

# CSDE Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: TO BE ADDED

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Middletown, CT 06457  
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



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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>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</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:	New London Public Schools		
Name of Grant Contact Person:	Katherine Ericson		
Phone # of Contact Person:	860-444-3196		
Email of Contact Person:	<a href="mailto:ericsonk@newlondon.org">ericsonk@newlondon.org</a>		
Address of Contact Person:	Street Address:	134 Williams Street	
	City:	New London	Zip Code: 06320
Name of Superintendent:	Dr. Nicholas Fischer		
Signature of Superintendent:			Date: 08/19/2013
Name of Board Chair:	Ms. Margaret Mary Curtin		
Signature of Board Chair:			Date: 08/19/2013
Local Board Approval of Plan: <sup>1</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:			
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?

The New London Public Schools are a regional center for educational excellence, making creative use of the city's great cultural assets and building student achievement upon a foundation of outstanding, diverse schools. The core of excellence is relevance, academic rigor, innovative and engaging instruction and a diverse staff that challenges all students to reach their potential. Parental involvement adds greatly to student success. All students graduate high school and are college and career ready.

What is the district's mission statement?

- Outstanding student achievement
- Preparing students for successful lives as adults
- Delivering the best possible customer service

What are the district's core beliefs or values?

<i>Belief</i>	<i>Commitments</i>
We believe that all students and staff are entitled to a safe learning environment.	We will provide the resources to ensure safety for all.
We believe that the achievement gap can be closed for all students in the NLPS.	We will take all necessary steps to close the achievement gap.
We believe that parent and community involvement helps promote student success.	Programs and opportunities will be provided to encourage parent and community involvement.
We believe that teachers make a difference in student achievement.	We will recruit, develop, retain and celebrate highly qualified educators to ensure a high performing organization.
We embrace diversity as an essential part of student learning.	We will provide opportunities to foster staff and student diversity.
<p>New London Public Schools believes that you get what you expect. High expectations for students and staff performance are key to improving student achievement. Making these expectations come to life depends on changing adult and student behavior. Specifically effective instruction builds upon clear outcomes for students and staff, clear definitions of what students are expected to know and be able to do, clarity about what effective teacher behavior looks like in the classroom, and consistency in using effective practices.</p> <p>Improving student achievement depends upon outstanding school and instructional leadership. The principal must know what effective teaching looks like and how to communicate the difference</p>	

between current and more effective practices. He or she must be the champion for high expectations for behavior and instructions for staff and students. This is manifested in standards for student and staff behavior, consistency in enforcing standards, persistence and consistency in explaining and enforcing the highest possible standards for academic performance.

We believe data driven instruction will improve student achievement. Our ability to streamline the data gathering process will enable our staff to spend less time calculating data and more time planning next steps based on data. (MOVED FROM THEORY OF CHANGE)

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 district defines its relationship with each school on the basis of the school's performance. High-performing and/or significantly improving schools are given considerable autonomy and freedom from bureaucratic operating constraints. Chronically low-performing schools (currently the majority of the New London Public Schools) are subject to district intervention, redesign, closure or replacement with higher-performing school models. The vehicle for the turnaround of low performing schools shall be the establishment of a system of K-12 magnet school pathways directly operated by the district and/or community partners.

A managed performance empowerment theory of action leads to a system of high-performing, diverse, financially sustainable, regional schools of choice organized into K-12 pathways. The role of the district in this theory of action is to:

- Adopt standards
- Build capacity of schools
- Ensure equity among schools
- Hold schools accountable for results
- Intervene in low performing schools
- Grant autonomy to high performing schools
- Design and implement K-12 learning pathways

Please refer to page 3 of the 2012-2015 New London Public Schools Strategic Operating Plan.

### 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).

District Overview (2012-13):					
Total Enrollment:	3110	Per Pupil Allocation: <sup>2</sup>	\$13,750		
Total # Schools:	7	Operating Budget:	\$39,817,405		
# Review Schools: <sup>3</sup>	3	# Turnaround Schools:	1 (SIG)		
Student Demographics (2012-13):					
% White:	15.4%	% F/R Lunch:	83%		
% Black:	25.2%	% IEP:	18.76%		
% Hispanic:	49.5%	% ELL:	20.3%		
% Other:	9.9%	Attendance Rate:	94.2%		
District Personnel (2012-13):					
# Certified School-Based Staff:	270	Median Teacher Salary: <sup>4</sup>	\$80,000		
Student/Teacher Ratio: <sup>5</sup>	25:1	# Central Office Administrators:	9		
# School Administrators:	16	# Central Office Support Staff:	12		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:			59.7	59.6	
Math	Gr. 3 at/above Goal:	17.6	32.7	27.4	46.2
	Gr. 5 at/above Goal:	34.9	51.9	43.4	47.7
	Gr. 8 at/above Goal:	19.5	27.8	17.8	23.5
	Gr. 10 at/above Goal:	15.7	19	15.5	21.7
Reading	Gr. 3 at/above Goal:	16.7	27.2	32.9	40.5
	Gr. 5 at/above Goal:	36	36.6	28.3	38.1
	Gr. 8 at/above Goal:	28.5	27.8	43.8	48.4
	Gr. 10 at/above Goal:	15.4	19	15.9	26.6
Chronic Absenteeism Rate: <sup>6</sup>	31.1	28.6	22.3	17.8	
Graduation Rate:	89.5	62.6		65.8	
% Pursuing Higher Education:	61.4	52	57%	82%	

