

# CSDE Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: TO BE ADDED

Stefan Pryor, Commissioner of Education  
Debra Kurshan, Chief Turnaround Officer  
Connecticut State Department of Education  
165 Capitol Avenue | Hartford, CT 06106  
(860) 713-6777  
[www.sde.ct.gov/](http://www.sde.ct.gov/)





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State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2071

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\*\*\*Please find supplemental application materials on the CSDE website at:  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>\*\*\*



## PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

### 1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts – the districts with the lowest district performance index (DPI) scores statewide – and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district’s receipt of its designated ECS allocation is conditional upon district submission and the Connecticut State Department of Education’s (CSDE) approval of an Alliance District plan in the context of the district’s overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described year one performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

### 2. Application Components

The year two Alliance District application amendment is mandatory for all Alliance Districts. Those districts with “Review” and “Turnaround” schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a year two Alliance District plan amendment, completing the application amendment template contained in this document. The year two amendment requires districts to reflect upon year one progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The ESEA waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” must develop and submit school improvement plans as a part of the year two Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school, (2) submit a preexisting school plan that has shown evidence of results, or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s website at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.
- **Priority School District Grant.** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s website: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.



### 3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District year two application amendment **must be postmarked by June 28<sup>th</sup>, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

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

<p><b>Mailing Address:</b></p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p><b>Overnight Mailing and Hand Delivery:</b></p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 247 Hartford, CT 06106 Attention: Debra Kurshan</p>
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### 4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013

### 5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan  
Chief Turnaround Officer  
Connecticut State Department of Education  
Telephone: (860) 713-6777  
Email: [Debra.Kurshan@ct.gov](mailto:Debra.Kurshan@ct.gov)



## PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the year two Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Hartford Public Schools		
Name of Grant Contact Person:	Dr. Alexander Nardone, Chief of Staff		
Phone # of Contact Person:	(860) 695-8425		
Email of Contact Person:	Alex.nardone@hartfordschools.org		
Address of Contact Person:	Street Address:	960 Main Street, 8 <sup>th</sup> Floor	
	City:	Hartford	Zip Code: 06103
Name of Superintendent:	Dr. Christina M. Kishimoto		
Signature of Superintendent:		Date:	
Name of Board Chair:	Lori L. Hudson, Vice Chair		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	August 27, 2013		
Priority School District?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<sup>1</sup> Due to the iterative process by which Alliance District plans will be submitted, reviewed, 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.



## 2. District Vision, Mission & Values

**Instructions:** Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students, and members of the district community. This can come directly from your district strategic plan or district Improvement Plan.

What is the district’s **vision statement**?

**Vision**

The Hartford Public Schools is the State Capital’s Portfolio District of Excellence!

What is the district’s **mission statement**?

Hartford’s system of schools exists to provide all students with access to participation in a global economy through attainment of Academic Standards of the State of Connecticut and readiness for post-secondary education.

What are the district’s core **beliefs or values**?

**Five Core Beliefs**

We believe all students can learn at or above grade level.

We believe that the achievement gap must and can be eliminated, by all students reaching their learning potential.

We believe schools have an enormous impact on students’ lives.

We believe that all parents must be empowered to play an active role in their students’ education.

We believe that community collaboration is fundamental to achieving and sustaining excellence.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

The overall approach of Hartford Public Schools toward improving student performance and closing the achievement gap includes two components: a portfolio system of schools and a managed performance empowerment model. As one of 16 Portfolio School Districts partnered with the Center on Reinventing Public Education at the University of Washington, HPS has adopted a portfolio strategy that consists of 7 components:

1. High-level options and choices for all families
2. School autonomy
3. Student-based funding
4. Talent management approach
5. Theme-based partnerships
6. Performance-based accountability for schools
7. Extensive public engagement

Under the Managed Performance Empowerment strategy, the school district defines its relationship with each school on the basis of performance, using the Overall School Index (OSI), an index developed to measure school performance and growth.

- Relatively high performing and/or significantly improving schools will be given considerable programmatic autonomy and freedom from bureaucratic operating constraints.
- Chronically low performing schools that fail to improve will be subject to district intervention, redesign, closure or replacement with higher performing school models.
- Schools in the mid-range will be provided with “defined autonomy” relative to program and operations to build their capacity for improvement.

Using a diverse provider strategy, Hartford Public Schools will evolve over time to a total system of choice schools. Two choice models will be employed: inter-district choice schools will provide regional opportunities for the integration of city and suburban students and intra-district choice schools will provide preference to students in their neighborhood with remaining seats available to other Hartford schools. Students will be equitably funded according to their needs and these funds will follow the child to their school of choice. A number of effective programmatic choices would be optimized through K-12 feeder patterns. Within the portfolio, parents would have choices within transportation zones from a greater number of schools available through external providers or public/private partnerships.

The reform initiative in Hartford Public Schools began in 2006. To continue the reform trajectory, Superintendent of Schools Christina Kishimoto launched the second phase of reform aimed at strategic alignment and focused on three goals:

1. **Third Grade Promise:** All students who enter a Hartford Public School at grade Pre-K or K will read at or above grade level by the end of third grade.
2. **Middle Years Redesign:** All middle grades students will demonstrate a sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum.
3. **College Readiness:** All students earning a Hartford Public School diploma will demonstrate college readiness.

Specific strategies, measures and timetables have been developed to support these goals. In addition, the district is planning or implementing a number of initiatives that cut across these goals in areas including talent development, student supports and teacher evaluation.



### 3. District Data Profile

**Instructions:** Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

<b>District Overview (2012-13): (October 2012)</b>					
Total Enrollment:	21,444	Per Pupil Allocation: <sup>2</sup>	\$15,942		
Total # Schools:	48	Operating Budget:	\$413,002,361		
# Review Schools: <sup>3</sup>	25	# Turnaround Schools:	5		
<b>Student Demographics (2012-13): (October 2012)</b>					
% White:	11.2	% F/R Lunch:	85.3		
% Black:	31.7	% IEP:	13.8		
% Hispanic:	49.9	% ELL:	17.6		
% Other:	7.1	Attendance Rate: June 2013	91.6		
<b>District Personnel (2012-13):</b>					
# Certified School-Based Staff:	1909	Median Teacher Salary: <sup>4</sup>	\$74,515		
Student/Teacher Ratio: <sup>5</sup>	19:1	# Central Office Administrators:	75.5		
# School Administrators:	107	# Central Office Support Staff:	131.2		
<b>Student Achievement:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
District Performance Index:	52.4/46.8 (CMT/CAPT)	53.9/45.7	56.0/45.0	N/A	
Math	Gr. 3 at/above Goal:	31.5%	32.8%	33.7%	N/A
	Gr. 5 at/above Goal:	35.1%	37.3%	39.4%	N/A
	Gr. 8 at/above Goal:	32.9%	31.8%	35.9%	N/A
	Gr. 10 at/above Goal:	16.5%	17.1%	19.7%	N/A
Reading	Gr. 3 at/above Goal:	26.9%	33.7%	34.4%	N/A
	Gr. 5 at/above Goal:	18.4%	22.3%	37.0%	N/A
	Gr. 8 at/above Goal:	44.9%	44.3%	49.4%	N/A
	Gr. 10 at/above Goal:	16.4%	10.7%	19.0%	N/A
Chronic Absenteeism Rate: <sup>6</sup>	29.6	31.4	27.0	25.7	
Graduation Rate: (4-year)	57.2	63.2	64.8	N/A	
% Pursuing Higher Education:	82.2	81.3	76.1	N/A	

<sup>2</sup> Per pupil allocation should include all sources of funds (including local operating, state, federal, and private funds).

<sup>3</sup> Review category includes "Review" and "Focus" schools.

<sup>4</sup> Median salary should reflect the median for all certified staff.

<sup>5</sup> Ratio should include all certified staff.

<sup>6</sup> Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

## 4. District Needs Analysis

**Instructions:** Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<ul style="list-style-type: none"> <li>• Parent engagement around the adoption of CCSS</li> <li>• Focus on K-3 literacy</li> <li>• Continued growth in achievement and graduation rate, largely due to reform approach</li> <li>• Improved quality of instruction through professional development</li> <li>• Emphasis on college and career readiness</li> <li>• Improved fidelity of SRBI with an internal framework</li> <li>• Interventionists to support SRBI and college readiness</li> <li>• NWEA implementation across all grade levels</li> <li>• Portfolio model with accountability plans for all schools; Portfolio Directors to ensure autonomy and accountability</li> </ul>
Human Capital	<ul style="list-style-type: none"> <li>• Comprehensive talent strategy in place, including a diversity recruitment plan</li> <li>• Initial rollout of new Danielson teacher evaluation system</li> <li>• Strong Assistant Principal pipeline</li> <li>• Numerous partnerships for leadership development</li> <li>• Reorganization of the district central office into portfolio teams with interventionists reporting to Portfolio Directors</li> <li>• Newly hired Director of Professional Learning to create coherence across professional learning programs</li> <li>• Incentives to retain top talent as permissible through CBAs</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• School-based budgeting practice; some schools have operations managers to support financial management</li> <li>• Strategic use of Title I funding flexibility</li> <li>• Partnerships with foundations</li> <li>• Site-based autonomy over scheduling</li> </ul>
Culture and Climate	<ul style="list-style-type: none"> <li>• Implementation of school climate surveys</li> <li>• District Safe School and Climate Coordinator supports school teams</li> <li>• Engagement of parents around the curriculum and academic programming</li> <li>• Rubric and process for assessing partners and afterschool service providers</li> <li>• Climate training for principals and PBIS training for staff</li> </ul>

For the following domains, identify the district’s most significant **growth areas**.

Academics	<ul style="list-style-type: none"> <li>• ELL programming and ELL staff recruitment</li> <li>• Use of data across schools; recent rollout of NWEA and the need for increased data use to inform instruction</li> <li>• Need for increased and ongoing effort to build understanding of CCSC at all levels – teachers, principals, parents – and also to complete curriculum alignment</li> </ul>
Human Capital	<ul style="list-style-type: none"> <li>• Principal pipeline and recruitment of school administrators</li> <li>• Recruitment and identification of ELL teachers</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Use of blended learning beyond credit recovery</li> <li>• Integration of various technology systems and data platforms (e.g., Naviance, Timeforce, personnel systems)</li> </ul>
Culture and Climate	<ul style="list-style-type: none"> <li>• Student concerns around school safety</li> <li>• Variable family and community engagement by school, given the autonomy structure</li> <li>• Need to increase cultural competence for students, teachers, parents and other staff.</li> </ul>

## 5. District Strategy and Year 1 Reflection

**Instructions:** Summarize the district’s overarching strategy and key initiatives from year one of the Alliance District program. Describe successes and progress made in year one. Provide specific data points to support the analysis.

Articulate the **district’s key initiatives from year one** of the Alliance District program.

**In Year One, Hartford Public Schools identified six key district initiatives. Those initiatives, along with the overview and Year 1 implementation steps, as described in the Alliance District Application, were:**

**Initiative 1. K-3 Literacy Interventions (linked to HPS strategic goal #1: Third Grade Promise)**

**Overview:**

One of the strategic goals of the new HPS strategic operating plan is the Third Grade Promise, which is a promise to the community, with the community, that all students who enter a Hartford Public School at Grade PreK or K will read at or above grade level by the end of 3<sup>rd</sup> grade. Five objectives support this goal:

1. Every PreK student will be fully prepared to read in kindergarten.
2. Every kindergarten student will be fully prepared for grade 1 level work
3. Every grade 1 student will be fully prepared for grade 2 level work.
4. Every grade 2 student will be fully prepared for Grade 3 level work
5. Every grade 3 student will be fully prepared to transition from “learning to read” to “reading to learn” in grade 3.

Major activities include alignment of curriculum with common core state standards; the use of multiple assessment measures and a structured data team process to monitor progress; a School Quality approach that includes analysis of data at the central office level that serve as a basis for principal supervisors’ actions; a district intervention specialist focused on K-3; professional development focused on high impact strategies such as explicit vocabulary development and on the use of assessments; extended kindergarten (total of 5 weeks in the summer) for students who need additional time and a longer school day for all students; establishment of the Betances Early Reading Lab school that serves as a center for professional learning in literacy; increase in PreK seats at the district level; creation of afterschool standards to enhance providers’ support for the school curriculum; development of family-friendly literacy modules for use by Family Resource Aides in helping families support literacy at home.

HPS anticipates increased success as a result of this initiative due to several factors, primarily the fact that the planned activities – from curriculum alignment to assessment to increased learning time – are research-based and data-driven. In addition, the activities are tightly focused on grades PreK-3 and are internally coherent in order to ensure integrity and coordination in their implementation.

We believe our talent development strategies will also contribute to the growth through this initiative. The Hartford Public Schools is committed to talent management as a key reform strategy with the belief that the talents of teachers and school leaders represent the strongest levers to improve student learning. Our theory of action underscores the belief that every student will achieve at a high level as the result of receiving highly effective instruction in every class. In order to serve all students well, the school system seeks to provide differentiated professional learning, clearly defined accountability systems, and varied professional growth opportunities in order to “ensure quality, reward talent, and leverage it to drive student learning and school improvement.” (Curtis, 2010)

**Year 1 Implementation Steps:**

Since HPS began implementation of its Strategic Operating Plan in 2011-12, 2012-13 was actually its second year

of implementation. Kindergarten was a major focus in 2011-12, while action steps centered on first grade in 2012-13. Scheduled implementation steps in 2012-13, organized around the SOP's six key strategies, were:

**1. Relevant Curriculum**

- a. Conduct Universal Reading Screenings in first grade.
- b. Increase number of seats for Pre-K

**2. Quality Instruction**

- a. Conduct research-based analysis and action research to determine effective vocabulary instruction in first grade.
- b. Provide professional development on implementation of homework guidelines for K-3.

**3. Innovative Leaders**

- a. K-3 Literacy Assessment Team focus on first grade literacy data.

**4. School Design Fidelity**

(No new steps implemented in second year)

**5. Family/Community Engagement**

- a. Create family-friendly literacy modules for first grade to be implemented district-wide through school-based resources including FRC, after-school programs, etc.

**6. Capacity Building**

- a. Increase the number of afterschool programs using existing resources (e.g. Waterford and Success Maker) and other literacy support.
- b. Provide professional development for K-3 administrators in the Common Core State Standards and effective literacy instruction, focused on first grade, with follow-up site visits for schools that are below 50% DRA2 goal.
- c. Provide professional development for afterschool providers on the Common Core State Standards and effective literacy instruction.
- d. Schedule professional development for all first grade teachers in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis.

**Initiative 2. Talent Development Strategy**

**Overview:**

Recognizing the research showing the importance of effective teachers and school leaders to school reform, the Office of Talent Management will support HPS's reform initiative by fulfilling the components of its mission statement, which is:

"The Office of Talent Management will ensure that each school is led by an effective leader and that each leader has the support to develop and retain highly effective teachers from recruitment to induction and ultimately throughout their career path development.

"We will employ effective, efficient and collaborative processes and systems for staffing of effective educational personnel; collection and communication of employee performance data; guidance and support with performance management; and recruitment, induction, and retention of new talent."

**Process to inform the selection and development of teacher leaders:**

Teachers will be invited to apply to become teacher leaders. The application will consist of questions that will help the reviewers understand the applicant's commitment to education and his or her qualifications to go

through the process of being part of the teacher leader cohort. These applications will be reviewed by a committee using a rubric aligned with the application. In addition, applicants' classroom observations, based on Charlotte Danielson's *Framework for Teaching* (2011) and student achievement data, will be considered. The cohort will attend monthly meetings where they will receive training in the content area they will be supporting, as well as work collaboratively to design training they will use to assist teachers. This support will occur during data team meetings, PLCs, district- and school-based PD meetings, and faculty meetings. Cohort members will be given a stipend, and meetings will occur at the end of the school day and in the summer so instruction is not interrupted. This process is intended to build teacher capacity and help retain the most effective as HPS teachers.

### **Embedded professional development/teacher evaluation:**

The district has begun to prepare for the new state-wide job embedded professional learning model through the calibration and certification of administrators in Charlotte Danielson's *Framework for Teaching* (2011) via the *Teachscape* platform. With the refinement of leaders' observational skills, administrators will be able to use reliable data from classroom observations to inform individualized, job embedded professional learning. To support this shift further, during the 2012-2013 school year, a peer coaching model is being designed in correlation with the work of Jim Knight. This will be rolled out in a pilot school that will eventually serve as a laboratory site for teachers. The Hartford Public Schools is working in cooperation with CREC and the Blended Solutions program to bring this to fruition. Additionally, a cohort of aspiring leaders will be trained in instructional coaching by the National Institute for School Leaders. This will help to further inform school leaders as to the specific needs of individual teachers and the type of professional learning that will help to increase their effectiveness in the classroom.

