WORK:** (Illustrative only)

Serves as leader of all areas aligned to academic outcomes including, but not limited to, academic improvement, curriculum, professional development, special populations (exceptional children, academically gifted, English as Second Language), Special Education programs and support services.

Directly supervises leaders of all content areas, which includes, but is not limited to, instructional improvement, curriculum and instruction, professional development, exceptional children services, academically gifted services, co-curricular activities, extracurricular activities, and support services.

Sets goals and assists with planning academic programs; Assists with decision making and problem solving and; Monitors progress of the programs.

Works closely with all academic areas to evaluate existing curriculum programs based on general observation and the results of CMT and CAPT testing.

Develops collaboration and cross-departmental teams with Research and Accountability, Student Services, and Curriculum and Organizational Development to improve services and develop the capacity of schools for continuous improvement.

Provides leadership in the evaluation process, and day-to-day operation of all schools.

Prepares and delivers written and oral presentations on academic accountability to the Board of Education, principals, teachers, parents and community groups.

Attends regular meetings of the Board.

Conducts staff meetings, and attends other related meetings.

Collaborates with school system departments, community agencies, local universities, maintains contact with other school systems to share ideas and information.

Conducts special projects as requested.

## **CHIEF ACADEMIC OFFICER** (Continued)

Makes presentations to the community, performs tasks requested by the Superintendent.  
Assumes leadership role on the Superintendent's Cabinet.  
Assists with long-range strategic planning; Assists with developing system-wide budgets, plans, policies and activities.  
Performs various duties as assigned by Superintendent.  
Assists in determining the types of programs needed by schools and makes appropriate recommendations; Addresses the needs of staff.  
Provides input on professional development activities.  
Monitors the latest research, trends and developments in all areas of education and interprets these matters for the Superintendent, and the Board of Education.  
Provides direction for research and testing for measuring the effectiveness of the system-wide educational program.  
Monitors legislation affecting the schools.  
Performs other related work as required.

## **REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:**

Broad knowledge of the theories and practices of school administration, including some knowledge of modern business administration and public administration practices. Thorough knowledge of modern educational theories and practices of instruction, curriculum development, program development, assessment, special education programs and personnel administration as applied to the operation of a school system. Demonstrated ability to plan, organize, supervise, coordinate and evaluate the work of others on a large scale. Ability to provide positive leadership ability to communicate effectively, both orally and in writing. Initiative, resourcefulness and sound judgment in resolving school administrative problems. Has demonstrated ability to handle labor management relations.

## **MINIMAL ACCEPTABLE TRAINING AND EXPERIENCE:**

Possession of an Intermediate Administrative Certificate (092) or its equivalent issued by the State of Connecticut. Seven years of successful classroom teaching, five years of experience as a central office administrator in a Pre-K-12 system, including supervision of principals, vice principals, and other administrative staff. Experience in an urban school district and/or a multi-cultural environment preferred.

Certificates 065 or 165 and 093 are preferred. The Superintendent of Schools may recommend to appoint/assign a candidate with acceptable training and experience to this position.

**Date Approved BOE: June 21, 2012**  
**FLSA Status: Exempt**  
**Union Affiliation: SAW**  
**Salary Range: \$130,000 - \$150,000 / yr. (subject to SAW negotiations)**

## **DIRECTOR OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES**

### **GENERAL STATEMENT OF DUTIES:**

Administers, supervises and coordinates the various special service educational programs in both public and non-public schools; Also does other related work as required. Works closely with guidance personnel, special education teachers, psychological examiners, social workers, and administrators of various schools. Special education services defined as mentally retarded, physically handicapped, speech and hearing impaired, socially maladjusted, emotionally disturbed, learning disabled, talented and gifted.

### **DISTINGUISHING FEATURES OF THE CLASS:**

The Director of Special Education and Pupil Personnel Services is responsible for planning, developing, implementing, organizing, administering and evaluating special services programs, guidance and pupil personnel services; Cooperates with administration and other professional staff members. The programs include the following areas: psychological services, social services, speech and hearing services, physically mentally handicapped, socially maladjusted, and otherwise entitled to special education services per State and/or Federal Laws. Direct supervision is to be exercised over all Supervisors of Special Education, special educational teachers and specialists, and others including office staff involved in the program; Works directly under the Chief Academic Officer.

### **EXAMPLES OF WORK:** (Illustrative only)

Plans, develops, organizes and supervises the various special pupil programs consistent with state and federal legislative requirements.

Provides professional leadership in setting department policy and practice consistent with the policies of the Board of Education and the total school program.

Supervises and evaluates the professional staff of the Special Education Department, promotes growth through group and individual activities.

Directs and coordinates the work of special education supervisors: including psychological services, social work services, speech and hearing services and special education personnel.

Develop and conduct in-service training programs in special education area, and Professional Development.

Explains the philosophy of special education programs and faculty conferences and newsletters. Works effectively with administrators, teachers, guidance personnel and specialist to establish a complete program of special education services.

Observes special education children in classrooms and special education settings.

Maintains updated knowledge of State and Federal laws and guidelines pertinent to special education programs.

## **DIRECTOR OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES (Cont)**

Coordinates the services of the special education department with the total school progress through close liaison with the instructional and administrative staff, particularly the Chief Academic Officer.

Assists the Chief Academic Officer in the selection, assignment and evaluation of Special Service personnel in the preparation of the annual budget for the department, state reimbursement claims and contracts with institutions and private schools.

Develops and maintains a referral system for the screening, appraisal, planning and placement and/or follow-up of pupils who need special education services.

Directs the development and supervises the operation of Pupil Planning and Placement Teams (P.P.T. & I.E.P.) to deal with pupil problems including discipline, excessive absence, suspensions, exclusions, special admissions, transfers, institutional placement, and court referrals.

Develops and maintain a close working relationship with the school nurses and other Health Department staff.

Promotes and maintains communication and a close working relationship between the department and the community, including clinics, agencies and the public at large.

Maintains liaison with State Department consultants and city officials in all appropriate areas.

Performs such additional duties as may be delegated by the Chief Academic Officer.

### **REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:**

Comprehensive knowledge of modern principles and practices related to special education services; Knowledge of principles and practices in educational services; Comprehensive and detailed knowledge of modern principles and practices of school administration on the elementary and secondary levels; Knowledge of the theory, use and interpretation of various tests; Knowledge of research and statistical techniques; Knowledge of the rules and regulations of the Board of Education and the Connecticut State Statutes governing school programs; Ability to plan, develop, implement and supervise programs on a large scale in public schools and in non-public schools as applicable; Ability to secure the cooperation of others to promote interdisciplinary cooperation in difficult work situations; Ability to plan and implement innovative programs; Adheres to confidentiality of students; Imparts confidence and leadership in dealing with fellow professionals and in planning and implementing innovative special education programs.

### **ACCEPTABLE EXPERIENCE & TRAINING:**

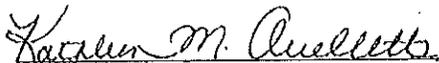
Possession of an Intermediate Administrative Certificate (092) or its equivalent issued by the State of Connecticut. In addition, a Connecticut Certificate in Special Education (065 or 165) or Pupil Personnel Services. Five years as special education teacher and a pupil personnel worker, three to five years experience as an administrator/supervisor in the area of special education and/or pupil personnel services. Experience in an urban school district and/or a multi-cultural environment preferred.

Addendum to Waterbury 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 CBU 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 BSEA 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: The district will 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.
- Compliance: The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,

  
Kathleen M. Quillits  
Superintendent of Schools