<sup>2</sup> Per pupil allocation should include all sources of funds (including local, 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>• Clear, high standards for what students are expected to know and be able to do.</li> <li>• State's only literacy standard for Graduation.</li> <li>• GPA requirement for extracurricular (athletics) participation</li> <li>• Improving percentages of students reaching goal and proficiency levels on State tests of Reading and Mathematics</li> <li>• Increasing the number of students passing and excelling in Advanced Placement exams.</li> <li>• Using research based measures (SRBI) to diagnose student needs and inform effective instruction.</li> <li>• Investment in an upgraded student data management system.</li> </ul> <p>Areas of Growth in the 2012-2013 School Year:</p> <ul style="list-style-type: none"> <li>• Continue to improve measured achievement in English Language Arts and Mathematics.</li> <li>• Quality of instruction in ELL classrooms has significantly improved through more effective monitoring and professional development.</li> <li>• Quality of instruction in intervention programs is improving.</li> <li>• ELL LAS Links data shows growth in ELA skills.</li> <li>• Created an Expanded Learning Time Program for 4 schools.</li> <li>• District's proposal for Expanded Learning Time rated best in the State.</li> <li>• Strategic Operations Plan expands number and variety of magnet school programs.</li> <li>• Implementation of district's CCSS aligned Language Arts and Math Curriculum K-9.</li> <li>• Beginning the revision of NLHS humanities courses to align with CCSS for literacy.</li> <li>• On-going implementation of Common Core aligned formative assessments in all courses at the high school.</li> </ul>
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Human Capital	<ul style="list-style-type: none"> <li>• Hired a Talent/Human Resource Officer</li> <li>• Three year program to professionally develop administrators’ skills in evaluating teacher effectiveness.</li> <li>• Four year program to improve principal knowledge of effective instruction</li> <li>• Created a teacher coaching program to improve effective teaching.</li> <li>• Diversified administrative and teacher workforce.</li> <li>• Developed an enhanced peer support program to increase teacher effectiveness in cooperation with New London Education Association.</li> <li>• Dramatically expanded content training in mathematics, reading, and writing.</li> <li>• Continued training in connecting diagnosing student needs with more effective teaching strategies.</li> </ul> <p>Areas of Growth in the 2012-2013 School Year:</p> <ul style="list-style-type: none"> <li>• Creation and operation of a Talent/Human Resource Office</li> <li>• Improvement of recruiting strategies exemplified by a Teacher Recruitment Fair that 200 candidates attended.</li> <li>• Increased diversity of Central Office Administration.</li> <li>• Development of Professional Development for Instructional Staff based on student achievement data.</li> <li>• Three year commitment to train teachers in Inquiry Based Instruction at the Connecticut Science Center.</li> <li>• Train more teachers biomedical or STEM content through Project Lead the Way.</li> </ul> <p>(Moved from Challenges)</p>
Operations	<ul style="list-style-type: none"> <li>• Opened two new magnet schools.</li> <li>• Improved monitoring and quality of district maintenance.</li> <li>• Continued to improve academic quality despite flat funding from the City of New London.</li> <li>• Created a Strategic Operating Plan</li> </ul>
Culture and Climate	<ul style="list-style-type: none"> <li>• Created a focus on encouraging students to stay in school.</li> <li>• Reduced violence in the schools by clearly and consistently enforcing expectations for behavior of students and staff.</li> <li>• Improved quality of instruction by holding staff accountable.</li> </ul> <p>Areas of Growth in the 2012-2013 School Year:</p> <ul style="list-style-type: none"> <li>• Dramatic reduction of suspensions and expulsions at the Middle and High School levels.</li> <li>• Reduced level of gang initiated violence at the High School.</li> <li>• Creation of student intervention Task Force consisting of superintendent, school administration, police, probation, parole, and Department of Children and Families.</li> <li>• Use of Responsive Classroom and Positive Behavior Intervention Strategies to dramatically reduce out of classroom referrals and improve student behavior at Jennings Elementary.</li> </ul> <p>(Moved from Challenges)</p>

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

Academics	<ul style="list-style-type: none"> <li>• Developing a comprehensive assessment system aligned with CCSS and Smarter Balance Assessment Consortium.</li> <li>• Planning, training and implementation of selected data management system.</li> <li>• Increasing support services for special populations, notably English Language Learners and special education students.</li> <li>• Create a three-year district curriculum development, writing, and revision plan/cycle.</li> </ul>
Human Capital	<ul style="list-style-type: none"> <li>• Streamlining the budget process. The budget cycle is very long, and the district has to wait for the legislature to pass and other outside funding to come through before they can rehire teachers.</li> <li>• High expectations for all teachers on the part of school leaders; expectations are inconsistent from school to school.</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Improving relationships between the district, local school board, and city council, which make it challenging to pass the budget, ensure school building maintenance, etc.</li> <li>• Training principals on the budget process.</li> <li>• Exploring external funding sources that can provide enough support to the district and align with the district's needs and goals.</li> </ul>
Culture and Climate	<ul style="list-style-type: none"> <li>• School Governance Councils do not feel empowered. There has been little training and with no clear sense of their role in the massive transformation underway at NLPS.</li> <li>• Inconsistent climate from school to school with some schools needing more support in this area, particularly around special education populations.</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.