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

#### **1. Recruitment**

- a. Implement a new selection process and criteria screening for teachers and administrators
- b. Create recruitment focus groups to gain administrator, teacher, and central office staff perspective on tapping into talent locally and nationally
- c. Shadow high profile urban districts that have been successful in attracting top national talent and implement systems and practices that are aligned with district and departmental goals
- d. Invest resources in minority teacher and administrator recruitment with goal of casting a wide net to send the message that diversity matters
- e. Utilize networking through referrals to better understand the educator's landscape in CT to tap into high level prospects within Connecticut

#### **2. Staffing**

- a. Communication: Create interactive, shared calendars for the Office of Talent Management and for sharing information with other departments to schedule meetings and to ensure that deadlines for critical processes are met
- b. Process Compliance: review each recommended candidate thoroughly for verification of proper certification, education level and degree, professional references and work experience
- c. Follow up with candidates and with schools regarding all issues and discrepancies in order to ensure qualified individuals are hired and educate school human capital managers (principals) in proper hiring practices and screening processes

#### **3. Information Management**

- a. Test and launch district-wide attendance system (Qqest Timeforce II and SmartFindExpress)

- b. Train all administrators, timekeepers, and employees on new time and attendance system
- c. Launch first phase of evaluation data management system (Teachscape)
- d. Create seamless integration between employee systems (with Munis being the core system); systems to be integrated include Munis, Timeforce II, SmartFindExpress, Laserfiche, Teachscape, and PSST
- e. Increase accuracy of information by increasing automation of data collection (i.e., reducing the number of times information is handled and reducing the frequency of human data entry)
- f. Further develop data integrity tools to frequently monitor and address data inaccuracies
- g. Work with stakeholders and system vendors to develop and customize a core group of reports, with an emphasis on the accuracy, timeliness, and access required for data-driven decision making

#### **4. Professional Learning**

- a. Coordinate with Office of the Chief Portfolio Director and the Office of the Chief of Research and Assessment to identify the needs of each school based on the school quality review process
- b. Coordinate with Office of the Chief Portfolio Director and the Office of the Chief of Research and Assessment to monitor professional development strategies in School Improvement Plans for alignment with district strategic goals
- c. Coordinate with Office of the Chief Portfolio Director and the Office of the Chief of Research and Assessment to plan and implement professional learning for leaders based on the school quality process
- d. Develop a cadre of second- and third-stage teacher leaders from each school to assist in the design and implementation of professional learning modules as identified by the school quality process as a means of retaining effective teachers
- e. Continue to implement a program for induction that focuses on teacher development and retention
- f. Continue to implement the Travelers' Leadership Academy of Hartford as a means of developing schools leaders from within the district

#### **5. Performance Management**

- a. Implement the baseline year teacher evaluation process
- b. Conduct all classroom teacher evaluations based upon classroom observations using Danielson's Framework for Teaching
- c. Demonstrate proficiency in understanding and applying the Danielson Framework for Teaching by passing an online exam (all administrators)
- d. Develop a new comprehensive teacher evaluation system aligned with CSDE reforms including multiple measures such as student performance on state testing
- e. House all evaluations for both certified and noncertified employees on the Advance human capital management system

#### **Initiative 3. Student Support: Scientific Research-Based Intervention Initiative**

A major focus for HPS at this time is **the systematic implementation** of SRBI, Hartford's intervention plan under the Response to Intervention (RTI) framework. While many elements of this initiative are embedded in portions of the Strategic Operating Plan, the critical nature of this initiative for improvement of student achievement warrants highlighting it as a separate initiative.

Early in 2011-12, a survey was conducted throughout Hartford's schools to determine the RTI Level of Implementation, utilizing a modified SRBI Self-Assessment instrument developed by the Connecticut State Department of Education. The survey results highlighted the need for a more systematic approach to implementation in the schools.

An Intervention Work Group, which includes principals, teachers and central office staff, began meeting in February 2012 to create a systemic academic intervention plan at all grade levels. The plan is based on SRBI and

is intended to promote early identification of students who may be at risk for learning difficulties and a systematic intervention methodology.

Hartford's SRBI model provides high-quality, research-based instruction and interventions at three Tiers, each one targeting both academic areas and behavioral areas. Tier I (Benchmark) focuses on core general education curriculum and instruction and overall school climate. Tier II (Strategic) provides interventions for students identified through universal screening as at risk of poor learning or behavioral outcomes. Tier III (Intensive) consists of more intensive interventions for students who have not responded to Tier I or Tier II interventions. Regular screening and progress monitoring are crucial at every step, with diagnostic assessments as well at the second and third level.

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

1. Expand NWEA assessment to grades 1-12.
2. Begin implementation of the whole framework of interventions, beginning with focus schools, including the use of specific instructional strategies and computer-based programs in reading.
3. Provide professional development related to SRBI for teachers, administrators and families, including the development of webinars.
4. Provide support for the schools through the three intervention specialists.
5. Create an early warning system.

#### **Initiative 4. School Quality Approach**

During phase one of the district's reform plan, there was a significant emphasis on fully implementing the empowerment component of the Managed Performance Empowerment (MPE) Theory of Action. The empowerment theory provides greater autonomy, through site-based management, to high performing and consistently improving schools, particularly in the areas of budgeting, school accountability planning, program development and curriculum development. This approach is grounded in research on effective school districts. In a meta-analysis of improving school districts, researchers Tim Waters and Bob Marzano (2006) found that site based management was most likely to raise student achievement when combined with defined autonomy. For schools that were not significantly improving or at/near academic achievement goal standards, leadership teams at these schools have been subject to greater interventions from supervisors and central office staff, or have been subject to the district's redesign/repurposing policy (Policy # 6190).

Among the benefits of the empowerment approach has been greater research-based innovations in instructional practices and programming, improved leadership development opportunities and thus Principal quality, and streamlined centralized services focused on improvement through a strategic operating plan. Simultaneously though, several historically low performing schools continue to struggle despite additional resources and new school designs demonstrating a need for a more defined and structured management approach. In retrospect we identify five lessons learned concerning the challenges we have experienced in our turnaround work:

1. The concentration of high poverty, high need students in a school creates an isolation experience in particular neighborhoods that needs to be addressed;
2. The inconsistencies from year to year in the school leadership team or the Principal supervision structure leads to mixed messages about implementation priorities;
3. There has been insufficient embedded instructional leadership training for leaders of low performing schools that includes a *problem of practice* approach;
4. There has been knowledge gaps of our school designs across central office departments to ensure tailored supports; and
5. There is a need for a highly defined consistent managed performance structure for all schools that fall

under a pre-defined performance progress range to ensure timely improvement decisions for all struggling schools.

Looking forward, we know that successful school models are thriving within our system of schools and provide a great opportunity to better structure the management approach around known best practices while still allowing for unique school models. Phase two of our district reform will include an aggressive, highly structured management approach to school turnaround that will capture the leadership, policy, school climate and other operational conditions necessary for turnaround success. This approach lies within our 2008 Board-adopted theory of action. The goal is to use a highly defined management approach in struggling schools in order to better prepare the site-based team to ultimately become autonomous.

### **Defining the Management Approach in *Managed Performance Empowerment***

The School Quality structure is Hartford Public Schools' managed performance approach which consists of five non-negotiable components. Each year, based on each schools performance history and annual academic growth, a set of schools will be identified to be part of the school quality cohort working under a School Quality Officer.

#### **I. School Quality Meetings**

School Quality meetings are biweekly meetings held by the Chief Portfolio Director in partnership with the Office of Research and Assessment and other central office team members to monitor the progress of schools. Based on a review of multiple data points including site visit notes, presented by the school supervisor, i.e. Portfolio Director and the appointed Director of Special Education, concrete next steps for monitoring, support and intervention are identified along with the persons responsible for each action step. Leadership development needs identified through the School Quality Meetings are used to structure upcoming monthly Principal professional development and individualized growth opportunities.

#### **II. School Leadership Options**

Leadership matters and not all good Principal leaders are skilled to lead a turnaround school. There will be four approaches to school leadership teams at our Turnaround schools:

1. Assign a School Quality Officer to serve at the school site to observe, monitor, and supervise the implementation of best leadership and instructional practices, to assess the effective use of school resources, observe the school climate, to make day to day recommendations to the school leadership team, and to make recommendations to the Superintendent for a comprehensive turnaround plan that may include # 2, 3 or 4 below. The SQO along with the principal will hold weekly grade level/ data team meetings to analyze student data and to work collaboratively with the team to monitor the implementation of strategies and plan for instruction.
2. Replace the Principal and leadership team with a Turnaround Team, i.e. a Principal who has over five years experience leading a successful school (with preference given to Hartford leaders) and allow him/her to bring a turnaround team that could include an Assistant Principal or Theme Dean, a curriculum coordinator, an operations manager and/or master teacher.
3. Bring in a well-established third party manager that understands the local context, to partner with the district in directly leading the school or assisting in a turnaround plan.
4. Pursue a School Redesign or Repurposing Plan under district policy 6190.

#### **III. Staffing Model**

The staffing model at the school will be determined by the School Quality Officer or Turnaround Principal in consultation with the Superintendent, which will include the flexibility to bring in a new leadership team. The SQO will work directly with this team which will be made up of exemplary teachers who have demonstrated consistently high quality instructional practices and are highly skilled in reading, math and science curriculum implementation. A leadership team that commits to a three year turnaround time period will receive differentiated pay for taking the assignment and for delivering on results.

Additionally, "permanent" substitute teachers will be hired to exclusively serve schools under a School

Quality Officer or Turnaround Principal.

Master teachers can also be part of the turnaround design, receiving differentiated pay for their assignment and for their minimum three year commitment.

#### **IV. Intervention Approach**

Schools with a low percentage of students mastering Kindergarten reading standards will be required to implement a longer kindergarten year to ensure that students gain the pre-requisite literacy skills to be successful in grade one. The Kindergarten curriculum will focus on literacy (reading, writing, speaking), math, music and art. Staffing will consist of teachers and support staff that have demonstrated a commitment to closing the achievement gap by providing consistently high quality kindergarten instruction. These teachers will receive ongoing professional development in the area of reading instruction (vocabulary development, phonological awareness, phonics, comprehension, fluency and building background knowledge) to ensure they are current with the most effective research in the area of reading. They will also be responsible for taking a leadership role by providing professional development to colleagues in an effort to build capacity within the school.

The middle grades will include career pathways exposure and skill development opportunities for students to high school, college and careers to bring meaning to their studies and personal effort. In addition, literacy intervention programs such as Read 180 and System 44 will be part of the school day in addition to their literature course.

At the high school level, the student success centers will be used to provide small group support to students to encourage on-grade credit completion.

The Office of Research and Assessment is charged with developing a comprehensive SRBI model. An SRBI model, or a Scientifically Research-Based Intervention model provides a menu of research-driven supports based on student academic and/or behavior challenge needs that a team of teachers can individualized to student needs. The SRBI approach aligns with our assessment system to identify students who are at risk of not meeting the benchmarks set forth by the Connecticut Common Core standards and thus signifies the need for an immediate response by implementing and monitoring an intervention and instructional supports.

#### **V. Accountability**

A monitoring report or data dashboard will be used to monitor school progress throughout the year and to report on school-readiness measures utilizing multiple indicators including: CMT or CAPT scores, benchmark exams, monthly attendance, truancy rates, on-time credit completion rate(H.S.), reading levels, parent engagement indicators, English Language Learner rate and progress, special education rate, percent of children living in poverty, etc.

A public presentation on school progress will be made in February annually for schools that are performing below expectations at a Workshop meeting of the Board of Education.

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

##### **1. Curriculum**

- a. Review data (e.g., on universal reading screen) to inform district support levels.
- b. Monitor the school-based data related to AP and ECE classes offered including student enrollment and credit attainment.
- c. Monitor SAT data across the schools and set improvement targets
- d. Through learning walks, monitor college-going culture and college-ready curriculum in all schools.

##### **2. Quality instruction**

- a. Monitor the implementation of homework guidelines.
- b. Monitor the implementation of SAT prep into core instruction.

c. Monitor the integration of common core standards in reading, writing and math across the curriculum.

### **3. Innovative Leadership**

- a. Monitor data teams at the school level for alignment to strategic priorities.
- b. Provide differentiated PD for school leaders on implementation of middle years design standards.
- c. Monitor development and implementation of School Accountability Plans in alignment with strategic priorities of the district.

### **4. School Design Fidelity**

- a. Provide differentiated support for leaders on implementation of school design.
- b. Provide support for high school principals on college-readiness strategies.
- c. Monitor choice data to evaluate access to high-quality college-ready high schools.

### **5. Family and Community Engagement**

- a. Monitor data on School Governance Council and PTO participation to inform improvement planning with principals.

### **6. Capacity Building**

- a. Monitor professional development strategies in School Improvement Plans for alignment to strategic goals, including common core implementation.
- b. Monitor implementation of professional development for grade 6-8 teachers across the district on appropriate pedagogy for adolescent learners.
- c. Plan and implement differentiated professional development for school leaders based on school quality process.

## **Initiative 5. Middle Years Redesign**

### **Overview:**

The second strategic goal of the new HPS strategic operating plan is **Middle Years Redesign: All middle grade students will demonstrate sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum.**

This goal is supported by five objectives:

1. Every middle years student will be prepared for the academic rigor of high school.
2. Every middle years student will experience a learning environment sensitive to the unique developmental challenges of early adolescence.
3. Every middle years student will feel connected to the school community.
4. Every middle years student will experience a learning environment that establishes norms and structures that support high school readiness.
5. Every middle years student will experience a safe and healthy learning environment.

Research findings indicate that while eighth grade academic achievement is the best predictor of college and career readiness, achievement gains tend to stall in middle school. In Connecticut, middle school is also a time when achievement gaps tend to increase. In addition, middle school students have characteristics that set them apart from their younger or older peers, and these characteristics have important implications for educational practice. The HPS strategic plan for middle years redesign is aimed at increasing student achievement by implementing practices that support the needs of the early adolescent learner.

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

Scheduled implementation steps for 2012-13 included initiating the Student Success Plans by hiring the college-readiness interventionists to begin working with schools, staff and students. Other elements of the Strategic Operating Plan that were implemented in 2012-13 included:

### **1. Relevant Curriculum**

a. Implement College and Career Counseling Program Curriculum including career planning and other college readiness skill development.

### **2. Quality Instruction**

a. Provide professional development on implementation of homework guidelines.

### **3. Innovative Leaders**

No new action steps scheduled for 2012-13.

### **4. School Design Fidelity**

a. Implement professional development for principals on the Middle Years Design Standards and process for the development of Middle Years Implementation Plans.

b. Implement Middle Years Design Standards for middle years structure (all three grades).

c. Engage middle years students in student community meetings, advisories, and/or grade level celebrations and team building as part of the level weekly schedule.

d. Following establishment of benchmark in 2012-13, evaluate successful implementation of Middle Years Implementation Plans based on established rubric.

### **5. Family and Community Engagement**

a. Implement mentorship programs for middle years students.

b. Provide information on Lexile levels to parents/families.

### **6. Capacity Building**

a. Create plan for implementation of After School Standards.

b. Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.

c. Provide differentiated professional development to schools that need support in their middle years design implementation in collaboration with partners.

f. Assess and develop plans to build schools' capacity to track school connectedness activities.

## **Initiative 6. College Readiness**

### **Overview:**

The third strategic goal of the new HPS strategic operating plan is **College Readiness: All students earning a Hartford Public School diploma will demonstrate college readiness.** Five objectives support this goal:

1. Every high school student will demonstrate college-ready skills in reading, writing and math.

2. Every high school student will have access to a college-level course.

3. Every high school student will complete a rigorous college-ready curriculum, including a Capstone experience.

4. Every high school student will be prepared to successfully complete the college application process, including the development of a financial management plan.

5. Every high school graduate who enrolls in college will successfully complete his/her freshman year.

By 2018, over 60% of all jobs will require some college experience – associate's degree, bachelor's, vocational,

etc. To prepare our students to be part of the global economy, HPS must equip them for success in entering and completing college.

The strategic operating plan articulates a range of research-based action steps designed to support students in this preparation. While the primary focus is on academics, these activities also include the soft skills of resilience, tolerance, self-advocacy, etc.

The school year 2011-12 was the first implementation year for the new strategic plan, so this is an existing initiative. While it is too soon to measure the results of this goal, the prospects for positive impact are significant. The success of this plan will be enhanced by the research foundation for the strategies and activities, by the accountability structure that has been put in place (e.g., counselors not only answer to principals but to central office to ensure fidelity) and by an increased attention to data.. A District Data Team focused on the secondary school level has been formed and meets regularly with a focus on data elements related to this strategic goal.

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

#### **1. Relevant Curriculum**

- a. Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.
- b. Implement, monitor and evaluate a college and career counseling curriculum for grades 9-12.
- c. Implement the SAT during the school day at no cost to students. (ongoing)
- d. Update HS graduation policy ensuring alignment with common core state standards, college readiness skills (cognitive strategies, key content, academic behaviors, college knowledge) AND admissions requirements for 4-year colleges/universities.
- e. Monitor and evaluate college-ready curriculum across district.
- f. Provide a structured and comprehensive approach of academic support for students who are at or below grade level.

#### **2. Quality Instruction**

- a. Embed SAT preparation into instructional practices. (ongoing)
- b. Provide professional development on implementation of homework guidelines.
- c. Increase focus on reading, writing and math across the curriculum as key skill development areas for college readiness.
- d. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.

#### **3. Innovative Leaders**

- a. Research local best practices to develop a plan to implement a school-based philosophy, belief system, innovative strategies and measurement tools to create and nurture a college-going culture, including the use of a College and Career Readiness Plan.
- b. Develop plan for hosting National Academy Foundation student leadership regional conference. (ongoing to Spring 2013)
- c. Develop plan to co-host first STEM leadership conference. (Ongoing)

#### **4. School Design Fidelity**

- a. Ensure that documented college readiness strategies and action steps are reflective of school themes and incorporated into instructional practices and into evaluation structures as part of School Accountability Plans. (ongoing)
- b. Evaluate Choice Program and ability to meet demand and ensure access.

c. Examine Pre-K-12 pathways and their effectiveness in preparing students to be college-ready and explore connections to post-secondary areas of study.

### **5. Family/Community Engagement**

- a. Conduct landscape review of existing college support programs (e.g. Career Beginnings, Upward Bound) to develop a coordinated and integrated plan that aligns school and community resources for broader college support system.
- b. Develop and implement a college visit program for parents.
- c. Conduct community forums on college awareness including motivational speakers and open dialogue with parents.
- d. Design a College Awareness course to be taught in the Parent Academy.

### **6. Capacity Building**

- a. Design, monitor, implement professional development on effective instruction (e.g. modalities of learning, use of diverse instructional strategies across grade levels, gradual release of responsibilities based on needs and performance of the learner). (Ongoing)
- b. Provide professional development to identified staff in areas designed to support students' college application process, including FAFSA training.(Ongoing)
- c. Develop new partnerships with businesses and community based organizations to increase internship opportunities.(Ongoing)
- d. Coordinate and facilitate the systemic implementation of electronic student success plans.

Briefly describe the district's year one Alliance District **accomplishments** citing specific data, where appropriate.

Hartford Public Schools has made considerable progress on implementing its strategic operating plan. Described below are the steps that have been completed relative to the implementation steps planned for 2012-13 and described above:

#### **Initiative 1: K-3 Literacy Interventions (linked to HPS strategic goal #1: Third Grade Promise)**

##### **1. Relevant Curriculum**

**Universal Reading Screens – fully implemented**

- Screens were conducted for 1,327 kindergarten students. Results revealed that students tested at the 80% proficiency range in letter naming, phoneme awareness and phoneme segmentation and blending.
- DRA2 administration in January for first grade found 52% writing at higher than 80%.
- Universal screenings for first grade were completed in May 2013, using formative data from the Waterford Early Reading Program, DRA2 data and writing assessments aligned to CCSS.

**The number of seats for Pre-K – fully implemented.**

- The number of seats was increased from 1044 to 1130, an addition of 86 seat.

##### **2. Quality Instruction**

**Analysis and action research to determine effective vocabulary instruction in first grade – in progress**

- A project with the NEAG School at UConn and professional development around vocabulary implementation in first grade are ongoing, and data is being gathered. Preliminary analysis suggests that all students receiving classroom vocabulary instruction made statistically significant gains on the Peabody Picture Vocabulary Test and the Expressive Vocabulary Test, and students at risk for language and learning difficulties who received small group vocabulary learned the same or more targeted

vocabulary than their peers who were not at risk.

- We have provided extensive PD to support vocabulary development and implementation across the district by providing K-3 grade teachers with visual dictionaries, structured read-aloud materials, word wide web, and Lakeshore vocabulary instructional resources to increase vocabulary.
- In 2012-13, Rawson, MD Fox, Naylor, West Middle and Batchelder Schools were added to the schools who participated in this project in 2011-12, which included Global, Clark, Moylan, Simpson-Waverly, .L. King and Sanchez Schools.

#### **Homework guidelines – in progress**

- Guidelines have been prepared, but the Board has not yet taken action on them.

### **3. Innovative Leadership**

#### **K-3 Literacy Assessment Team – in progress**

- The original structure envisioned for this action step has changed, and the work is being done through other approaches. Data teams have been developed and a process for monitoring data is in place, with literacy coaches providing leadership in organizing the assessment schedule to support K-2 assessments and ongoing progress monitoring.
- Progress monitoring of K-2 students includes DRA2 results, MAP assessments, Lexile levels, DIBELS, number of sight words, decoding skills, and student work samples.
- The implementation of Common Core Performance Tasks in writing and the use of specific student writing rubrics has increased student writing performance and built capacity in teachers to collaboratively score and provide specific feedback.
- The district is working to improve the quality of the data team process within each school and to ensure that it is embedded within the school and implemented with fidelity.

### **4. School Design Fidelity**

No new steps implemented in 2012-13.

### **5. Family/Community Engagement**

#### **Family-friendly literacy modules - in progress**

- The Story Exploring Module has been completed and 10 Family Resource Aides have been trained in its use.
- Four additional modules are under construction, including Exploring Different Genres (Fiction and Non-Fiction), Vocabulary and Text-Dependent Questions.
- Tutors in the schools have also been trained in the first module, and significant community outreach has been done.
- We are in the planning stages for measuring outcomes, which depend on change in parent behaviors. We do have baseline data in terms of number of participants, since we have used sign-in sheets since we began two years ago, and we are also looking at the use of surveys, interviews, focus groups and other methodology.

#### **Creation of Family and Community Engagement Plan – in progress, currently in draft form**

### **6. Capacity Building**

#### **Number of afterschool programs using existing literacy support – in progress:**

- Trained and encouraged school-based partners to implement Waterford and SuccessMaker

#### **PD for K-3 administrators in Common Core State Standards and effective literacy instruction – in progress**

- Ongoing: PD for administrators has been initiated and will continue

**PD for afterschool providers on CCSC – in progress**

- Three PD sessions for after-school providers on the Common Core completed

**PD for first grade teachers in CCSC, measures of success and effective assessment analysis – in progress**

- Provided PD in and implemented the following strategies: Conducting a close read, answering text dependent questions, and problem-solving unknown words

**Evidence of implementation:**

- Completion of universal reading screens in kindergarten and first grade
- Additional Pre-K seats available
- 

**Initiative 2: Talent Development Strategy**

**1. Recruitment**

**Fully implemented**

**a. New selection process and criteria for screening teachers and administrators:**

- Revamped principal screening/interview process to better identify higher quality prospects
- Created interview/selection materials for principals and administrators to increase their capacity as human capital managers

**In progress**

**b. Data collection system to analyze and identify trends in new hires to inform recruitment efforts (universities attended, highest degree, years of experience, sources of referral):**

- SY 12-13 will serve as the baseline year

**c. Shadow high profile urban districts for best practices:**

- Solicited best practices from Houston ISD and Achievement First regarding recruitment and selection

**d. HPS Diversity Recruitment Strategy created:**

- Created diversity mission statement
- Developed relationships with HBCUs and attended HBCU Marketplace
- Increased media presence in minority media outlets (Teachers of Color, CT Latino News)
- Attending minority recruiting fairs and education conferences

**e. Pipeline building - networking through referrals to tap into high level prospects within CT:**

- Solicit referrals of top educator talent from internal employees in an effort to aggressively recruit
- Solicit referrals from key external connectors; identify high performers in other districts
- Established and strengthened relationships with teacher and administrator certification programs in Connecticut and surrounding areas, which has led to increased quality of teacher and leader pipeline
- Attend regional and national conferences; host open houses, leader showcase, info sessions; serve on panels at schools of education; provide professional development on resume writing, effective interviewing, etc. to internal and external candidates

**Not begun**

**b. Arrange focus groups in Fall 2013 – will be key in helping HPS to move towards a more talent minded orientation :**

- Recruitment is exploring ways to implement a systematic referral system, so employees know that HPS is ALWAYS looking for top talent

**Evidence of intentional change in adult practices**

- Increased the number of high quality teacher candidates
- Increased the number of quality candidates for leadership positions
- Leader Showcase and Job Expo attracted 70 area administrators
- Data from the new hires will help recruiting efforts and determine where the strongest candidates come from
- Collaborating with urban districts across the country allows for continual growth in best practices for recruiting top talent
- Professional development sessions provide for networking opportunities with teachers
- Principals who are equipped with the tools and knowledge to hire top talent will have higher levels of student achievement

## **2. Staffing**

### In Progress

#### **a. Creation of interactive, shared calendars for OTM and for sharing information with other departments:**

- An interactive calendar for staffing tasks has identified projects and timelines and has hyperlinks to process folders. Within each folder, there is a detailed process document outlining the steps, all forms and documents needed to complete the task, copies of e-mails and previous documents used in previous years and all other reference material that might be needed.

#### **b. Process Compliance: review of each recommended candidate for verification of certification, education level and degree, professional references and work experience:**

- Hiring process guidelines and templates clearly outline the verification steps for candidates, with worksheets and checklists for each step of the hiring process for each candidate. This initiative should be complete by January 2014.

### Evidence of Implementation

#### **Item a**

- The interactive calendar is in operation on the department's share drive.

#### **Item b**

- An extensive collection of documents has been created and is stored on the share drive, including worksheets, checklists, and process outlines.

## **3. Information Management**

### **1. Fidelity of Year One Implementation Steps**

Action Steps in Year One	Fully Implemented	In Progress	Evidence of Implementation
1. Test and launch districtwide attendance system		<input checked="" type="checkbox"/>	>All sign-in devices installed at locations. >Employees are currently being registered (card or finger scan option). >Production server being prepared and tested.

			<ul style="list-style-type: none"> <li>&gt;Accrual rules and policies have been programmed into the software</li> <li>&gt;Munis/SmartFindExpress integration is in the final creation phase.</li> </ul>
Train all administrators, timekeepers, and employees on new time and attendance system		☑	<ul style="list-style-type: none"> <li>&gt;Test sites have been trained.</li> <li>&gt;Attendance specialist is preparing training materials for sessions to be held before the end of the school year.</li> <li>&gt;Guides will be sent to all employees before the end of the school year (official launch date is July 1, 2013).</li> </ul>
Launch first phase of Teachscape	☑		>Principals and classroom teachers have been using Teachscape since the beginning of the school year.
Create seamless integration between employee systems		☑	<ul style="list-style-type: none"> <li>&gt;Munis (ERP) integration with Teachscape and Timeforce II is in testing phase.</li> <li>&gt;Timeforce II and SmartFindExpress integration will be tested and will be ready for July 1, 2013 launch date.</li> </ul>
Increase accuracy of information by increasing automation of data collection		☑	>Timeforce II is being set up to validate information at the point of entry and to minimize the amount of information that timekeepers need to enter; this represents a capacity that has never existed in the district.
Further develop data integrity tools to frequently monitor and address data inaccuracies		☑	>OTM Information is working with PSST on customizing the data integrity tool to capture a wide range of data errors/anomalies; the tool will automatically email OTM Information a weekly report.
Work with stakeholders and system vendors to develop and customize a core group of reports (with emphasis on accuracy, timeliness, and access required for data driven decision making)		☑	<ul style="list-style-type: none"> <li>&gt;OTM Information has worked with timekeepers and Timeforce II to create custom reports to meet districts needs.</li> <li>&gt;OTM Information developed a data warehouse with PSST, which provides the district the ability to capture historical for the first time since transitioning to Munis in 2008; this data warehouse has provided us with a powerful long-term tool for creating reports, which thus far has notably produced a robust budgeting tool for all school and district leaders.</li> </ul>

**Comments regarding automation of data collection:**

Increasing accuracy of information by increasing automation of data collection is currently constrained by the main employee system that the district is currently required to use: Munis. The majority of employee information, including pay, still requires manual processing by OTM Information, which requires a significant amount of knowledge on the part of the OTM Information employees (basic “data entry” rarely applies to the complexity and scope of the information processing); this constraint represents a technological barrier, not a human or operational one. As long as Munis remains our core system, increased automation will require that we

either use more Munis modules (e.g., Munis Applicant Tracking instead of AppliTrack), that current information systems be significantly modified (e.g., complete redesign of AppliTrack application, which will require that any applicants who have completed an application in the past complete a new application), or that Munis adds better business rules validation in future versions.

In order to counter the aforementioned constraints (which exist for Finance/Payroll as well), OTM Information is working with Finance/Payroll to develop a weekly data integrity tool that will flag any data anomalies so that the small group of individuals who maintain information can make any corrections necessary in a timely manner.

Evidence of intentional change in adult practices

INFORMATION	EVIDENCE OF INTENTIONAL CHANGES
Test and launch district-wide attendance system	>SmartFindExpress was successfully launched in July 2012 and all schools are using it. >Timeforce II and the electronic sign in devices have been used in test sites since the beginning of the school year; employees at test sites have adjusted to the practice of signing in electronically and compliance has increased steadily since the start; timekeepers have also used the new software (in conjunction with Munis until the official July 2013 launch) to run reports and monitor attendance.
Launch first phase of Teachscape	>Principals and classroom teachers have been using Teachscape since the beginning of the school year >Administrators have participated in lengthy process of becoming certified Teachscape evaluators.

**\*\*\*Intentional change in adult practices will increase significantly in July 2013, the official launch date for multiple projects: Timeforce II, PSST Reports, and Data Integrity Tool (DIT).**

**4. Professional Learning**

In progress

**a. Identifying the needs of each school:** A framework for a systematic coordination between the Department of Professional Learning, the Office of the Chief Portfolio Officer, and the Office of Research and Assessment has been developed in order to align professional learning with the specific needs identified through teacher evaluation and communicated during the school quality review process. Additionally, monthly Professional Learning meetings will be held with the Portfolio Directors to further support the school quality process.

In progress

**b. Monitoring professional development strategies in School Improvement Plans:** A cohort of second and third-stage teachers has received training in strategies for implementing professional learning at the building level. We have worked closely with Achievement First, the National Institute for School Leaders, and Jim Knight to provide training on peer coaching as a means of supporting the transference of knowledge acquired during the professional learning sessions into the classroom.

In progress

**c. Professional learning for leaders based on school quality process:** We have put in place a teacher career pathway that includes support for beginning teachers through the TEAM process and also provides teacher/leader opportunities that continue to build capacity and resiliency. The HPS has entered into a partnership with the UConn Neag School of Education to offer a Hartford specific Educational Leadership (092) program that is based on the nationally recognized UCAPP program. We have also collaborated with the University of St. Joseph to offer a 15 credit Middle School certificate in support of our Middle Years initiative that can also be applied to a Masters’ in Education program at the University.

### Fully implemented

**d. Develop a cadre of teacher leaders to assist in the design and implementation of professional learning modules:** The Hartford Public Schools continues to focus on developing opportunities for those teachers who have a disposition for building leadership. We put in place an Aspiring Leaders program for those who already hold their 092 certification. Three of the 15 members of the cohort have already transitioned to leadership roles within the district. We continue to implement the Travelers' Leadership Academy of Hartford Resident Principals' program and the Achievement First Resident Principals' program as a means of developing leaders from within the district.

### Evidence of implementation

#### **Item a**

- Bi-monthly meetings have been established with Executive Directors and Directors from the Office of Research and Assessment and the Office of the Chief Portfolio Director where areas of need have been identified and addressed through Professional Learning opportunities.
- A plan for monthly meetings with the Director of Professional Learning and the six Portfolio Directors beginning in July, 2013 has been developed in collaboration with the Interim Assistant Superintendent of K-12 Education.

#### **Item b**

- Bi-monthly professional learning sessions have been implemented that support teacher leaders who turnkey district trainings in their individual schools.
- Teacher leaders and administrators have participated in two professional learning opportunities led by Jim Knight from the Instructional Coaching Group. A third session was held on May 17, 2013.
- The fifteen members of the 2012 – 2013 HPS Aspiring Leaders' Cohort participated in three days of Instructional Coaching for Leaders professional learning activities led by the National Institute for School Leaders.
- Members of the Office of Talent Management and the Office of Research and Assessment have attended professional learning seminars led by Achievement First. These include AF's new teacher and leader onboarding, one-to-one sessions at an AF school, and small group professional learning sessions.

#### **Item c**

- Monthly meetings are conducted with the district lead mentors to ensure the needs of the TEAM teachers are being addressed at each of the schools.
- Bi-monthly meetings are conducted with the district mentors to ensure the needs of the TEAM teachers are being addressed at each of the schools.
- Monthly professional learning sessions are held for teachers in the TEAM program to ensure they are receiving the supports they need in order to be successful in their teaching practices. There are differentiated learning opportunities available to them and they are able to choose classes that are meaningful to their practice.
- Applications for the HPS/UConn-UCAPPS 092 Educational Leadership program have been received and the selection process is currently being conducted.
- Information sessions for the University of St. Joseph Middle Years certificate program are being held so interested teachers can receive details and ask questions.

#### **Item d**

- The 2012-2013 HPS Aspiring Leaders' cohort has successfully completed nine full days of training focused on the skills and concepts leaders need in the areas of ELL, Special Education, and Instructional Coaching.