- Effective Instruction: Utilize the district's Guide to Teacher Evaluation Plan and Professional Development as a way to provide specific and targeted feedback that is evidence-based and improves the quality of instructional practices, increases student achievement, and enhances the reflective practices of teachers to create a cycle of continuous improvement.
- Closing the Achievement Gap with Common Core State Standards (CCSS): Implement the newly revised district Common Core Curriculum based on the CCSS to increase the level of skill and knowledge students must master at each grade level. In addition, teachers in grades K-5 will communicate to both students and parents each student's progress towards mastery using the newly aligned Standards Based Report Card.
- Talent Strategy: Develop a district system that has the ability to attract/recognize, support, develop and transform high quality staff. Included in the system will be a revision that includes a rating scale that measures teacher performance and that is clearly tied to student outcomes.
- High Expectations: Define competencies for academic, social, and emotional outcomes at the student and professional levels. Communicate and train teachers on how to ensure that all students meet or exceed these expectations. Additionally, using the Connecticut Common Core of Teaching (CCT) and Connecticut Common Core of Leadership (CCL), ensure that all staff meet or exceed standards of professional practice.
- Leadership and Accountability: Maximize the effectiveness of instructional leadership through targeted professional development that supports principals' ability to recognize effective instructional practices and replicate them, change ineffective classroom practices on a school-wide and individual basis, and lead data teams through analysis and instructional decision-making processes.
- Additional Learning Time: Implement an extended school day and school year program facilitated by the National Center for Time and Learning

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

Increased classroom teacher resources to improve the delivery of Common Core Curriculum in both Mathematics and English Language Arts. Resources include: Reading Street, Imagine It, EnVision Math Series, myOn Reader, and Achieve 3000 (high school). The district also utilized the support of a consultant to increase the knowledge of our teachers around the critical areas in math per grade level, as well as the eight mathematical practices outlined in the Common Core State Standards. For over two years the district has also sent over 17 teachers to the INTEL training hosted by the CSDE. This training has been invaluable to increasing teachers' ability to teach math effectively. The data below for the elementary level demonstrates some solid gains in math in grades 4, 5, 6, and 8 in mathematics as measured by the CMT. We are concerned with grade 3 and will look to support this grade level not just in mathematics, but in reading as well.

CMT Scores Grade 3								
	2012 Number Tested	2013 Number Tested	2012 % at Goal	2013 % at Goal	Change	2012% at or above Proficient	2013 % at or above Proficient	Change
Reading	232	222	40.5	35.6	-4.9	62.5	51.8	-10.7
Writing	243	235	46.9	44.3	-2.6	78.6	77.9	-.7
Mathematics	238	230	46.2	35.2	-11.0	72.3	67.4	-4.9

CMT Scores Grade 4								
	2012 Number Tested	2013 Number Tested	2012 % at Goal	2013 % at Goal	Change	2012% at or above Proficient	2013 % at or above Proficient	Change
Reading	218	242	41.3	40.5	-.8	60.6	57.9	-2.7
Writing	230	259	45.7	41.3	-4.4	73.5	75.3	+1.8
Mathematics	218	247	40.8	47	+6.2	68.8	74.9	+6.1

In terms of Common Core implementation we have more work to aligning our instruction for ELL students and Students with Disabilities with the new standards. The data below is not enough for the district to make decisions on our actions plan. We need more detailed analysis of individuals and cohorts to identify where practice is effective and where changes need to be made. ADD TABLE FROM PRESENTATION:

Alliance money support the quality implementation of a Talent Strategy, see Human Capital bullets from above. The Chief Talent/Human Resource Officer has played an integral role in supporting our schools in hiring the talented new teachers and administrators.

#### Recruitment Efforts:

June 1 – Recruitment Fair – Over 200 applicants attended (Advertised via a radio campaign to generate publicity). We had teachers and other volunteers including our Teachers Union there to support the event.

- Implementation of Applicant Tracking System – applications in the database went from 0 to over 1200 since June of 2013
- Change in advertising practices. Moved away from traditional newspaper ads to more internet and social media marketing. Vehicles include:
  - LinkedIn.com
  - National Association for Black School Educators
  - School Spring.com
  - Partnership with Applitracks to advertise all open positions on:
  - Indeed.com
  - K12jobspots.com
  - Edweek.com
  - Professional Diversity Network

Hired an ED Pioneer through Dr. Adamowski to focus on recruiting and talent management partnerships:

- Dedicated to targeted recruitment of candidates including direct sourcing and pipelining of talent
- Working on College Partnerships
- Social Media Recruitment
- Effective use of our applicant tracking system
- Streamlining of our interview and selection process

#### Retention Efforts

In the 2013-2014 school year we will also begin working on effective strategies to retain our Talent.

Worked with school leaders throughout the year on connecting data analysis with improving instruction. Used evaluation strategies to improve school leadership.

Although we had important discussion surrounding student achievement throughout the year with school leaders the district lacked the staffing to truly support the school leaders in increasing their knowledge about the following topics and/or practices: Common Core State Standards, quality data team implementation, and instructional strategies to support ELL students and students with disabilities. This is the main reason why we are utilizing our Alliance Funds to create the Supervisor of Professional Development and Career Management position. This position will allow us to begin individualizing the support needed by school leaders and teachers to increase their efficacy.

Created expanded learning time options at 3 elementary schools and the middle school to expand and diversify opportunities for improving student achievement. Used alliance monies to run a pilot program at the middle school level targeted to serve our students with the highest needs. Program combined intensive targeted instruction on vocabulary development and comprehension as well as providing students with enrichment experiences at Connecticut College. For many of these students they are the first of their family to even consider going to college. The program serviced 100 students with some of the greatest academic needs at Bennie Dover Jackson Middle School. In conjunction with the implementation of the workshop model, and the weekly Professional Learning Periods, BDJMS saw some of the most significant increases in the CMT scores this past year. See data below:

CMT Scores Grade 6								
	2012 Number Tested	2013 Number Tested	2012 % at Goal	2013 % at Goal	Change	2012% at or above Proficient	2013 % at or above Proficient	Change
Reading	160	188	40.0	43.6	+3.6	59.4	62.2	+2.8
Writing	168	211	33.3	46.4	+13.1	64.9	70.1	+5.2
Mathematics	161	193	28	39.4	+11.4	62.1	64.2	+2.1