- The 2012-2013 Achievement First/HPS Resident Principals' program has two participants who have been placed in an AF school for half the year and are currently finishing their residency in a HPS for the remainder of the school year. The Travelers' Leadership Academy of Hartford Resident Principals' program has one participant who is finishing their residency in a HPS. The three resident principals have completed the districts' Central Office Principal screening process and are currently interviewing for open principal positions in the district.
- Candidates for the 2013-2014 Achievement First/HPS Resident Principals' program have completed the interview process and final selections will be made in the near future.
- Applications for the Travelers' Leadership Academy of Hartford Resident Principals' program have been submitted and the interview and selection process is scheduled for the beginning of May.

#### Evidence of intentional change in adult practices

##### **Item a**

- District early release days have been planned collaboratively with the Office of Research and Assessment and the Office of the Chief Portfolio Director. The offerings have been aligned with the components of the Charlotte Danielson Framework for Teaching and the needs identified through the school quality process.

##### **Item b**

- Teacher leaders have successfully turn keyed professional learning modules in their individual schools.
- Teams of teachers using the strategies learned during peer coaching professional learning are evident in some schools in the district.
- The fifteen members of the 2012-2013 HPS Aspiring Leaders' Cohort have developed action plans for a peer coaching model to be implemented in their individual schools.
- Members of the Central Office staff trained in peer coaching have integrated the strategies learned into the work they are doing with teachers throughout the district.

##### **Item c**

- Teachers in the TEAM program are successfully completing the required program modules.
- Evaluations from participants in the monthly meetings indicate their individual needs are being met.
- Twelve applications for the HPS/UConn-UCAPPS 092 Educational Leadership program have been submitted by teachers who were recommended by a HPS administrator.
- Several teachers have attended informational sessions or inquired by phone or email about the University of St. Joseph Middle Years certificate program.

##### **Item d**

- Action plans have been developed by the fifteen participants in the 2012-2013 Aspiring Leaders' Cohort in correlation with the knowledge and skills gained in the program in the areas of ELL, Special Education, and Instructional Coaching.
- Three members of the cohort have moved to leadership positions in the Hartford Public Schools.
- The knowledge and skills gained by the participants in the Achievement First/HPS Resident Principals' program and the Travelers' Leadership Academy of Hartford Resident Principals' program are being applied in the schools they are currently serving in.

## Evidence of progress in achieving student performance targets

The 2012-2013 school year was a baseline year and the impact on student achievement cannot be determined at this time.

### **5. Performance Management**

#### Fully Implemented

**a. Implement baseline year teacher evaluation process:** All HPS classroom teachers participated in a teacher evaluation process that focused on classroom observations as aligned with CSDE core requirements. HPS implemented this CSDE core requirement one school year ahead of the CSDE timeline.

**b. Conduct all classroom teacher evaluations using Danielson’s Framework for teaching:** All HPS classroom teachers’ observations were based upon the Danielson Framework For Teaching as aligned with CSDE core requirements.

**c. All demonstrators will demonstrate proficiency in understanding and applying the Danielson Framework:** All HPS administrators were required to demonstrate proficiency in applying the Danielson Framework For Teaching by passing an assessment entitled, “TeachScope Framework For Teaching Proficiency Assessment.” Administrators were not able to conduct classroom observations until the assessment was passed.

#### In Progress

**d. Develop a new teacher evaluation system aligned with CSDE reforms including multiple measures such as student performance on state testing:** A new teacher evaluation process was collaboratively developed with administrators, teachers and union leadership and submitted to the CSDE, April 2013. The process is aligned with CSDE core requirements and will be fully implemented in the 2013 – 2014 school year.

**e. House all evaluations on the Advance human capital management system:** All classroom teacher evaluations for 2012 – 2013 will be housed in the TeachScope Advance / Reflect Live human capital management system. Select non-certified employees’ evaluations will be housed in the system for 2013 – 2014.

#### Evidence of implementation

##### **Items a and b**

- HPS Teacher Evaluation Handbook 2012 – 2013 Baseline Year was approved by teacher evaluation committee which includes Hartford Federation of Teachers (HFT) union leadership. Handbook outlines classroom teacher observation requirements and use of Danielson Framework For Teaching.

##### **Item c**

- 98% of central office and building administrators have passed the TeachScope Proficiency Calibration Assessment, which entailed 15 – 30 hours of training and test taking.

##### **Item d**

- Connecticut State Department of Education currently in possession of teacher evaluation submission.

##### **Item e**

- Teacher performance data on classroom observations and administrator progress in completion of classroom observations is available through TeachScope.

### Evidence of intentional change in adult practices

#### **Items a and b**

- Over 4000 observations have been conducted during the 2012 – 2013 school year as opposed to only approximately 1000 the previous school year.
- Average Observation ratings as of April 2013. Overall performance ratings of teachers receiving needs improvement has increased and teachers receiving highly effective has decreased from the 2011 – 2012 school year.

Highly Effective	12%
Effective	77%
Needs Improvement	10%
Ineffective	1%

#### **Item c**

- As of April 2013, 2% of administrators have not passed the TeachScape Proficiency Calibration Assessment. These administrators have not conducted teacher classroom observations.

#### **Item d**

- A continuation of consensus building between HPS administration, teachers and union leadership on the district teacher evaluation committee started 2 years ago.

#### **Item e**

- All classroom teachers have completed their pre and post observation forms on TeachScape.
- All classroom teachers have completed their Danielson FFT self-assessment on TeachScape.
- All legal signoffs for observation reports have occurred on TeachScape.

### Evidence of progress in achieving student performance targets

Overall, 2012 – 2013 is a year to determine a baseline for teacher effectiveness. Therefore, any progress in achieving student performance targets as a result of this work cannot be determined at this time.

### **Initiative 3: Student Support: Scientific Research-Based Intervention Initiative**

#### **1. Expand NWEA assessment to grades 1-12 – fully implemented:**

- Students in grades 1-12 were tested three times during the 2012-13 school year, in fall, winter and spring.
- MAP teams at each school completed three workshops: MAP administration in September 2012; Stepping Stones to Using Data in October 2012; and Climbing the Data Ladder in December 2012. Each team then turn-keyed the initiative to the staff in their schools. An additional workshop on Growth and Goals is planned for fall 2013.

#### **2. Begin implementation of the whole framework of interventions, beginning with focus schools, including**

**the use of specific instructional strategies and computer-based programs in reading – fully implemented:**

- Started implementation work group and developed operational plan for schools
- Developed intervention toolkit, housed on internal intervention website
- Continued implementation of PBIS, which began in HPS in 2008-2009. Currently, 26 schools use PBIS as their social/emotional character education, with four different school cohorts at various levels.
- I-Ready reading program implemented in four schools, started with middle school level. I-Ready is based on the Common Core, diagnoses and prescribes, provides a significant amount of practice.
- Purchased upgrade and new materials for Read 180, which are Common Core-aligned and include more writing and research writing. Read 180 has been implemented at 13 high schools and 22 K-8 schools. At the beginning of the year a team of Intervention Specialists and members of the Scholastic team set district goals, coaching goals, created a professional development and training plan and monitored progress through gains analysis checks. Support has been provided to the schools on a variety of levels. Professional development was provided for both new and experienced teachers and a plan for job-embedded PD was developed and implemented that included coaching and additional training.

**3. Provide professional development related to SRBI for teachers, administrators and families, including the development of webinars – partially implemented:**

- Seven high schools introduced to the framework of interventions in November 2012; schools were provided with guiding documents and support from the intervention team to create system for their schools built upon the foundational elements.
- In February 2013, the framework was rolled out to staff from all schools using a train-the-trainer model. Representatives from each school were introduced to the foundational elements, the operational blueprint and the intervention tool kit and provided with strategies to introduce the framework to staff in their schools.

**4. Provide support for the schools through the three intervention specialists – fully implemented:**

- Three intervention specialists worked with the schools, providing support for effective data teams, effective instruction, and the development and implementation of a system of interventions.

**5. Introduce and begin the use of an early warning system – partially implemented:**

- At-risk indicators have been identified and criteria have been developed to place a student into Tier 1 (on track), Tier 2 (starting to become at-risk for graduation), or Tier 3 (at risk for graduation). PowerSchool is being developed to collect and disaggregate the data and will compile the indicators to holistically identify students who are most at risk for dropping out so schools can identify specific interventions needed. Currently the early warning system is focused on high school students; a second set of at-risk indicators is being developed for grade 8 students.

Evidence of effectiveness:

Item 1

- Reports have been developed that represent overall student growth toward targets and percent of students increasing, maintaining and decreasing levels of achievement from one test administration to the next.
- Reports are being used to inform classroom instruction.
- Analysis of MAP scores at the school and district level has increased our level of data literacy by increasing: the ability to make use of multiple data sources; the skill to interpret data accurately; and the capacity to engage in productive collaborative inquiry with colleagues.

Item 2

- Operational plan is in place and intervention toolkit is available on internal website.
- Results of use of I-Ready: In reading, 711 students completed 29,633 lessons, of which 23,230 passed with an average of 80% accuracy; in math, 684 students completed 25,623 lessons, of which 20,352 passed with an average of 89% accuracy.

Item 3

- Documentation of training activities
- School Intervention Plans

Evidence of intentional change in adult practices:

Item 1

- Teachers are administering MAP assessments three times a year in every grade

Item 2

- Teachers utilized MAP Support materials (Descartes) to target instruction.
- Teachers implement the Read 180 program and administer the Scholastic Reading Inventory three times a year to monitor student progress and growth
- Eight training sessions related to Read 180 were completed.

Item 3

- School leadership and intervention specialists are planning for Summer Intervention 2013 through the use of the foundational elements and guidelines in the SRBI framework.

Item 4

- Intervention specialists and school-based leadership have developed an increased understanding of tracking the progress of students using CCSS aligned standards.
- Intervention specialists have increased the effectiveness of the data teams as evidenced by the data team rubric.

**Initiative 4: School Quality Approach**

**1. Curriculum – in progress**

a. Review data to inform district support levels; b. Monitor school-based data related to AP and ECE classes; c. Monitor SAT data across the schools and set improvement targets; d. Through learning walks, monitor college-going culture and college-ready curriculum in all schools

- Looking at wide range of data – NWEA assessments, SAT, PSAT, attendance, credit attainment, student engagement in extra-curricular activities, suspensions, referrals – which is reviewed in school quality meetings to identify trends and needs for support. Using an electronic process for data monitoring, which provides more frequent data and can be disaggregated on an ongoing basis. Meeting conducted with UCONN ECE director, Chief of Research and Assessment, and Director of College and Career Readiness to review data and develop plan to expand program, and also with Director of CCR and principals of intervention schools to review ECE data and develop plans for strengthening; College Board Integrated Summary Reports distributed to all secondary principals to review AP, SAT and PSAT data and to set improvement targets. Impromptu learning walks and feedback to principals have continued.

**2. Quality instruction – in progress**

a. Monitor the implementation of homework guidelines; b. Monitor the implementation of SAT prep into core instruction; c. Monitor the integration of common core standards in reading, writing and math across the curriculum

- Homework guidelines work group was established which drafted new guidelines; SAT Prep is being written and embedded into the curriculum as it is being developed. A Curriculum Development &

Instructional Improvement Plan was developed and implemented. SAT Prep PD was conducted in February 2013 for teachers, counselors, deans and other school staff. A cross-departmental team of central office staff has been assembled to provide diverse perspectives on CCSS.

### **3. Innovative Leadership – in progress**

a. Monitor data teams at the school level for alignment to strategic priorities; b. Provide differentiated PD for school leaders on implementation of middle years design standards; c. Monitor development and implementation of School Accountability Plans in alignment with strategic priorities of the district.

- Based on data reviewed at School Quality Meetings, the Office of Pre-K-12 and the Intervention Specialists have conducted visits to observe and support data teams at the school level and other identified needs.

### **4. School Design Fidelity – in progress**

a. Provide differentiated support for leaders on implementation of school design; b. Provide support for high school principals on college-readiness strategies; c. Monitor choice data to evaluate access to high-quality, college-ready high schools.

- Several planning and monitoring sessions were conducted with secondary school principals and school-based staff to establish, support and sustain a college-going culture aligned to current school design; looking at trend data and beginning to try to align school design to data findings.

### **5. Family and Community Engagement – in progress**

a. Monitor data on School Governance Council and PTO participation to inform improvement planning with principals

- School Governance Council structure and membership is monitored at each School Quality meeting as a part of our standing agenda

### **6. Capacity Building – in progress**

a. Monitor professional development strategies in School Improvement Plans for alignment to strategic goals, including common core implementation; b. Monitor implementation of professional development for grade 6-8 teachers across the district on appropriate pedagogy for adolescent learners; c. Plan and implement differentiated professional development for school leaders based on school quality process.

- CCSS-aligned professional development has been offered district-wide during district PD days. In addition, the district literacy coaches meetings were revamped this year to become a PK-12 Literacy Leadership Team focused on implementing CCSS-aligned curriculum, instruction, and assessment specific to each grade level.

Evidence of implementation: Ongoing data collection and review meetings; meetings with principals.

Evidence of intentional change in adult practices:  
Changes in school plans as a result of data review.

Evidence of progress in achieving student performance targets:

While critical data on student achievement is not yet available for 2012-13, the graduation rate at one of our low-performing high schools – OPPortunity High School – increased by 17%.

### **Initiative 5: Middle Years Redesign**

#### **Fully implemented:**

2A) Quality Instruction: Establish research-based instructional guidelines to be included in the Middle Years Design Standards

- The Middle Years Workgroup completed a standards document that was adopted in Spring 2012.

4A) Create Middle Years Design Standards describing key elements and indicators of a successful middle school based on national standards

- The Middle Years Workgroup completed a standards document that describes the key elements of successful middle schools spanning the following areas: Strong Systems of Leadership, High Expectations for Student Performance, Positive School Environment, and Effective Professional Learning Communities.
- The standards were developed based on research articles, reports, and visits to successful middle schools within and outside of Hartford.

**In Progress:**

3A) Innovative Leaders: Create a training module for existing and emerging leaders specific to middle level school leadership

- Currently, there is an established group of middle school principals, assistant principals and other district leaders that meets on a monthly basis. The group engages in a roundtable discussion centered on the Middle Years Standards. Principals and other school leaders receive professional development specific to middle school through this sharing of practice.
- One of the products of this group will be a Middle Years Best Practices Handbook, a document that emerging middle school leaders can reference as they improve their practice.
- Once the handbook is completed, the next step will be to create a module that walks emerging and existing leaders through targeted best practices and reflection in a strategic sequence.

4D) School Design Fidelity: Implement Middle Years Design Standards for middle years structure (all three grades).

- The Middle Years Design standards have been shared with all middle school principals and are being used as a guiding document for middle school leadership.

4E) School Design Fidelity: Engage middle years students in student community meetings, advisories, and/or grade level celebrations and team building as part of the weekly schedule.

- Community meetings, advisories, and grade-level celebrations are in place at most middle schools, but more work needs to be done to document the frequency, structure, and success of these meetings.

6E) Capacity Building: Provide differentiated professional development to schools that need support in their middle years design implementation in collaboration with partners.

- All middle school principals have the opportunity to participate in a Middle Years Professional Learning Community in which participants set the agenda based on their needs. The group has been meeting for several months with a diverse group of participants. However, because these meetings are not mandatory, the attendance varies from meeting to meeting.
- 

**Not Begun:**

1E) Relevant Curriculum: Define library research skills and computer literacy for middle years students including organizational skills.

- With the re-organization of Central Office, a person responsible for educational technology will take on this work and will coordinate with our communications and professional development team to roll out technology, organizational, and research skills appropriate to middle school students.

4C) School Design Fidelity: Implement professional development for principals on the Middle years Design

Standards and process for the development of Middle Years Implementation Plans.

- We are in the process of restructuring our professional development model, district-wide, so although individual schools are providing professional development around middle years best practices, little district-wide professional development in this area has occurred.
- The professional development specific to middle schools has been informal, or conducted in on ad-hoc basis by the Office of Research and Assessment, building staff, or the Safe School Climate Coordinator.

4F) School Design Fidelity: Following establishment of benchmark in 2012-2013, evaluate successful implementation of Middle Years Implementation Plans based on established rubric.

- We have decided that creating a rubric for Middle Years Implementation Plans is not an effective strategy to support our middle school leaders and have decided not to move forward on this action step.

6D) Capacity Building: Provide training for grade 6<sup>th</sup>-8<sup>th</sup> grade teachers on teaching the adolescent; training to occur within the first year teaching a middle grade.

- The training for grade 6<sup>th</sup>-8<sup>th</sup> grade teachers on teaching to the adolescent has been informal and driven by school leaders, rather than district leaders.
- Trainings for Community Schools and community partners have occurred twice and were well-attended.