CMT Scores Grade 7								
	2012 Number Tested	2013 Number Tested	2012 % at Goal	2013 % at Goal	Change	2012% at or above Proficient	2013 % at or above Proficient	Change
Reading	174	171	51.1	53.8	+2.7	64.4	67.8	+3.4
Writing	181	183	38.7	39.9	+1.2	66.9	71.6	+4.7
Mathematics	174	170	32.8	32.4	-.4	56.4	59.4	+3.0

CMT Scores Grade 8								
	2012 Number Tested	2013 Number Tested	2012 % at Goal	2013 % at Goal	Change	2012% at or above Proficient	2013 % at or above Proficient	Change
Reading	217	169	48.4	52.1	+3.7	67.3	66.9	-.4
Writing	225	179	39.1	45.3	+6.2	68.9	75.4	+6.5
Mathematics	217	169	23.5	29	+5.5	63.6	59.8	-3.8
Science	224	179	27.7	34.1	+6.4	46	51.4	+5.4



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.

The collaboration with National Center for Time and Learning has been paired down by the district. Originally we were attempting to increase the amount of hours at all of our elementary schools and our middle school. After the planning year, and looking at the costs to implement the 300 hours, we choose to move forward with only our two review schools, Winthrop Elementary Magnet STEM and Jennings Elementary. Overall approximately 1200 New London Public School students will benefit from added enrichment opportunities, more individualized differentiation, as well as more teacher collaboration time.



## 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	<p>Improve Instruction for All Students</p> <p>Connecticut’s adoption of the Common Core State Standards (CCSS) in Mathematics, Reading and Writing requires planning, developing, and training in order to successfully be implemented. New London Public Schools is committed to training our teachers to understand the skills and knowledge expected at each grade level. The district needs to continue to improve measures that accurately describe all students’ progress and growth overtime. These measures will guide the teachers, schools, and the district as we strive to improve the efficacy of the education we deliver.</p>	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	<p>Improve Teacher and Leader Quality and Retention</p> <p>New London Public Schools recognizes that principals and teachers are educational leaders who play the most important role in ensuring academic excellence for all students. We are committed to recruiting, retaining, recognizing, and developing highly effective principals and teachers.</p>	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	<p>Remove Barriers to High Performance.</p> <p>We believe that improving school climate and support services for students will increase student achievement. New London has a number of students for whom we need to enhance literacy and math skills. Expanding the school schedule and providing more effective instruction will increase academic achievement. Schools must focus on the needs of students and develop differentiated instruction and enrichment opportunities. Our Board of Education is a critical partner in educational reform in New London.</p>	<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.

In the 2012-2013 school year, New London Public Schools, in collaboration with the New London Board of Education and under the direction of the Special Master, Steven Adamowski, developed a three-year Strategic Operating Plan (SOP) to guide the work of the district over this same period of time. The SOP outlines the vision, theory of change and core beliefs that guide the work as articulated in this Alliance District Plan. It also outlines the 12 student performance targets (to be adjusted as needed with the new assessments in the 2014-2015 academic year).

These performance targets are:

- 1) The District School Performance Index (SPI) will improve by 5 index points per year.

- 2) At least one school will improve by one performance category on the SPI each year.
- 3) The district will gain 4 percentage points each year in Mathematics as measured by the grades 3-8 CMT.
- 4) The district will gain 2 percentage points each year in Reading as measured by the grades 3-8 CMT.
- 5) The district will gain 4 percentage points each year in Writing as measured by the grades 3-8 CMT.
- 6) The district will gain 6 percentage points each year in grade 8 Science as measured by the grade 8 CMT.
- 7) The district will make the following gains in the respective subject areas as measured by the grade 10 CAPT:
  - 4 percentage points each year in Mathematics
  - 2 percentage points each year in Reading
  - 3 percentage points each year in Writing
  - 5 percentage points each year in Science
- 8) Students with disabilities and English Language Learners (ELLs) will achieve at the same rates of growth as their peers.
- 9) The district will increase the 4-year high school graduation rate by 3 percentage points per year. (The 4-year graduation rate in 2011 was 62 %.)
- 10) The district will increase the total high school graduation rate, which includes students who graduate in more than 4 years, each year. (Baseline data will be established in the 2012-2013 school year.)
- 11) The district will increase the percentage of 11th grade students who achieve the college-readiness benchmark on their grade 11 PSAT at the same rate of increase as the 4-year graduation rate. (See 2011-2012 baseline data.)
- 12) The district will increase the 2-year and 4-year college attendance rates each year as measured by the National Center for Education Statistics (NCES) data. (Baseline data will be established in the 2012-2013 school year.)

To reach these targets, the district has identified 6 priority areas that it will focus on from 2013-2016, each with very specific strategies and implementation steps articulated in order to actualize these priorities and reach the student performance targets highlighted above:

Priority 1: Create a regional system of high performing, effective schools.

Priority 2: Improve teacher quality, diversity and retention.

Priority 3: Improve instruction for all students.

Priority 4: Increase parent and community involvement and support.

Priority 5: Remove barriers to high performance.

Priority 6: Create a stable system of support that sustains New London's schools and maximizes the use of public resources.

Alliance District funding will support the realization of three of these priorities in the 2013-2014 school year, the first year of the implementation of the Strategic Operating Plan. As described above, the three priorities that will be supported through Alliance District funds are highlighted in yellow.

The district's theory of change, strategic direction, and the three priorities supported by Alliance District funding are aimed at improving student achievement. Embedded in our Theory of Change and the district's strategic direction is the implementation of the Common Core State Standards. The Common Core State Standards are the basis of what we expect students to know and be able to do and by which we will hold schools in our district accountable. The implementation of both the teacher and administrator's evaluation will plans will improve instruction.



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.