## 2. Impact of Implementation (metrics/ measures/indicators of progress)

- Evidence of intentional change in adult practices

*The Office of Talent Management will provide TeachScope data to inform the District on adult actions.*

- Evidence of progress in achieving student performance targets

*Please see attached data showing CMT, NWEA MAP, Climate Survey and attendance data.*

### NWEA MAP Data, 2013

Test	School	Grade	Number of Students	Projected Growth Not Met N	Projected Growth Met N	Projected Growth Not Met %	Projected Growth Met %
Mathematics	DISTRICT	6	1353	640	713	47.3%	52.7%
Mathematics	DISTRICT	7	1360	745	615	54.8%	45.2%
Mathematics	DISTRICT	8	1393	775	618	55.6%	44.4%
Reading	DISTRICT	6	1351	613	738	45.4%	54.6%
Reading	DISTRICT	7	1360	704	656	51.8%	48.2%
Reading	DISTRICT	8	1357	802	555	59.1%	40.9%
Language Usage	DISTRICT	6	1341	633	708	47.2%	52.8%

Language Usage	DISTRICT	7	1383	723	660	52.3%	47.7%
Language Usage	DISTRICT	8	1361	768	593	56.4%	43.6%

### **CMT Matched Cohort Data**

	Number of Students	2011 Achievement Index	2012 Achievement Index	Change
<b>District Average Grade 5 to Grade 6</b>	<b>1544</b>	<b>52.8</b>	<b>58.6</b>	<b>5.8</b>
<b>District Average Grade 6 to Grade 7</b>	<b>1637</b>	<b>61.2</b>	<b>59.5</b>	<b>-1.7</b>
<b>District Average Grade 7 to Grade 8</b>	<b>1611</b>	<b>57.7</b>	<b>55.9</b>	<b>-1.8</b>

### **School Climate and Connectedness Survey, District Average 6-8 Factor Scores**

*The survey given to students in Grades 5-12 asked questions that were grouped into 8 different categories referred to as “factors” and listed below. A number of statements were presented to the students in each factor, which students were then asked to identify how much they agreed with the each statement on a 5 point Likert scale (from 1 being ‘Strongly Disagree’ to 5 being ‘Strongly Agree’).*

Climate Survey Factor	2013 Average Score Grades 6-8
Caring Adults	<b>3.8</b>
High Expectations	<b>4.3</b>
Parent and Community Involvement	<b>3.6</b>
Peer Climate	<b>3.0</b>
Respectful Climate	<b>3.8</b>
School Leadership and Student Involvement	<b>3.7</b>
School Safety	<b>3.4</b>
Social and Emotional Learning	<b>4.0</b>

### **Initiative 6: College Readiness**

#### **1. Relevant Curriculum**

Fully implemented:

b. Implement, monitor and evaluate a college and career counseling curriculum; c. Implement the SAT during

the school day at no cost to students (ongoing); f. Provide a structured and comprehensive approach of academic support for students who are at or below grade level.

- College and Career Counseling Curriculum pilot at Academy of Engineering and Greet Technology and Academy of Nursing; College and career counseling components (not full curriculum) being implemented as part of the SSP; SAT contract for school day administration 2013-14 being finalized

Evidence of implementation:

- SAT Senior Participation Rates: 579 in 2009-10; 765 in 2010-11; 925 in 2011-12
- SRBI plans created by Office of Research and Assessment/Exec. Dir. Of Intervention and Assessment

In progress:

a. Implement action plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment; d. Update high school graduation policy ensuring alignment with CCSC, college readiness skills and admissions requirements for 4-year colleges/universities; e. Monitor and evaluate college-ready curriculum across district.

- We are working with the Journalism and Medea Academy and Culinary Arts Academy to strengthen and expand UCONN ECE program, UHART College Now program, and Goodwin College ECE program. The Nursing Academy added courses to the ECE program; Law and Government is adding 4 teachers to the UCONN ECE program; Bulkeley Upper is providing additional instructional support to AP-enrolled students. A superintendent's work group on graduation requirements was formed. One sub-group focused on updating the graduation requirement district policy to ensure alignment with CCSS, college readiness skills, and admissions requirements for 4-year colleges and universities. In addition, a Curriculum Development and Instructional Improvement Plan was developed and implemented that revises/develops curriculum that is CCSS aligned and college-ready, with 2012-13 the first year of implementation.

## 2. Quality instruction

Fully implemented:

a. Embed SAT preparation into instructional practices; c. Increase focus on reading, writing and math across the curriculum as key skill development areas for college readiness

- SAT prep is available as do-nows and is being written into curriculum as it is being developed so that it is more embedded into instruction. CCSS-aligned PD has been offered district-wide during district PD days. In addition, the district literacy coaches meetings were revamped this year to become a PK-12 Literacy Leadership Team focused on implementing CCSS-aligned curriculum, instruction, and assessment specific to each grade level.

Evidence of implementation:

- SAT Prep PD conducted on February 27, 2013, for teachers, counselors, deans, and other school staff
- "Do Now" items created and posted on Office of Research and Assessment site for teacher use

In progress:

b. Provide professional development on implementation of homework guidelines; d. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.

## 3. Innovative Leaders

Fully implemented:

c. Develop plan to co-host first STEM leadership conference.

Evidence of implementation:

- STEM Leadership Conference held at the CT Science Center October 2012
- In May, students participated in the first annual STEM Exposition, which encourages student interest, recognizes work, and exposes students to scientists, doctors, engineers and other STEM professionals.

In progress:

a. Research local best practices to develop a plan to implement a school-based philosophy, belief system, innovative strategies and measurement tools to create and nurture a college-going culture, including the use of a College and Career Readiness Plan; b. Develop plan for hosting National Academy Foundation student leadership regional conference;

#### **4. School Design Fidelity**

Fully implemented

a. Ensure that documented college readiness strategies and action steps are reflective of school themes and incorporated into instructional practices and into evaluation structures as part of School Accountability Plans (ongoing)

Evidence of implementation:

- School Design Profiles

In progress:

b. Evaluate Choice Program and ability to meet demand and ensure access; c. Examine PreK-12 pathways and their effectiveness in preparing students to be college-ready and explore connections to post-secondary areas of study.

#### **5. Family/Community Engagement**

Fully implemented:

b. Develop and implement a college visit program for parents; c. Conduct community forums on college awareness including motivational speakers and open dialogue with parents; d. Design a College Awareness course to be taught in the Parent Academy.

- A parent and student college tour of UHART was conducted in October 2012. Four community conversation/forums were conducted for parent and students. Four sessions of a college awareness course for the Parent Academy were scheduled.

In progress:

a. Conduct a landscape review of existing college support programs (e.g., Career Beginnings, Upward Bound) to develop a coordinated and integrated plan that aligns school and community resources for broader college support system

- A College Supports Work Group consisting of community leaders, HPS staff, BOE members, Higher Ed, business partners and CBOs has analyzed college support data collected through surveying 50+ programs, and a CCR initiative, report and recommendations is being compiled

#### **6. Capacity Building**

Fully implemented:

b. Provide professional development to identified staff in areas designed to support students' college application process, including FAFSA training; c. Develop new partnerships with businesses and community-based organizations to increase internship opportunities; d. Coordinate and facilitate the systemic implementation of electronic student success plans.

Evidence of implementation:

- PD was conducted for School Counselors and College Career Specialists to support college application process. Three FAFSA meetings/trainings were conducted as part of the FAFSA completion project. Manchester Community provided 1 on 1 in-school support for FAFSA completion. Participation in College Goal Sunday (FAFSA completion day in CT). A financial literacy workshop was conducted with CT higher ed. Internship Work Group recommendation will be piloted in 5 schools this summer. Student Success Plan professional development sessions were conducted. Data uploads to support implementation of electronic tool (Connect EDU) were completed. One-to-one school-based support for

the creation and implementation of Student Success Plans was provided. School-based Student Success Plan Implementation Teams were established.

In progress:

a. Design, monitor, implement professional development on effective instruction (e.g. modalities of learning, use of diverse instructional strategies across grade levels, gradual release of responsibilities based on needs and performance of the learner). (ongoing)

Evidence of intentional change in adult practices:

- CCR Plans developed by school-based staff
- SSP implementation teams formed
- Increase in collaboration between school counselors and college career specialists
- Increase in collaboration with higher education partners at specific schools

Evidence of progress in achieving student performance targets:

- District NGA cohort graduation rate for Class of 2012: 64.8% (3.3 point increase)
- 10<sup>th</sup> grade CAPT: Results to be released July 2013
- SAT scores for junior participants: Results to be released June 2013

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

There are no key initiatives that the district will stop or discontinue.

## 6. Year 2 Priorities

**Instructions:** District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, year one progress, and the needs analysis to identify three to four priority areas for the year two Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments, (2) educator evaluation and support (for both teachers and administrators), and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for year two and indicate whether they are new or continued initiatives from year one. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	Talent Development Strategy, including educator evaluation and support	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	K-3 Literacy (linked to HPS strategic goal #1:Third Grade Promise	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	Intervention in low-performing schools, including student support through SRBI, middle years redesign, college readiness and school quality approach	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	Transition to Common Core State Standards and new assessments. (While this was not identified as a separate initiative in 2012-13, it was interwoven throughout our initiatives through various strategies and action steps.)	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority

Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

The four priorities chosen by Hartford Public Schools reflect the district’s Strategic Operating Plan and are designed to support the district’s theory of change; i.e., the Portfolio Model with Managed Performance Empowerment.

Talent Development Strategy: This priority is a cross-cutting strategy that affects all our schools and reflects the research on the importance of having highly effective teachers and school leaders, particularly in struggling schools. The Talent Development Initiative is aimed at increasing the number of highly effective teachers and leaders who will increase our capacity to accomplish all our other strategies.

K-3 Literacy: This priority reflects Goal #1 of the HPS Strategic Operating Plan for 2011-2016, the Third-Grade Promise: All students who enter a Hartford Public School at grade Pre-K or K will read at or above grade level by the end of third grade. This goal is based on the recognition of the critical importance of reading to the achievement of the district’s overall goal of College and Career Readiness.

Intervention in low-performing schools, including student support through SRBI, middle years redesign, college readiness and school quality approach: Two of the components of this priority reflect goals of the HPS Strategic Operating Plan – Goal 2: Middle Years Redesign (“All middle grades students will demonstrate sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum”) and Goal 3: College Readiness (“All students earning a Hartford Public School diploma will demonstrate college readiness.”) Both goals are directly linked to the overall HPS goal of college and career readiness. SRBI and other student supports represent a cross-cutting strategy that impacts student achievement in all areas and is aimed at ensuring increased achievement for all Hartford students. Our School Quality Approach addresses the need to monitor our portfolio of schools for fidelity of implementation, use of data and other strategic approaches.

Transition to Common Core State Standards and new assessments: This priority is recognized as a critical component of all the district’s efforts to achieve college and career readiness for all students by improving academic rigor throughout the curriculum.

If not explicitly identified as priority areas, explain how the district will address the CSDE’s three focus areas for year two of the Alliance District program. Briefly describe the district’s strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district’s strategy to intervene in its lowest-performing schools in Section #7.

All three focus areas are explicitly identified as priority areas for Hartford Public Schools.



**Instructions:** For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify an expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during year two of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014, and/or summer 2014). The information provided will serve as the foundation for the year two CSDE support and monitoring.

<b>Priority #1:</b> Insert the year two priority below.
Talent Development Strategy
<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.
<p>The mission statement of the Office of Talent Management summarizes the district’s comprehensive approach in the area of talent development. It states: “The Office of Talent Management will ensure that each school is led by an effective leader and that each leader has the support to develop and retain highly effective teachers from recruitment to induction and ultimately throughout their career path development.” The approach includes action steps in the areas of recruitment, staffing, information, professional learning and performance management. It includes the implementation of a new evaluation process, using the Charlotte Danielson Framework for Teaching, in alignment with CSDE reforms.</p> <p>The Talent Development initiative includes one new position, which is:</p> <ul style="list-style-type: none"><li>Operational Coach – This position will assist schools and instructional leaders with operational issues in order to increase school leaders’ focus on instructional leadership and student achievement by coaching facilitation and training of operational staff. The position will focus primarily on schools identifies as “in need of improvement.”</li></ul>
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #1?
<p>Recruitment: Increased number of high-quality teacher and administrator candidates.</p> <p>Staffing: Overall performance ratings of teachers and administrators will demonstrate an increase in effective and highly effective educators.</p> <p>Information: Increased accuracy of information to inform all areas of Talent Management.</p> <p>Professional learning: Increased capacity to address teacher and administrator learning needs and to offer pathways for career growth.</p> <p>Performance management: Increase accuracy and consistency in evaluations to support increased educator effectiveness and personalized professional learning.</p> <p>Overall: Increased student achievement as a result of an increased number of highly effective and effective teachers and administrators.</p> <p>In addition, this priority is viewed as a key component in achieving all the district performance targets. The metrics included in the district performance targets include:</p>

1. K-3 Reading Readiness (as measured by district proficiency on DRA2)
2. 3<sup>rd</sup> Grade reading at or above proficient (CMT and MAS)
3. 6<sup>th</sup> Grade matched cohort – overall reading index; overall achievement index (CMT and MAS).
4. 7<sup>th</sup> grade matched cohort – overall reading index; overall achievement index (CMT and MAS)
5. 8<sup>th</sup> grade matched cohort – overall reading index; overall achievement index (CMT and MAS)
6. 10<sup>th</sup> grade – overall reading index; overall math index; overall science index; overall writing index (CAPT and MAS)
7. 11 Grade mean SAT score
8. CMT DPI – students with disabilities and ELL students
9. CAPT DPI – students with disabilities and ELL students
10. 4-year cohort graduation rate and extended graduation rate

Specific targets for 2013-14 are under development.

### Priority Area #1: Recruitment

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
1.1 Develop strategic approach to human capital development that increases the number of effective and highly effective teachers who are hired and retained	<ul style="list-style-type: none"> <li>• Analyzed candidate data by:               <ul style="list-style-type: none"> <li>○ University or alternate route program (ARC and TFA) attended</li> <li>○ Highest degree</li> <li>○ Years of experience</li> <li>○ Success rate in district over the span of 3-5 years</li> </ul> </li> <li>• Modified recruiting efforts to those that yield the best return on investment</li> <li>• Built on recruitment challenges and trends from previous recruiting season</li> <li>• Updated pipeline building plan for each subject area and school design</li> <li>• Analyzed data from exit interviews to determine departure reasons</li> </ul>	✓	✓	✓	✓	✓

	<ul style="list-style-type: none"> <li>• Explored different strategies for exit interviews</li> </ul>					
<p>1.2 Align recruitment strategy approach to portfolio model to increase number of highly effective educators</p>	<ul style="list-style-type: none"> <li>• Allocated resources to increase number of recruiters to become subject area (math, science, SPED/LSH, administration, world languages, ELL/TESOL, bilingual, early childhood, elementary, English, reading, social studies, specials) and theme-based (IB, Montessori, Expeditionary Learning) experts</li> <li>• Increased positive and consistent communication and outreach with strong candidates</li> <li>• Designed interview and selection toolkit using school-specific desired competencies and rigorous interview techniques (develop sample lesson evaluation rubric aligned to desired hiring criteria)</li> <li>• Screened for specific skills required for each school's unique theme</li> <li>• Identified potential vacancies early and start recruiting and hiring high quality candidates</li> </ul>			✓	✓	✓
<p>1.3 Coordinate HPS Diversity Recruitment Strategy to increase the number of diverse teachers and administrators to break down barriers, close the achievement gap, and prepare our students for success in college and beyond.</p>	<ul style="list-style-type: none"> <li>• Implemented HPS Diversity Recruitment Marketing Plan (social media, webinars, online advertising, job boards, etc.)</li> <li>• Increased diversity pipeline (10% increase in number of candidates of Color who are interviewed for positions; 5 new publications focused on people of Color; 50 new contacts of Color added to Candidate Management System)</li> <li>• Attended and recruited at minority educator conferences (Hispanic Association of Colleges and Universities, Historically Black Colleges and Universities, National Chinese Language Conference, National Forum for Black Public Administrators, Women of Color STEM Conf. etc.)</li> </ul>		✓	✓	✓	✓

	<ul style="list-style-type: none"> <li>Established relationships with university minority teacher associations</li> <li>Initiated partnership with UConn and formed working group to create BHS Teacher Prep “Hartford Grown” teachers of Color initiative</li> </ul>					
<p>1.4 Coordinate school recruiting plans that support the Managed Theory of Action approach and unique needs of theme-based schools (Montessori, Expeditionary Learning, STEM, etc.)</p>	<ul style="list-style-type: none"> <li>Hosted interactive events online and in person (webinars, resume writing workshops, info sessions, open houses, student teacher receptions, etc.)</li> <li>Used resource groups to identify external talent (LinkedIn, Facebook, Twitter, professional organizations, etc.)</li> <li>Created a detailed and focused career app for candidates</li> <li>Identified &amp; initiated outreach to high performers in other districts</li> <li>Developed and initiated strategy to recruit highly effective teachers and proven administrators for hard-to-staff schools and subject areas</li> <li>Examined results of principal focus groups (school design specific needs and future goals)</li> <li>Determined staffing trends – thriving areas, shortage areas, theme-based skill set requirements</li> <li>Developed recruiting plans that align with each schools’ design specifications and student achievement goals</li> <li>Increased principal capacity as human capital managers (60% of principals to attend or host at least one recruitment event)</li> </ul>			✓	✓	✓
<p>1.5 Provide support for recruiter learning and development that leads to the hire and retention of highly effective teachers and administrators</p>	<ul style="list-style-type: none"> <li>Solicited best practices from high profile urban districts, i.e., Urban Schools Human Capital Academy and Portfolio School District Network member districts</li> <li>Thought partnered and shared best practices with high performing recruiting organizations (TFA and Achievement First) on human capital strategies</li> </ul>	✓	✓	✓	✓	✓



	<ul style="list-style-type: none"> <li>Attended professional growth opportunities for recruiting initiatives, i.e., National Conference on Diverse Teacher Recruitment and Outreach</li> </ul>					
1.6 Develop systematized internal referral system that increases the capital management mindset in the district	<ul style="list-style-type: none"> <li>Developed year-round referral system to solicit top talent from internal employees</li> <li>Marketed referral system to all employees through incentive plan</li> </ul>			✓	✓	✓
1.7 Develop robust candidate management system that tracks the full lifecycle of candidates and hires	<ul style="list-style-type: none"> <li>Initiated work group to assess capacity of other online applicant tracking systems that support recruitment, selection, and retention best practices, and intelligent data decision making</li> <li>Tracked life cycle of pre-candidates, candidates, and hires (onboarding) to assess recruiting challenges and trends</li> <li>Analyzed quantitative and qualitative correlations (applicants of Color, applicants by recruiting source, highly rated applicants, etc.) to determine recruiting initiatives that support the hiring of highly effective teachers and administrators</li> </ul>		✓	✓	✓	✓

Priority Area #1: Professional Learning						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
1.1 Collaborate with other HPS departments and Portfolio Team Directors to provide professional learning aligned with the Hartford Strategic Operating Plan	<ul style="list-style-type: none"> <li>Increased student achievement as measured by the MAP assessment</li> <li>Implemented targeted professional learning ½ day sessions that are developed by HPS departments and aligned with the SOP</li> <li>Professional Learning Steering Committee focused on the identification of areas of need for teachers and</li> </ul>		✓	✓	✓	✓



	leaders in correlation with the SOP					
1.2 Provide support for teacher and leader development that leads to the retention of effective educators	<ul style="list-style-type: none"> <li>Aligned professional learning opportunities with the Charlotte Danielson Framework for Teaching</li> <li>Increased number of teachers identified as effective or highly effective with scores of 3 or better on components 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning), or 3d (Using Assessment in Instruction)</li> <li>Improved specific feedback from administrators to teachers in areas in need of improvement</li> <li>Increased numbers of graduates from the HPS Aspiring Leaders program that assume district leadership positions</li> </ul>		√	√	√	√
1.3 Coordinate with local and online Universities to provide meaningful graduate and educational leadership programs that support the unique needs of the Hartford Public Schools	<ul style="list-style-type: none"> <li>Developed Hartford specific graduate and leadership programs</li> <li>Cohorts of Hartford teachers involved in graduate and leadership programs that meet on the HPS campus</li> </ul>		√	√	√	√
1.4 Develop ongoing opportunities for teacher leaders to share best practices	<ul style="list-style-type: none"> <li>Established professional learning opportunities managed by teachers for teachers</li> <li>Developed cohort of teacher leaders who turn-key district trainings at the building level</li> <li>Developed and implemented protocol for peer coaching model</li> </ul>		√	√	√	√

**Priority Area #1: Educator Evaluation and Support**

**Aligned Strategies:** Identify a core set of strategies to implement this district priority.

**Progress Metrics:** Identify a progress indicator for each strategy.

**Timeline:**

Su `13	F `13	W `14	Sp `14	Su `14
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<p>1.1 Continue training of all administrators and teachers on the improvements and additions to the teacher and administrator evaluation systems using the TeachScape platform that will be in its second year of implementation</p>	<ul style="list-style-type: none"> <li>• Participation in variety of training methods (webinars, screencasts, user guides, turnkey / face to face)</li> <li>• Completion of all evaluative processes for every teacher and administrator evaluation</li> <li>• Administrator and teacher proficiency and comfort with evaluation systems and technology (survey)</li> </ul>	√	√	√	√	√
<p>1.2 Transition from Danielson Framework For Teaching (FFT) 2011 to Danielson FFT 2013 Edition as aligned with the Common Core State Standards (CCSS) for all classroom observations</p>	<ul style="list-style-type: none"> <li>• Teacher and administrator professional learning sessions aligned with 2013 edition and CCSS</li> <li>• 2013 edition uploaded into TeachScape platform</li> </ul>	√	√	√	√	√
<p>1.3 Implement Danielson Specialist Effective Practice Rubrics 2011 (school counselors, school psychologists, instructional specialists, library media specialists, and therapeutic specialists) for all non-classroom teacher observations</p>	<ul style="list-style-type: none"> <li>• Non-classroom teacher professional learning sessions will be aligned with 2011 specialist rubrics.</li> <li>• 2011 specialist rubrics uploaded to TeachScape platform</li> <li>• Completion of observations for non-classroom teachers using TeachScape and applying the specialist rubrics</li> </ul>	√	√	√	√	√
<p>1.4 Analyze teacher performance baseline data on Danielson FFT 2011 rubric from 2012 – 2013 school year and align with district, school and individual professional learning needs</p>	<ul style="list-style-type: none"> <li>• Increased number of teachers identified as effective or highly effective with scores of 3 or better on components 3b (Using Questioning and Discussion Techniques), 3c (Engaging Students in Learning), or 3d (Using Assessment in Instruction)</li> <li>• Specific feedback from administrators to teachers in areas in need of improvement</li> <li>• Multiple classroom observer approach including district and school based observers focusing on identified area.</li> <li>• Align building administrator evaluation to a CSDE leadership rubric focus area and FFT identified areas</li> </ul>	√	√	√	√	
<p>1.5 Continue and enhance observer calibration program using TeachScape Focus product which requires all administrators</p>	<ul style="list-style-type: none"> <li>• Maintain 100% pass rate on initial TeachScape calibration test for all administrators</li> </ul>	√	√	√	√	√



to train and pass a proficiency test applying the Danielson FFT rubric in observations	<ul style="list-style-type: none"> <li>Administrators to conduct co-observation calibrations</li> <li>Professional learning sessions that focus on calibration to the Danielson 2013 FFT rubric</li> <li>In 2014 – 2015 implement an enhanced annual calibration testing program for all administrators using TeachScape Focus that will require the passing of an annual calibration test</li> </ul>					
1.6 Develop central office administrator evaluation model aligned with CSDE core requirements	<ul style="list-style-type: none"> <li>Model submitted to CSDE for approval</li> <li>Participation in professional learning sessions</li> </ul>				√	√
1.7 Develop an on-line non-certified employee evaluation system	<ul style="list-style-type: none"> <li>Work with non-certified bargaining units to reach consensus on feasibility of housing evaluation on-line</li> <li>Prioritize list of non-bargaining groups for implementation</li> </ul>				√	√

<b>Priority #2:</b> Insert the year two priority below.
K-3 Literacy
<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.
<p>The K-3 Literacy priority mirrors the district SOP goal to fulfill the Third Grade Promise. Our comprehensive approach includes action steps in the six strategic areas of Relevant Curriculum, Quality Instruction, Innovative Leadership, Family-Community Engagement, School Design Fidelity, and Capacity Building.</p> <p>New positions included in this initiative are:</p> <ul style="list-style-type: none"> <li>1 portfolio Director – monitor school improvement throughout the district. Each director is responsible for 7 to 9 schools, assisted by a team that includes a Special education Director, Intervention Specialist, Curriculum Director, staffing specialist, ELL Coach and a budget advisor. Since Portfolio Directors support three of the initiatives, the three included in this funding request are split among those three initiatives.</li> </ul>

- .5 Deputy Chief – Provides leadership and support to the school quality process.
- .5 program manager – Assists the Deputy Chief in supporting the school quality process
- 1 reading teacher – to support reading instruction at Burns School
- 7 classroom paraprofessionals – to support literacy development at Clark School

**Outcome Metric:** What is the desired result of the implementation of Priority #2?

All students who enter a Hartford Public School at PreK or K will read at or above grade level by the end of 3<sup>rd</sup> grade.

District performance targets 1 and 2 (see list in priority 1)

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
1. Continue universal reading screenings. 2. Add approximately 85 more seats for Pre-K (through new Pre-K magnet) 3. Implement College and Career Counseling Program Curriculum appropriate for grade levels.	<ul style="list-style-type: none"> <li>• Universal screenings conducted</li> <li>• Additional Pre-K seats added</li> </ul> College and Career Counseling Program implemented for early years			√	√	√
Continue providing extended Kindergarten school-year to all K students. (For Burns Latino Studies only )	<ul style="list-style-type: none"> <li>• Extended K offered to students</li> </ul>			√		
K-3 Literacy Team focus on second grade literacy data.	Second Grade data is reviewed ongoing and data is used to drive building level instructional support and planning			√		
Create family-friendly literacy modules for second grade to be implemented district-wide through school-based resources including Family Resource Centers, after-school programs, etc.	Second grade literacy modules are created and implemented				√	
1. Increase capacity for preschool teachers to input data into the Performance Plus Management system. 2. Provide professional development for K-3 administrators in the Common Core State Standards, effective literacy instruction (focus on second grade) with follow-up site visits for schools that are below 50% DRA2 goal.	<ul style="list-style-type: none"> <li>• Pre-K teachers are trained on Performance Plus</li> <li>• PD on K-3 CCSS and effective literacy instruction is planned and implemented</li> <li>• PD for second grade teachers is</li> </ul>			√	√	√



3. Schedule professional development for all second grade teachers in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis.	planned and implemented					
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**Priority #3:** Insert the year two priority below.

Intervention in low-performing schools, including student support through SRBI, ELL and special education; middle years redesign; college readiness; and school quality approach

**Summary:** Briefly describe the district’s comprehensive approach to implement this priority.

Hartford Public Schools will continue to improve its low-performing schools through:

- Student supports including continued implementation of SRBI, NWEA/MAP screening to identify student needs and track progress, the Early Start Summer Program, and ongoing professional development
- Focus on ELL and special education through the School Quality Approach, which includes a particular focus on subgroups, and additional resources directed toward ELL.
- Further implantation of action steps to achieve SOP goal #2: Middle Years Redesign and SOP goal #3: College Readiness. In each area, action steps will address the six strategic areas of Relevant Curriculum, Quality Instruction, Innovative Leaders, School Design Fidelity, Family/Community Engagement and Capacity Building
- Continued implementation and refinement of our School Quality Approach to ensure fidelity, monitor progress and assure accountability

A number of new positions will help support the implementation of this priority, including the following:

- 3 ELL facilitators – district-level ELL coaches who will monitor ELL program compliance and support implementation of K-12 ESL curriculum and continuous improvement through staff development and ongoing program improvement
- 10 ELL instructional coaches- assigned to low-performing schools with high rates of English Language Learners, reflecting a district priority for 2013-14. They will support classroom teachers through peer coaching and modeling and will work with ELL teachers to ensure appropriate scheduling and high-quality instruction
- 1 behavior technician – assigned to Culinary Institute; To support students with social-emotional needs, support the district’s work in SRBI implementation, Student Success Plans, college and career readiness and enhancing a positive, achievement-oriented culture.
- 3 instructional coaches – assigned to Culinary Academy, Law and Government, and Engineering and Green Technology; provide guidance, leadership development and expertise in the delivery of high-quality, research-based curriculum and instruction to improve student achievement.

- 4 intervention specialists – Support implementation of a comprehensive intervention structure (SRBI) to support students’ instructional, social-emotional, and behavioral needs.
- .5 social worker – assigned to Clark School, provides services to students and families to support students’ academic progress by improving student well-being.
- 1 college/career specialist – Establish and sustain a college-going culture by implementing strategies and interventions that target college aspirations and career exploration; also responsible for Student Success Plans, high school choice, and transition planning.
- 4 non-certified college specialists – Establish and sustain a college-going culture by implementing strategies and interventions that target college aspirations and career exploration; also responsible for Student Success Plans, high school choice, and transition planning
- 1 climate/culture coach – This certified position at Martin Luther King School involves responsibility for leading school-wide efforts to create and sustain a positive, achievement-oriented school culture and create an environment conducive to learning.
- 1 coordinator – This position at Wish Elementary School supports the school administrators in the effective implementation of the museum theme around which the school and student learning are organized.
- 1 portfolio director - monitor school improvement throughout the district; each director is responsible for 7 to 9 schools, assisted by a team that includes Special education Director, Intervention Specialist, Curriculum Director, staffing specialist, ELL Coach and a budget advisor. Since Portfolio Directors support three of the initiatives, the three included in this funding request are split among those three initiatives.
- .5 program manager – Assists the Deputy Chief in the Portfolio Office in supporting the school quality process
- .5 deputy chief – in the Portfolio Office: provides leadership and support to the school quality process.
- 3 low-incidence language specialists – support academic progress of ELL students who speak a language that is not heavily represented in Hartford (e.g., Nepali).
- 1 comprehension specialist – assigned to Global Academy; provides coordination, direct outreach and follow-up services to help students succeed academically and socially.
- 1 school counselor – Assigned to Burns School, implements the CT SDE Comprehensive Developmental School Counseling Program which focuses on the academic, career, and personal-social development of all students with a focus on the unique developmental needs of the adolescent learner.
- 1 library media specialist – assigned to Burns School to support the development of literacy and research skills
- 1 reading teacher – to support the development of reading proficiency at Rawson School.
- 1 school and family support provider – Assigned to Burns School, provides support and assistance to the Principal to implement programs and projects.
- 1 inside suspension paraprofessional – Assigned to Burns School; supports culture and climate improvement through supervision and support to students assigned to inside suspension.
- 1 classroom paraprofessional – works with classroom teacher to support student learning.
- 2 resource teachers – assigned to Burns School. One is a theme coach, who assists in the implementation of the school’s major academic components through curriculum alignment with the Common Core State Standards and the Latino Studies theme; the other is an

instructional coach who provides guidance, leadership development and expertise in the delivery of high-quality, research-based curriculum and instruction to improve student achievement.

**Outcome Metric:** What is the desired result of the implementation of Priority #3?

Desired results include:  
 Improved academic achievement of subgroups as demonstrated by reaching DPI targets;  
 Improvement of low-performing schools as measured by the school performance index, with the goal of raising more schools to higher levels on the SPI.  
 Progress on all district performance targets (see list in priority 1)

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
SRBI and other student interventions 1. ELL coaches hired and assigned to low-performing schools with high rates of English Language Learners, reflecting a district priority for 2013-14. 2. Three additional district intervention specialists hired to support SRBI practices in the schools. 3. Ongoing PD, including additional work in differentiation and monitoring student progress. 4. Support Read 180 teachers through: addressing technology needs; creating district goals on Read 180 and creating a structure for new teachers to visit model Read 180 classrooms; implementing Read 180 district-with professional development. 5. Create recommendations for ELL students to enter Scholastic Intervention programs. 6. Further develop the early warning system along with focused interventions for various indicators (academic and	1 and 2. Increase in District ELL Staff and District Interventionist Staff.  3. Professional Development  4. Read 180 data Reports- analysis of schools achieving district targets. Teacher participation and satisfaction with PD. Level of fidelity to the Read 180 Program (walkthroughs) 5. Eligible ELL students identified and services provided 6. Data Reports reflecting use of the early warning system to identify students in	√				
		√	√	√	√	√
			√	√	√	
			√	√	√	
				√	√	

<p>non-academic).</p> <p>7. Continue to develop data systems so that teachers can monitor student progress to inform instruction.</p> <p>8. Increase the use of programs available to schools for intervention (Math 180, Odyssey, etc.)</p> <p>9. Continue implementation of I-Ready by expanding to other schools; I-Ready report to standards-based report card; building capacity of I-Ready data usage and report; develop SRBI model with each school.</p> <p>10. PBIS Professional Development and support provided to 27 schools.</p>	<p>need of intervention.</p> <p>7. Data Reports reflecting the use of the Intervention Module in Performance Plus to monitor student progress.</p> <p>8. Data Reports reflecting student usage and progress of achievement.</p> <p>9. Data Reports reflecting student usage and progress achievement.</p> <p>10. Teacher and administrator satisfaction with PD. Fidelity to Program (SET and TIC evaluations)</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>				
<p>Middle Years Redesign</p> <p>a. Develop a multi-year implementation plan to provide access to students to participate in Algebra 1 in 8<sup>th</sup> grade.</p> <p>b. Create a five-year funded systemic academic intervention plan for literacy and math (ongoing).</p> <p>c. Define library research skills and computer literacy for middle years students including organizational skills.</p> <p>a. Create Middle Years Best Practices Handbook.</p> <p>b. Implement design standards.</p> <p>c. Provide professional development on implementation of homework guidelines.</p> <p>d. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.</p> <p>a. Create a training module for existing and emerging leaders specific to middle level school leadership.</p> <p>b. Create a plan to systematically develop formal structures and processes for increasing youth leadership.</p> <p>a. Implement PD for principals on the Middle Years Design Standards and process for the development of Middle Years Implementation Plans.</p> <p>b. Conduct an audit of Middle Years Design Standards for</p>	<p>Algebra I Implementation Plan developed and implemented</p> <p>Academic Intervention Plan for literacy and math developed and communicated</p> <p>Middle Years Best Practices Handbook developed</p> <p>Middle Years Redesign PD modules developed and implemented</p> <p>Middle Years Design Standards audit conducted</p> <p>Baseline 2013-14 for evaluation of implementation of Middle Years</p> <p>Implementation Plans established</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>				