New London's is in the third year of the transition to the Common Core State Standards. Three years we began providing our teachers with professional development to introduce the new standards. This provided a foundation for the curriculum committees that subsequently crafted the K-9 newly aligned English Language Arts curriculum and Mathematics curriculum. Additionally, grade-level and content specific teams at the secondary level used this information to develop CCSS aligned formative assessments. Last year (2012-2013), New London allocated the majority of the Alliance funds towards purchasing resources for the elementary schools to ensure that teachers had the tools to deliver rigorous standards-based differentiated instruction in literacy and mathematics. The district has also increased our efforts to engage our students in blended instruction to both provide individualized opportunities for practice, re-teaching, and enrichment. Fluency with technology will not only fortify their skills but also increase the comfort level computer delivered tests and also prepare them with 21<sup>st</sup> Century skills for college and career readiness (ST MATH, MyOn Reader, Lexia). This year we are building on the Professional development from last school year which was meant to deepen teachers' understanding of the vertical alignment of the standards as related to New London's curriculum and the English Language Arts and Mathematics programs. In terms of assessment, the district has expanded its use of NWEA's Common Core Aligned Measures of Academic Progress (MAP) assessment to include the lower elementary grades as universal screener and mid and end-of-year benchmark measure. The district is continuing to provide Professional Development to deepen teachers' understanding of diagnostic assessments and progress monitoring between the benchmark periods. These include assessments for reading such as DIBELS, Core Multiple Measure Assessments, development spelling assessment, phonological awareness skills test (PAST), and Easy Curriculum Based Measures (CBM). For mathematics we are taking a five-pronged for our benchmark assessment beyond the MAP test. These include a word problem test, fluency test, major cluster tests, a mathematical vocabulary inventory, and a qualitative measure of student self-assessment. Additionally, teachers will be using CCSS aligned Easy CBM math monthly to monitor students' progress. The purpose for the variety of math assessments is to help teacher's identify individual students' math profile to accelerate the growth students who are below grade level and to provide enriching opportunities to deepen and extend the mathematical understandings of those who are on or above grade level.

In terms of supporting the district progress towards Common Core Implementation New London Public Schools has made some significant investments in software. Last spring we upgraded a student performance data base system to PEARSON'S SchoolNet. With this type of system we are hoping schools will better be able to access student data on multiple levels. Teachers need to be able to track the progress of the class as whole in terms of student achievement in math and reading. But they also need to be able to look at all the achievement data for one student to better analyze the progress of students.

Secondly, the district has also invested in ST MATH software from MindResearch. This is a mathematics program that is designed to take students from the concrete to the abstract in terms of their understanding of mathematics. The district selected this program specifically because it has a small amount of language usage in the program. Our goal is to fortify the skills of all our students by taking away the heavy emphasis on literacy that can hinder student mastery of math skills and knowledge.



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.

Priority #1: Insert the year two priority below.
Improve instruction for all students. Continue to improve student achievement in English Language Arts and Mathematics based on the quality implementation of the Common Core State Standards.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Connecticut's adoption of the Common Core State Standards (CCSS) in Mathematics, Reading and Writing requires planning, developing, and training in order to successfully be implemented. New London Public Schools is committed to training our teachers to understand the skills and knowledge expected at each grade level. The district needs to continue to improve measures that accurately describe all students' progress and growth overtime. These measures will guide the teachers, schools, and the district as we strive to improve the efficacy of the education we deliver. New London Public Schools will: <ol style="list-style-type: none"><li>1. Create and implement a college-ready K-12 curriculum in Reading, Math, Writing and Science aligned with Common Core State Standards (CCSS) using data to monitor the effectiveness of the curriculum and standards.</li><li>2. Acquire and implement K-8 core reading programs (Tier 1), and reading intervention programs (Tiers 2 and 3) at each grade level.</li><li>3. Improve effectiveness of special education programs.</li><li>4. Improve the quality and effectiveness of all Special Education District Programs to provide services to all students with disabilities in the Least Restrictive Environment.</li><li>5. Improve effectiveness of programs for English Language Learners.</li><li>6. Develop and implement K-12 student assessment and data management plan to track student outcomes across all areas of the Strategic Operating Plan (SOP).</li><li>7. Implement a comprehensive 4-12 program for students with advanced learning needs.</li><li>8. Develop and implement effective, school-based pre-school programs using State School Readiness program funding as the primary means of support. (Year 2)</li></ol>
Outcome Metric: What is the desired result of the implementation of Priority #1?
The sole focus of New London Public Schools is to increase student achievement and close the achievement gap we see in our schools. New London Public Schools has identified 12 Student Achievement Performance Targets/Measures that all priorities, when executed as designed, will achieve. These are: <ol style="list-style-type: none"><li>1. The District School Performance Index (SPI) will improve by 5 index points per year.</li><li>2. At least one school will improve by one performance category on the SPI each year.</li><li>3. The district will gain 4 percentage points each year in Mathematics as measured by the grades 3-8 CMT.</li></ol>