<p>middle years structure (continuing).</p> <p>c. Establish baseline in 2013-14 for evaluation of implementation of Middle Years Implementation Plans based on established design standards.</p> <p>a. Assess and develop plans to build schools' capacity to track school connectedness activities.</p> <p>b. Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.</p> <p>c. Provide differentiated PD to schools that need support in their middle years design implementation in collaboration with partners.</p>						
<p>College Readiness</p> <p>a. Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.</p> <p>b. Select and pilot College and Career Counseling Curriculum that includes classroom and counseling components for grades 6-8.</p> <p>c. Implement, monitor and evaluate a college and career counseling curriculum for grades 9-12.</p> <p>d. Continue to monitor and evaluate college-ready curriculum aligned to the Common Core State Standards across district.</p> <p>e. Monitor and evaluate implementation and effectiveness of College and Career Counseling Framework at intervention schools.</p> <p>2. Quality Instruction</p> <p>a. Embed SAT prep into instructional practices as part of the adoption of the CCSS. (continuing)</p> <p>b. Create PD modules to increase vertical teaming</p>	<p>Action Plan developed and implemented</p> <p>Pilot College and Career Counseling Curriculum selected and implemented</p> <p>College and Career Counseling curriculum for grades 9-12 implemented and monitored</p> <p>SAT prep embedded into instructional practices</p> <p>College Readiness PD modules developed</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>				

<p>opportunities to ensure alignment of high school instructional strategies to higher education/college level expectations.</p> <p>c. Provide PD on implementation of homework guidelines.</p> <p>d. Conduct PD with a focus on PSAT score report review and PSAT-embedded prep.</p> <p>e. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.</p>	<p>and implemented</p> <p>Technological options for homework management including online assignments, parent portal for info and engagement, etc. selected and implemented</p>	√	√	√	√	√
<p>3. Innovative Leaders</p> <p>a. Continue researching local best practices to develop a plan to implement the foundations needed to create and nurture a college-going culture.</p> <p>b. Develop plan for hosting National Academy Foundation student leadership regional conference.</p>	<p>Plan for hosting National Academy Foundation student leadership regional conference developed</p>	√	√	√	√	√
<p>4. School design fidelity</p> <p>a. Ensure that documented college readiness strategies and action steps are integrated and are reflective of school themes and incorporated into instructional practices as part of School Accountability Plans.</p> <p>b. Examine effectiveness of Pre-K-12 pathways in preparing students to be college-ready and explore connections to post-secondary areas of study.</p>	<p>College readiness strategies and action steps incorporated in School Accountability Plans</p> <p>Pre-K-12 pathways examined for effectiveness and aligned with connections to post-secondary areas of study</p>					
<p>c. Design, implement and monitor the District School Design Framework (ongoing).</p> <p>d. Evaluate Choice Program and ability to meet demand and ensure access (ongoing).</p>	<p>District School Design Framework implemented</p>					
<p>5. Family/Community Engagement</p> <p>a. Develop and implement a workshop for 9<sup>th</sup> grade parents and students on financing a college education. Connect with Family Support Services Providers and Family Resource Aides to share information.</p>	<p>Developed and ongoing</p>	√	√	√	√	√

<p>b. Develop and implement a financial literacy and scholarship awareness workshop for parents and students (ongoing).</p>	<p>Completed and ongoing</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>c. Develop a plan for sustaining and expanding high school athletic programs including researching under and over-used athletic facilities city-wide to ensure optimal usage for program growth.</p>	<p>Athletic facilities review conducted</p>					
<p>d. Develop family capacity by making resources available; providing opportunities to network with other families for college readiness; building relationships and making connections with teachers, professionals, leaders.</p>	<p>Community conversations on CCSS and CCR conducted</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>e. Continue to develop and implement a college visit program for parents.</p>	<p>Conducted during College Career Awareness Month</p>		<p>√</p>			
<p>f. Design a college awareness course to be taught in the Parent University.</p>	<p>Completed and taught</p>					
<p>6. Capacity Building</p>						
<p>a. Continue to design, monitor, implement PD on effective instruction.</p>						
<p>b. Provide PD to identified staff in areas designed to support students' college application process, including FAFSA training (ongoing).</p>	<p>School Counselor and College Career Specialist PD designed and taught</p>		<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>c. Assess results of pilot, revise standards, and implement revised After-School Standards.</p>	<p>After-School Standards implemented</p>					
<p>d. Continue to develop new partnerships with businesses and community-based organizations to increase internship opportunities.</p>		<p>√</p>				
<p>e. Develop and implement a college support student ambassador program composed of student from local colleges as well as seniors of HPS.</p>						<p>√</p>
<p>f. Review current options for extracurricular and enrichment activities to develop a plan for increased opportunities geared toward the high school student population.</p>						
<p>g. Coordinate and facilitate the systematic implementation of Student Success Plans (ongoing).</p>	<p>Done</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>
<p>h. Increase higher ed. Partnerships and strengthen existing</p>	<p>CCSU Jr. Academy established; UHART</p>	<p>√</p>				



ones	collaborations increased					
<p>School Quality Process</p> <p>Refinement of The School Quality Review process to effectively monitor school improvement efforts throughout the district. The process will be enhanced through a new structure and additional Portfolio Directors to complete a team of six Portfolio Directors who each oversee between seven and nine schools. The new structure features six School Quality teams led by a Portfolio Director and including a Special education Director, Intervention Specialist, Curriculum Director, staffing specialist, ELL Coach and a budget advisor. Each of these teams is responsible for 7 to 9 schools, with roles and responsibilities that are further described in Sections 7 and 8.</p>	<p>School Quality Review meeting notes with relevant data and action steps</p> <p>Data reports on identified improvement areas within School Improvement Plans</p> <p>Learning walk notes</p>		√	√	√	√

<b>Priority #4 (optional):</b> Insert the year two priority below.
Transition to Common Core State Standards and new assessments
<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.
<p>Hartford Public Schools has been working to align curriculum throughout the district with Common Core State Standards and to provide professional development to teachers and administrators to prepare them for full implementation and assessment based on CCSS. We started a comprehensive district curriculum development process in 2008, before the CCSS were adopted by the CT State Department of Education. After the CT adoption of the CCSS in July 2010 initial efforts were made to align district curriculum with CCSS from July 2010 to June 2012, but the primary focus was developing an understanding of CCSS and the impact on teaching and learning. In the fall of 2013, an internal curriculum audit was conducted resulting in the development of a 3 year <i>Curriculum Development and Instructional Implementation Plan</i>. The plan serves as the framework for district curriculum development priorities based on development status of courses, current level of CCSS alignment, targeted areas of need based on district data, and courses that are identified as graduation requirements. The plan is also in alignment with statutory requirements. The plan is complemented by aligned strategies that will provide the needed components for successful</p>



implementation: curriculum development, aligned resources, professional development, and the development of communities of practice.

Curriculum implementation is monitored through the collaborative efforts of curriculum and instruction, portfolio directors, and building leadership teams.

The following new positions will help support this priority:

- implementing strategies and interventions that target college aspirations and career exploration; also responsible for Student Success Plans, high school choice, and transition planning
- 1 climate/culture coach – This certified position at Martin Luther King School involves responsibility for leading school-wide efforts to create and sustain a positive, achievement-oriented school culture and create an environment conducive to learning.
- 1 coordinator – This position at Wish Elementary School supports the school administrators in the effective implementation of the museum theme around which the school and student learning are organized.
- 1 portfolio director - monitor school improvement throughout the district; each director is responsible for 7 to 9 schools, assisted by a team that includes Special education Director, Intervention Specialist, Curriculum Director, staffing specialist, ELL Coach and a budget advisor. . Since Portfolio Directors support three of the initiatives, the three included in this funding request are split among those three initiatives.
- .5 program manager – Assists the Deputy Chief in the Portfolio Office in supporting the school quality process
- .5 deputy chief – in the Portfolio Office: provides leadership and support to the school quality process.
- 3 low-incidence language specialists – support academic progress of ELL students who speak a language that is not heavily represented in Hartford (e.g., Nepali).
- 1 comprehension specialist – assigned to Global Academy; provides coordination, direct outreach and follow-up services to help students succeed academically and socially.
- 1 school counselor – Assigned to Burns School, implements the CT SDE Comprehensive Developmental School Counseling Program which focuses on the academic, career, and personal-social development of all students with a focus on the unique developmental needs of the adolescent learner.
- 1 library media specialist – assigned to Burns School to support the development of literacy and research skills
- 1 reading teacher – to support the development of reading proficiency at Rawson School.
- 1 school and family support provider – Assigned to Burns School, provides support and assistance to the Principal to implement programs and projects.
- 1 inside suspension paraprofessional – Assigned to Burns School; supports culture and climate improvement through supervision and support to students assigned to inside suspension.
- 1 classroom paraprofessional – works with classroom teacher to support student learning.
- 2 resource teachers – assigned to Burns School. One is a theme coach, who assists in the implementation of the school’s major academic components through curriculum alignment with the Common Core State Standards and the Latino Studies theme; the other is an

instructional coach who provides guidance, leadership development and expertise in the delivery of high-quality, research-based curriculum and instruction to improve student achievement.

Common Core standards

- 1 portfolio director - monitor school improvement throughout the district; each director is responsible for 7 to 9 schools, assisted by a team that includes Special education Director, Intervention Specialist, Curriculum Director, staffing specialist, ELL Coach and a budget advisor. . Since Portfolio Directors support three of the initiatives, the three included in this funding request are split among those three initiatives.
- 1 program manager – will provide leadership to support implementation of Common Core State Standards.

**Outcome Metric:** What is the desired result of the implementation of Priority #4?

Full implementation of CCSS throughout the curriculum; demonstrated understanding and application by teachers throughout the district.  
 Progress on all district performance targets (see list in priority 1)  
 Each school fully prepared to successfully implement the smarter-balanced assessments (SBAC) in the 2014-2015 school year.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Continue the process of aligning core curriculum to Common Core State Standards In 2013-14, the following areas of the curriculum will be developed in alignment with CCSS: Grade 2, 3 and 8 ELA; Grade 11 and 12 Literature & Comp I and EOC; AP English; Grade 4, 5, 6, and 7 history/social studies; Grade 3, 4, and 5 Math; Algebra II and EOC; Pre-Calculus; Physical Science and EOC; Biology and EOC; AP Biology; STEM Elective I; Fine Arts (Cultural Dance; Digital Music, and Stage Production); Physical Education II.	<ul style="list-style-type: none"> <li>• Development of Curriculum as specified in Year 2 of the plan</li> <li>• Roll-out of curriculum through high-quality professional development sessions and embedded PD opportunities</li> </ul>		√	√	√	√
Build internal capacity to lead CCSS implementation through high-quality training 1. Administrator PD on using the Danielson Framework for teaching to lead CCSS aligned instruction;	<ul style="list-style-type: none"> <li>• Development and delivery of Administrator PD sessions</li> <li>• Opportunities for administrators to share and</li> </ul>		√	√	√	

	collaborate on CCSS implementation leadership strategies offered					
2. Turnkey modules developed and provided for delivery by district teacher leaders in CCSS for ELA and Math;	<ul style="list-style-type: none"> <li>• Turnkey modules developed</li> <li>• Teacher leaders trained on modules</li> </ul>		√	√	√	√
3. After-school professional learning opportunities for CCSS for teachers.	<ul style="list-style-type: none"> <li>• After-school PD Sessions planned, scheduled, and implemented</li> </ul>		√	√	√	
4. Four half-day district-wide trainings in CCSS; all teachers from schools with low performance in the targeted areas will be required to attend.	<ul style="list-style-type: none"> <li>• Half-day district-wide PD Sessions planned, scheduled, and implemented</li> </ul>		√	√	√	
<p>Identify high quality models for CCSS-aligned instruction</p> <p>Form Communities of Practice (CoPs). Facilitated <b>district-wide Communities of Practice (CoPs)</b> will meet frequently throughout the year and the total meeting time will be no fewer than eighteen hours in length. Trained curriculum teacher leaders will facilitate CoPs. District teachers will situate their learning by meeting collectively in CoPs to focus on ELA CCSS, instructional strategies, and lesson study utilizing the new district curriculum. In this way, teachers will collaboratively communicate and reflect upon the strengths and challenges of the new standards and curriculum while supporting one another throughout the change process. Teachers will keep a reflective journal. Teachers will use the new district curriculum as a springboard and assist in the development of the Literary Arts’ repository of best practices for teaching methods which will be available for all educators for comment and updating. The plan is also in alignment with statutory</p>	<ul style="list-style-type: none"> <li>• Model for CoP planned, scheduled, and implemented</li> <li>• Opportunities for teachers to share and collaborate on CCSS implementation leadership strategies offered</li> </ul>		√	√	√	√

requirements.						
<p><b>Create a Repository of CCSS-aligned Resources</b></p> <p>As a result of the deep investigative and innovative work that occurred throughout 2012-2013, a repository of CCSS materials is being created. This repository will soon be available to all HPS staff. The repository will house an array of effective research-based strategies that support the CCSS and will offer sequenced, spiraled, and rigorous curricula aligned to the CCSS. The intent is that this repository will grow as district teachers and administrators submit other resources, lessons, etc. that align to the CCSS and have shown to have led to student learning growth.</p>	<ul style="list-style-type: none"> <li>• Structure and design for repository planned, developed, communicated, and implemented</li> <li>• Opportunities for teachers to share and contribute to the repository offered</li> </ul>		√	√	√	√
<p><b>ASSESSMENT</b></p> <p>1. Year 2 of NWEA MAP assessment administered in all schools for students in grades 1-12.</p> <p>2. Teachers and administrators are fully trained in the interpretation and analysis of data.</p> <p>3. Teachers and administrators are fully utilizing the data to inform instruction and plan appropriately for students.</p> <p>4. Teachers are utilizing the data to differentiate instruction.</p>	<ul style="list-style-type: none"> <li>• NWEA MAP participation reports.</li> <li>• Training participation reports and satisfaction with PD.</li> <li>• Data Team agendas</li> <li>• Classroom walkthroughs</li> <li>• Growth in teacher evaluation ratings</li> <li>• Classroom walkthroughs</li> <li>• Growth in teacher evaluation ratings</li> </ul>	√	√	√	√	√

## 7. School Turnaround Strategy

**Instructions:** Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

The School Quality Process provides the major Central Office structure for driving gains in Hartford’s lowest-performing schools, and this process has recently been enhanced in order to increase the focus and the resources available to inform the process. Operating under the Office of the Chief Portfolio Director, the School Quality Process includes six School Quality teams, each one headed by a Portfolio Director and including a Special Education Director, Intervention Specialist, Curriculum Director, Staffing Specialist, ELL Coach, and Budget Advisor. Each of these teams is responsible for 7 to 9 schools, with the distribution for each team including schools at a range of performance levels. This team works directly with school principals and school data to identify areas of good practice and areas of difficulty and develop strategies and activities to address issues. Every two weeks, a School Quality Review is held at Central Office to review three to four schools, with low-performing schools scheduled for review on a frequent basis. These meetings include the Portfolio Directors involved with the schools, the Executive Director of Performance Management, the Chief Portfolio Director, the Director of School Design, and special education and ELL representatives. Drawing on this range of expertise, data from the schools is examined, and plans for support and intervention are developed, which the Portfolio Directors will subsequently discuss with the school principals involved.

Since a key component of the district’s turnaround strategy involves closing ineffective schools and replacing them with new school designs, a process and staff are also in place to support the school redesign process. Under the responsibility of the Director of School Design, a School Design Team works through defined policies and procedures to complete the school design process. To date, a total of 26 Hartford schools have been opened under this process.

Data plays a critical role in school turnaround. Not only is school/student progress tracked through data, but the level of school autonomy (further described below) is based on an annual calculation of school performance that depends on a number of data points. The district is supported in this process by the Department of Assessment, Research and Evaluation within the Office of Research and Assessment.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

The school turnaround strategy for Hartford Public Schools is based on: 1) the creation of a Portfolio District that offers a wide array of high-quality school choices to students and families; and 2) the concept of managed performance empowerment, which provides varying levels of autonomy to schools depending on their performance. Over the past seven years, the district has constructed a portfolio of schools through a process that has included the closing of low-performing schools and the design of new schools based on a wide range of themes, with the goal of creating a system of choice for Hartford’s students. Since 2006, 26 new schools have

opened in Hartford, including a number of magnet schools.