4. The district will gain 2 percentage points each year in Reading as measured by the grades 3-8 CMT.
5. The district will gain 4 percentage points each year in Writing as measured by the grades 3-8 CMT.
6. The district will gain 6 percentage points each year in grade 8 Science as measured by the grade 8 CMT.
7. The district will make the following gains in the respective subject areas as measured by the grade 10 CAPT:
  - a. 4 percentage points each year in Mathematics
  - b. 2 percentage points each year in Reading
  - c. 3 percentage points each year in Writing
  - d. 5 percentage points each year in Science
8. Students with disabilities and English Language Learners (ELLs) will achieve at the same rates of growth as their peers.
9. The district will increase the 4-year high school graduation rate by 3 percentage points per year. (The 4-year graduation rate in 2011 was 62 %.)
10. The district will increase the total high school graduation rate, which includes students who graduate in more than 4 years, each year. (Baseline data will be established in the 2012-2013 school year.)
11. The district will increase the percentage of 11<sup>th</sup> grade students who achieve the college-readiness benchmark on their grade 11 PSAT at the same rate of increase as the 4-year graduation rate. (See 2011-2012 baseline data.)
12. The district will increase the 2-year and 4-year college attendance rates each year as measured by the National Center for Education Statistics (NCES) data. (Baseline data will be established in the 2012-2013 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
<ul style="list-style-type: none"> <li>• Implementation of a pilot program for gifted and talented students in grade 4, 5 and a combined dual language 5-6.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• NWEA MAP Data</li> <li>• Connecticut Standardized Tests</li> <li>• LAS Links</li> <li>• End of Year student/parent survey</li> </ul>		X	X	X	
<ul style="list-style-type: none"> <li>• Continuing to analyze range of services for Students with Disabilities.</li> <li>• Expand training for staff and families in working with students with autism/Asperger's spectrum.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Staff Participation</li> <li>• NWEA MAP Data</li> <li>• Connecticut Standardized Tests</li> <li>• 100% district Autism teachers and Instructional Assistants trained in ABA strategies</li> </ul>	X	X	X	X	

	<ul style="list-style-type: none"> <li>• 50% of families of students with Autism participate in parent/guardian training</li> </ul>					
<ul style="list-style-type: none"> <li>• Continuing to analyze range of services for Students with Disabilities.</li> <li>• Expand training in de-escalation strategies and restraint for staff and families in working with students' emotional disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Staff Participation</li> <li>• Parent Participation</li> <li>• Staff/Parent training satisfaction surveys</li> <li>• NWEA MAP Data</li> <li>• Connecticut Standardized Tests</li> <li>• 100% of teachers of students with emotional disabilities will be trained in de-escalation strategies and restraint</li> <li>• 100% of Assistant Principals and Deans will be trained de-escalation strategies and restraint</li> <li>• 50% of families of students with emotional disabilities participate in parent/guardian training</li> </ul>	X	X	X	X	
<ul style="list-style-type: none"> <li>• Train special educators on how to implement Common Core State Standards effectively in the Individual Education Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet state and federal IDEA requirements as measured by data from IEP audits.</li> <li>• 100% of the district Special Educators will receive training on aligning IEPs with CCSS</li> <li>• Random audits of IEP at all levels for alignment of goals and objectives with CCSS and individualized student needs</li> </ul>		X	X		
<ul style="list-style-type: none"> <li>• Write English for Second Language Learners curriculum aligned to CCSS</li> <li>• Provide on-going, job-embedded professional learning on evidence based instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Written curriculum.</li> <li>• Teacher survey (pre/post)</li> <li>• ELL student achievement data.</li> <li>• 100% of ELL teachers</li> </ul>	X	X	X	X	

for ELL students	participating in professional development evidence-based instructional strategies					
<ul style="list-style-type: none"> <li>Increase teachers' knowledge of and teaching skills in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Evaluation data</li> <li>Production of year-long maps for K-6</li> <li>Creation of CCSS aligned unit maps</li> <li>Development of assessment plan inclusive of benchmarks, progress monitoring of word problems, fluency, major clusters, and a qualitative measure</li> <li>100% participation of K-8 classroom mathematics teachers in Common Core State Standards mathematics instruction, assessment, and evidence-based practices</li> </ul>	X	X	X	X	

**Priority #2: Insert the year two priority below.**

**Improve Teacher and Leader Quality and Retention**

Continue to improve instructional effectiveness through the implementation of New London's revised Teacher and Administrator's Evaluation Plans.

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

In the 2012-2013 school year, New London Public Schools hired a Chief Talent Officer responsible for developing the district's human capital strategy beyond the function of a traditional HR office. The Chief Talent Officer has developed a comprehensive talent strategy that accounts for the entire cycle of a teacher's or school leader's career with New London Public schools – from recruitment to induction to evaluation, support and retention. Upon the development of the plan, New London Public Schools focused primarily on recruitment in the 2012-2013 school year and this will remain a focus in the upcoming school year as well. This work has been spearheaded by the Chief Talent Officer, accompanied by a recent addition of an Education Pioneer Graduate Fellow, who will be taking on responsibility for this work in the 2013-2014 school year. The district has also recently made an offer to an individual to supervise professional learning for staff, particularly developing a system to link

evaluation results to professional learning opportunities at the individual teacher level, school level, and district level. It should be noted that New London Public Schools received a waiver from the Connecticut State Department of Education for its teacher evaluation system, and will continue to implement its evaluation system in the 2013-2014 school year. These efforts align with the specific strategies laid out in the SOP:

1. Develop and implement a talent management strategy, including criteria for assessing effectiveness, to improve teacher and principal effectiveness.
2. Develop, implement and assess effectiveness of a recruitment and retention plan to increase diversity in the teaching and administrative ranks.
3. Reorganize and expand district leadership capacity to implement and sustain the Strategic Operating Plan.
4. Develop and implement a career development system for teachers on the basis of effectiveness in which career level, compensation and responsibility are differentiated including recognition of school/group performance.
5. Develop a system for evaluation of teachers and administrators based on achievement, growth of students and client satisfaction.
6. Develop a system of professional development informed by teacher evaluation.

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

- Recruitment data: Decrease open faculty positions from 2012-2013 data.
- Retention of 70% of teachers who score at Goal on the new Teacher Evaluation system.
- Professional development will align w/identified needs as defined by teacher survey and teacher evaluation data.
- Professional performance 95% will reach goal on Teacher Evaluation.

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
Design a recruitment strategy to identify and recruit highly qualified and diverse staff and administrators. Talent office will coordinate with building administrators to proactively anticipate staffing needs and implement timely recruitment efforts.	<ul style="list-style-type: none"> <li>• Report of recruitment strategies</li> <li>• Recruitment numbers</li> <li>• Qualifications of staff</li> <li>• Diversity of staff</li> <li>• Data on open positions over time</li> </ul>	X	X	X	X	X
Continue and improve a year-long induction program for new teachers.	<ul style="list-style-type: none"> <li>• Calendar of year-long programs</li> <li>• Professional Development Survey data</li> <li>• TEAM data for Initial Educators</li> </ul>	X	X	X	X	
Hire a Professional Development and Career Management Supervisor to align Professional	<ul style="list-style-type: none"> <li>• Supervisor hired</li> <li>• Teacher and administrator performance data.</li> </ul>	X	X	X	X	



Development with needs identified by teacher evaluation data analyses.	<ul style="list-style-type: none"> <li>Professional Development Survey data</li> </ul>		X	X	X	
Provide professional learning for teachers and administrators on the newly revised teacher and administrator evaluation plan.	<ul style="list-style-type: none"> <li>Completion data for PD</li> <li>Observation and evaluation data</li> </ul>	X X	X	X	X	

Priority #3: Insert the year two priority below.				
Remove barriers to high performance. Two schools (Jennings and Winthrop) will implement Extended Learning Time to increase student instructional, intervention, and enrichment time/opportunities. District-wide monitoring of attendance and truancy data.				
Summary: Briefly describe the district's comprehensive approach to implement this priority.				
In order for New London Public Schools to improve student performance, the district must ensure that the conditions are in place to allow the district to flourish, particularly in the areas of extended learning time, district and school governance, and school climate. In the 2013-2013 school year, the district partnered with the National Center for Time and Learning on the TIME Collaborative, of which two of our low performing schools will be implementing their extended learning time plans developed under this partnership. Beginning in the 2012-2013 school year, district administrators also partook in governance training provided to the New London Board of Education, provided by the Center for the Reform of School Systems based in Houston, Texas. These trainings will continue in the 2013-2014 school year. New London Public Schools will: <ol style="list-style-type: none"> <li>Provide additional learning time for students to close the achievement gap.</li> <li>Improve school climate where necessary through Positive Behavior Intervention and Supports (PBIS).</li> <li>Create program options to reduce the level of suspension and expulsion rates.</li> <li>Improve student attendance and reduce truancy.</li> </ol>				
Outcome Metric: What is the desired result of the implementation of Priority #3?				
<ul style="list-style-type: none"> <li>Reduction of suspension and expulsion rates.</li> <li>Reduction of chronic attendance and truancy rates.</li> <li>Increase in student learning time</li> <li>Increase in student achievement</li> </ul>				
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



<p>Provide additional learning time for students to close the achievement gap.</p>	<ul style="list-style-type: none"> <li>• Student ELT participation; specifically % of time (300 hrs/year) participating in intervention and in enrichment</li> </ul>	X	X	X	X	X
<p>Analysis of metrics to examine relationships/correlations between Expanded Learning Time and student achievement.</p>	<ul style="list-style-type: none"> <li>• ST Math Mind Research math program (pre-post)</li> <li>• Lexia Reading Online Program (pre-post)</li> <li>• NWEA MAP testing grades 1-5 (pre-post)</li> </ul>		X	X	X	X
<p>Creation and use of quality metrics to monitor the impact of enrichment activities associated with expanded learning time (in coordination with community partners) Implementation of developed metrics</p>	<ul style="list-style-type: none"> <li>• Identification of aligned assessments</li> <li>• Analysis of data from developed tool</li> </ul>			X	X	
<p>Assessing and planning to create program options to reduce the level of suspension and expulsion rates. Assessing and planning for Alternative School Programming: Overage under credited students. Recuperative model is being investigated.</p>	<ul style="list-style-type: none"> <li>• Menu of Options</li> <li>• Report on Model</li> </ul>	X	X			
<p>Coordinate with outside agencies to examine strategies and options for working with truancy. Implement strategies developed through partnerships with outside agencies</p>	<ul style="list-style-type: none"> <li>• Menu of Options</li> <li>• Attendance data</li> </ul>	X	X		X	

## 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?

New London Public Schools approach to school improvement begins with a school’s instructional focus. We believe you get what you expect. Our review schools need to examine their student data, and identify instructional focal points that will be evident across grade level and content areas. The district will support schools in improving the use of data to improve instruction and student achievement.

Holding schools accountable for results. High performing schools will be given autonomy in site based management with regard to the following key operational responsibilities:

- School Based budgeting,
- Hiring of personnel,
- Curriculum.

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?

New London Public Schools have traditionally strived to continually improve student achievement. An accountability plan is developed to ensure the effectiveness of every school. This turnaround strategy involves the development of high performing schools of choice offering a variety of academic choices and pathways based on student needs, interests, and college and career-ready skills, i.e. an “all magnet” system of schools. This plan anticipates that K-12 pathways in Language Study, STEM and the Arts would be achieved through the creation of 3 new 6-12 schools.

- STEM Pathway: Expansion of the current STEM high school program and be located on the high school campus as part of its renovation (renovation as new).
- Arts Pathway: School located in downtown in partnership with the ISAAC Charter School and Garde Performing Arts Center.
- Language Study Pathway: 6-12 International Language Studies Program at the Bennie Dover Jackson



facility.

In addition, the plan anticipates the construction of a fourth 6-12 magnet program on the New London High School campus.