The level of autonomy in Hartford's schools is determined by the School Performance Index, which describes whether a school's placement on the School Performance matrix is categorized as autonomous, under targeted supervision, or rated as an intervention school. Support and accountability are differentiated based on these categories.

The School Performance Index measures:

- CMT Grades 3-8 (Standard, MAS, Skill Checklist)
- CAPT Grade 10 (Standard, MAS, Skill Checklist)

School placement on the matrix is based on:

- The school's three-year average SPI (2010, 2011 and 2012)
  - Scale 0-100
  - Four performance categories (SPI 88-100, SPI 64-87, SPI 41-63, SPI 0-40)
- Rate of improvement
  - 2011 to 2012 growth relative to a school's annual growth target
  - Three growth categories: 1) Met annual growth target: School met or exceeded its annual growth target; 2) Maintained: School did not meet its annual growth target, but did not decline more than their target; 3) Declined: School declined more than its annual growth target.

In an autonomous school, school leaders have considerable autonomy in structuring their leadership team, and they are expected to serve in district leadership roles and as executive principals or supervising principals. Staffing decisions are made by a school-based team, with support from the district's Office of Talent Management. Principals in these schools have "defined autonomy" regarding the use of instructional and professional learning time, restricted only by state and federal laws, collective bargaining agreements and district policies. In the area of curriculum, principals in autonomous schools are responsible for ensuring alignment with Common Core State Standards as well as other state requirement and district policies, but they may create unique courses and curriculum elements that prepare students for grade advancement and college. The principal is responsible for establishing and maintaining a positive school climate and for the scheduling and structuring of data teams or professional learning communities.

In middle tier schools under targeted supervision, school leaders have defined autonomy in structuring their leadership team. Leadership development is differentiated based on the needs of the leader and the school, and school leaders will participate in some required professional development based on school performance. School leaders of middle tier schools are supervised more frequently and receive feedback more frequently. Staffing decisions are made by the school-based team, with support from the Office of Talent Management. The district provides centralized professional development on the district curriculum, as well as training in mandated areas. The district has a relationship with Teach for America and encourages principals to select teachers from available TFA corps members. Teachers receive additional support from intervention specialists and instructional coaches who are supported by the intervention team. Schools receive direct supervision regarding the use of instructional and professional learning time. Schools implement the district curriculum and assessments which are aligned to the Common Core State Standards. They also may have additional theme-related courses that meet the approval of the Office of Research and Assessment. Principals are responsible for the scheduling and structuring of data teams or professional learning communities and for sustaining a data-rich culture. Principals and their supervisors work together to establish a schedule for data teams and to evaluate their effectiveness. Principals facilitate all data teams. School climate goals

are a focus of School Accountability Plans. The principal is responsible for establishing and maintaining a positive school climate. Schools receive intervention support for improving school climate based on demonstrated need.

In intervention schools, which require the most significant level of support and oversight, school leaders have direct supervision in structuring their leadership team. Supervision is based on demonstrated needs of the school leader, and leadership development is differentiated based on the needs of the leader and the needs of the school. In addition, principals experience frequent professional learning both on site and off site targeted toward effective data use, improving instruction, and implementing curriculum and school climate. Principals experience biweekly supervision and feedback. Staffing decisions are made by the school-based team, with support from the Office of Talent Management. Schools are responsible for the capacity of their staff to meet the educational needs and goals of their students. The district provides centralized professional development on the district curriculum, as well as training in mandated areas. The district has a relationship with Teach for America and encourages principals to select teachers from available TFA corps members. Teachers receive additional support from intervention specialists and instructional coaches who are supported by the intervention team. Schools in the lowest tier, as part of their instructional support, experience more frequent school quality meetings where central office and district administrators analyze real-time data and support interventions. Schools receive direct supervision regarding the use of instructional and professional learning time. Supervisors of principals ensure that data teams are scheduled, meetings are productive, minutes are kept and reviewed. They also ensure that professional learning time is tightly aligned to the school improvement plan and district priorities. Schools implement the district curriculum, assessment and professional learning to support the curriculum, along with additional support to implement the curriculum. Schools receive direct supervision regarding the use of instructional and professional learning time. Schools receive intervention support for improving school climate based on demonstrated need.

In order to support schools through behavior interventions, PBIS has been implemented in Hartford Public Schools since the 2008-2009 School Year. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

There are currently 26 schools that implement PBIS as their social/emotional character education program/framework. These schools are broken down into 4 training cohorts as follows:

- Cohort A: Year 1 Tier I
- Cohort B: Year 2 Tier I
- Cohort C: Year 3 Tier II
- Cohort D: Year 4 Tier III

There is an existing contract between the State Education Resource Center (SERC) and HPS that provides extensive training to school-based PBIS Teams as well as technical assistance visits.

All schools are also provided with additional support from Central Office via the District Safe School Climate Coordinator through site visits, and assistance as requested. The upward movement through the tiers is dependent upon fidelity of effective implementation rather than the number of years the school has been implementing.

### **Assessments**

All schools are required to perform the following assessments to progress monitor their implementation:

**SAS (Self-Assessment Survey):** Survey taken by all staff to gauge implementation and their opinion of



the priority of implementation of PBIS in their respective schools. This is usually done in the beginning of the year and schools are able to perform the survey twice if there's reason to believe there has been a change in the opinion of the staff as a whole.

**TIC** (Team Implementation Checklist): Assessment tool that PBIS Teams use to gauge the implementation of their Tier I universal supports. The TIC is done quarterly.

**BOQ** (Benchmarks of Quality): Assessment tool that is completed by the respective PBIS Coach and separately by the PBIS Team to ensure that both parties are consistent in their opinion of implementation of PBIS. The BOQ is done twice, mid-year and once again towards the end of the year to guide planning for the coming school year.

**SET** (School-wide Evaluation Tool): This is the formal assessment that consists of a half hour interview with the administrator designated by the school to oversee PBIS implementation to ensure that the administration is familiar with the framework of PBIS in their respective school. In addition there is a survey performed with at least 10 staff members and 15 students to test their familiarity with the PBIS framework including behavioral expectations, recognition system, and crisis intervention plan. The SET is facilitated at the end of the year by a certified evaluator, in the case of HPS it is performed by the District Safe School Climate Coordinator.

### **SPDG**

Four of the Hartford Public Schools will participate in the 2013-2016 Cohort of Connecticut's State Personnel Development Grant (SPDG). Over the course of five years of federal funding, this grant is designed to establish a multi-tiered system of academic and behavior supports with schools across the state in PreK-12.

## 8. Accountability and Support

**Instructions:** Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

Ensuring the successful implementation of the Alliance District plan takes place through the chain of command in Hartford Public Schools and through ongoing monitoring of the Strategic Operating Plan. Each of our priorities/initiatives defines a number of specific action steps to be completed during the year, as well as a set of metrics to measure results. Responsibility for the completion of these steps rests with the officer who heads the department involved. The departments who hold primary accountability to implement and monitor progress on the Alliance District plan, and the cabinet-level officers who head those departments, are:

- For the Talent Development Strategy, the Office Talent Management and the Chief Talent Officer, Jennifer Allen; accountability
- For K-3 Literacy, the Office of Early Literacy and Parent Engagement, headed by the Chief of Early Literacy and Parent Engagement, Eduardo V. Genao;
- For the various components of our priority of intervention in low-performing schools: the Office of Research and Assessment (for SRBI) under Chief of Research and Assessment Dr. Carole R. Collins Ayanlaja; the Office of the Chief Portfolio Officer (for Middle Years Redesign, College Readiness, Special Education and the School Quality Approach) under Deputy Chief Portfolio Director Jonathan Swan; and the Office of Early Literacy and Parent Engagement (ELL);
- For progress on the Common Core State Standards, the Office of Research and Assessment.

Progress in each area is reported to the Superintendent of Schools through the department leaders, and to the board of education through the Superintendent.

School-specific improvement plans are monitored through the School Quality process described more fully in Section 8 and below. Progress is monitored on a regular basis by the Portfolio Officers and the members of their teams through regular School Quality Reviews based on data that is collected on an ongoing basis.

Describe the district's strategy for **monitoring schools**.

The School Quality Process is the focal point for monitoring schools within the district, and the process centers on an ongoing review of performance data centered on student outcomes. As noted above, there are six Portfolio Directors, each one heading a team that includes a Special Education Director, Intervention Specialist, Curriculum Director, Staffing Specialist, ELL Coach, and Budget Advisor. Each Portfolio Director is assigned to 7 to 9 schools, representing a mix of schools at various performance levels, though low-performing schools are reviewed on a more frequent basis. This team constantly monitors data on school performance to determine the success of the School Accountability plan, and a School Quality Review process occurs on a regular basis that involves Portfolio Directors, the Executive Director of Performance Management, the Deputy Chief Portfolio Director, the Office of School Design, and the members of the Portfolio team. Through this monitoring process, areas of need are identified, and the team members apply their areas of expertise to develop a plan of action to



address these needs, including supports and resources that the district can provide. Principals receive feedback from Portfolio Directors regularly (every one to two weeks for the most challenged schools), and the two work together to further develop a plan of action, with the principal accountable for action steps within the school, and the Portfolio Director responsible for following through with district-level supports and resources. While all district schools are included in this process, low-performing schools are the primary focus and are reviewed more frequently in order to track whether activities and interventions are having the desired impact and to implement additional interventions and supports as necessary.

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

Additional funding and technical support are always welcome, along with a reduction in paperwork. More realistic deadlines associated with the Alliance District plan would be very helpful. The summer deadlines make it impossible to include some of the relevant data (such as CMT and CAPT performance) and are also difficult due to staff schedules. Stakeholder involvement is also difficult to achieve with the current timeline. For instance, the date for the return of school plans is inconsistent with the School Governance Council schedules. September 30 would be a more realistic time.

Also desirable would be further streamlining of the process and clarification of the application. Perhaps a focus group of participants could be assembled to give feedback on the application itself?



## 9. Budget

**Instructions:** Please complete and submit the Excel budget workbook as a part of the year two Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-2014, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure support. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** 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 an operating budget for these uses for 2013-2014. 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 2013-14 in electronic format only).*

**Note:** *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 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 equal the total Alliance District funding allocated to the district.



## 10. Stakeholder Engagement

**Instructions:** Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan.

While this particular document was developed by school and district personnel, a wide range of stakeholders has been engaged in the strategic planning effort that serves as its foundation. The various committees and task forces that were involved in that effort has included members representing parents, teachers (including Hartford’s collective bargaining unit), and community members. In addition, the superintendent has offered a number of public forums in the past couple years to discuss the strategic operating plan with the broader community. The following list of participants in various groups indicates the extent of participation that has informed elements of this plan:

### **Family and Community Engagement Task Force Members:**

Samariya Smith, Co-Chair, Parent at Global Communications and PTO President  
Jack Soares, Parent Co-Chair, Parent at Noah Webster Micro Magnet Society  
Damaris Acevedo, Parent at Parkville Community Schools and Kinsella Performing Arts Magnet School  
Milly Arciniegas, Parent at University High School of Engineering and Science  
Cureene Blake, Parent at Classical Magnet  
Shonta Browdy, Parent at Renzulli Academy  
Nery Cano, Parent at James H. Naylor Elementary School  
Andrea Mesquita-White – Parent at Parkville Community School and Mary M. Hooker Environmental Science Magnet School  
Linda Casey, Grandparent at High School Inc.  
Airysol, Delgado, Parent at Maria Sanchez Elementary School  
Ivette Diana, Parent at Parkville Community School Elementary School  
Miguelina Genao, Parent at Bulkeley High School  
Mike Guillette, University High School of Engineering and Science  
Florence Johnson, Parent at Hartford Trinity Middle Magnet  
Arlene Lee, Parent at Breakthrough II Elementary School  
Nancy Mendez, Parent at Global Communications and Montessori at Moylan  
Thais Ortalaza, Parent at James H. Naylor Elementary School  
Johanna Rodriquez, Parent at Achievement First and Martin Luther King Elementary Schools  
Precious Ross-Ellis, Former Parent of Weaver High School  
Sam Saylor, Parent at Noah Webster Micro Society Magnet School  
Ellen Wright-Koosie, Grandparent and Former Parent  
Tiana Hercules, Parent at West Middle Elementary School  
Gregory Lawrence, Education Consultant, CT Department of Children and Families



Trish Torruella, Assistant Director of Children, Youth, Families and Recreation, City of Hartford  
Johanna Plummer, Director of Education, Wadsworth Atheneum Museum of Art  
Mayra Esquillin, Executive Director, Hartford Areas Rally Together (HART) and Parent at Global  
Jackie Bethea, Family Provider, Sarah J. Rawson Elementary School  
Aurea Otero, Family Provider, Expeditionary Learning @ Moylan Elementary School  
Carla Johnson, Teacher, Simpson-Waverly School  
Brandon McGee, Director of Network Development, Urban Alliance  
Greg Secord, Director of Development, Mutual Housing  
Nick Lebron, Family Systems Manager, Connecticut FAVOR  
Madeline Perez, Ph.D., Director of Latino Practice, Saint Joseph's University and Assistant Professor of Social Work and Latino Community Practice  
Eduardo Genao, Assistant Superintendent for Early Literacy and Parent Engagement  
Marta Bentham, Director of Welcome Center, Ombudsman  
Glendowlyn Hall Thames, Manager of Parent and Community Engagement  
Sandra Ward, Director of Community Schools

**Hartford Campaign for Grade Level Reading Work Group:**

*Hartford Public Schools:* Eddie Genao, Jamie Olander

*Community Partners:* Lisa McClure (Hartford Public Library); Jose Colon Rivas (City of Hartford); Paula Gilberto, Patrick Doyle, Aviva Vincent (United Way); Paul Holzer (Achieve Hartford); Sara Sneed, Richard Sussman (HFPG); Sandy Santy, Christine Pizzaro (CT Humanities Council); Sonia Toledo (YMCA); Sandra ward (Hartford Partnership for Student Success)

**Post-Secondary Planning College Supports Work Group**

*HPS:* Sonia Dinnal, Madeline Vasquez, Deborah Blazys, Sandra Ward, Joley Shaw, Cherita McIntye

*Community-Based Agencies:* Martin Estey (Hartford Consortium for Higher Education); Hector M. Rivera Jr. (Our Piece of the Pie – OPP); Roxanna Booth Miller (Hartford Youth Scholars Foundation); Carisa LoveJoy (Career Beginnings); Susana Ulloa (Upward Bound); Kathy Reilly (Urban League); Raquel Santiago-Martinez (Community Renewal Team).

*Higher Education Institutions:* Duncan Harris (Manchester Community College), Julia Yakovich (University of Connecticut); Michelle Brophy (University of Saint Joseph); Ralph O. Mueller (University of Hartford).

*Other Partners:* Paul Holzer and Rahsaan Yearwood (Achieve Hartford); Tara Spain (Travelers).



### PART III: APPENDIX SECTION

#### A. Statement of Assurances

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

**PROJECT TITLE:** Alliance District Year 2 Application

**THE APPLICANT:** Hartford Public Schools      HEREBY ASSURES THAT:  
Hartford Public Schools  
(insert Agency/School/CBO Name)

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

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

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

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



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

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

Superintendent Signature:

\_\_\_\_\_  
Dr. Christina M. Kishimoto

Name: *(typed)*

\_\_\_\_\_  
Superintendent of Schools

Title: *(typed)*

\_\_\_\_\_  
June 26, 2013

Date:

\_\_\_\_\_

## B. Hartford Public Schools Review and Turnaround Schools

**Instructions:** The list below identifies all of the district’s Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district’s Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner’s Network.<sup>7</sup> Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

School:	Classification:		Proposed Plan:	Expression of interest in the Commissioner’s Network:
McDonough Expeditionary Learning School	Turnaround		<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Burns Latino Studies Academy	Turnaround		<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Milner Core Knowledge School	Turnaround		<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Americas Choice at SAND	Turnaround		<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dr. Ramon E. Betances Early Reading Lab School	Turnaround		<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
High School Inc.	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
HPHS Academy of Engineering and Green Technology	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Asian Studies School at Dwight/Belizzi School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Sanchez School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
IB Global Communications	Review	<input checked="" type="checkbox"/> 2013	<input type="checkbox"/> New Plan	<input type="checkbox"/> Yes

<sup>7</sup> Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner’s Network will be contingent upon the availability of funds.

School:	Classification:		Proposed Plan:	Expression of interest in the Commissioner's Network:
Academy		<input type="checkbox"/> 2014	<input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> No
Sarah J. Rawson Elementary School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Batchelder School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Burr School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
HPHS Nursing Academy	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Journalism and Media High School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Bulkeley High School Lower School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Pathways to Technology Magnet School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Breakthrough II	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dr. Joseph Bellizzi Middle School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
West Middle School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No
Environmental Sciences Magnet School at Mary M Hooker	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input type="checkbox"/> No