## 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.

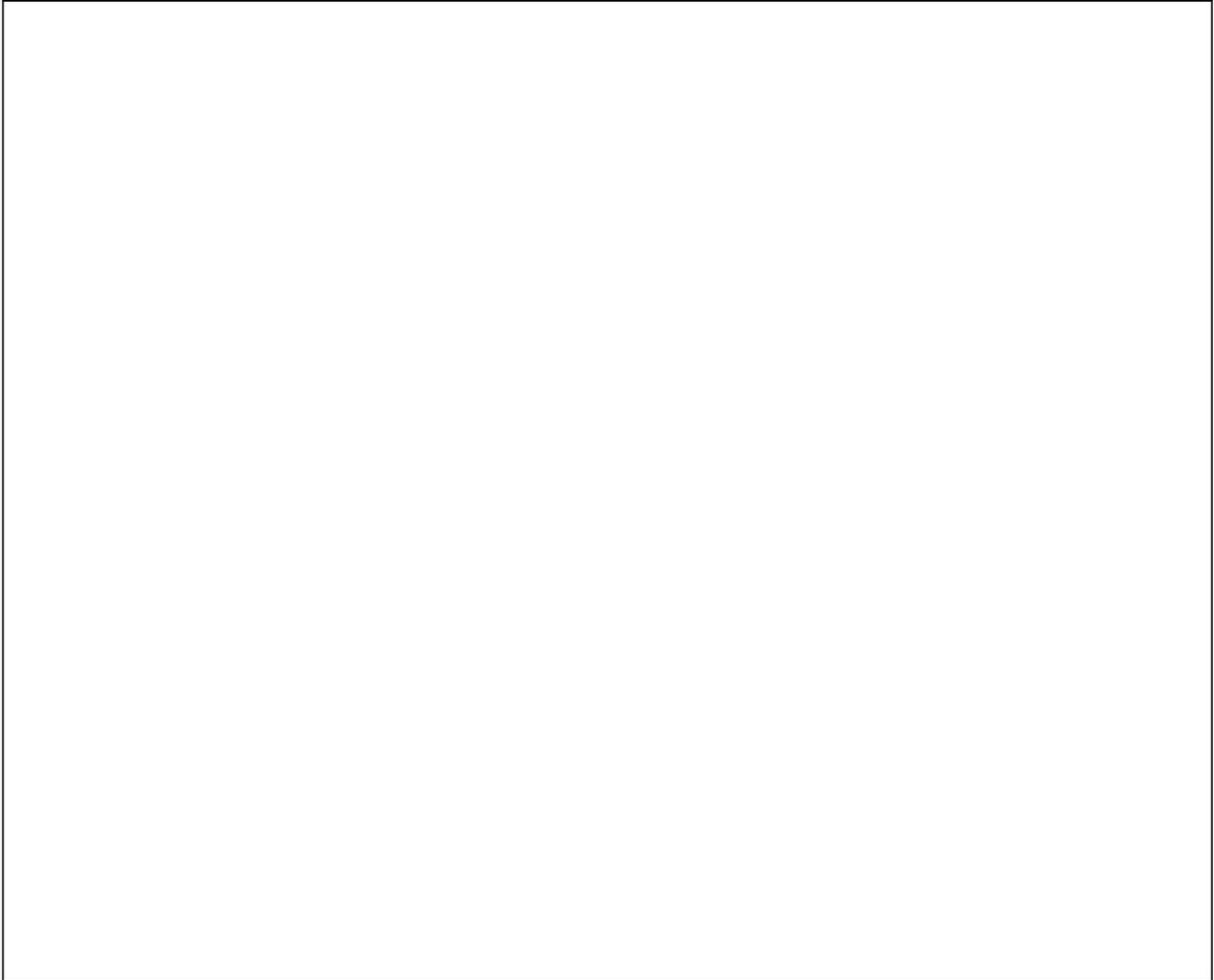
The district-level monitoring strategy is built around the successful implementation of the Strategic Operating Plan. The district believes that each implementation step of the SOP must be executed in order to achieve the desired student achievement results. The implementation of each of these steps is monitored by the Chief Academic Officer at the district level with support from the district's assigned special master, Dr. Steven Adamowski. We are using an excel sheet to monitor the implementation of the various strategies and implementation steps.

Describe the district's strategy for monitoring schools.

The district will do the following to promote accountability and ongoing progress monitoring :

- Meetings 3 times a year among the superintendent, chief academic officer, and individual school principals to discuss student data.
- Monthly meeting with school leaders to include focused walk-throughs.
- Triennial meetings with district data team.
- Continuing district review of the impact of talent strategy on staffing needs including annual report to the Board of Education.
- Use of newly upgraded data dashboard system.
- Continue monthly audits of IEPs.
- Career Management Coordinator will generate reports based Teacher Evaluation and Administration to plan professional development.
- Investigate the value-added to be gained from Professional Improvement software like Teachscape.

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?



## 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.

New London has spent the entire year generating the vision, mission, goals and strategies for the district. This work began at the Board of Education level in which the community was present and provided public comment on multiple occasions. All expanded learning time plans were constructed at the building levels with teams of administrators and teachers. Schools presented drafts of their Expanded Learning Time plans to parents for feedback. Forums were held to share information on magnet planning and expanded learning time. The final draft of the Strategic Operating Plan was composed by a committee of district and school leaders, and teachers, and reviewed at two separate Board Workshops.



### PART III: APPENDIX SECTION

#### A. Statement of Assurances

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

PROJECT TITLE: \_\_\_\_\_

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

\_\_\_\_\_  
(insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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



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

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

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

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

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

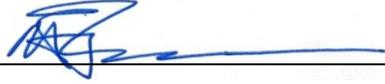
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders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

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



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

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

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

Name: *(typed)* \_\_\_\_\_ Nicholas A. Fischer, Ed.D. \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_ Superintendent of Schools \_\_\_\_\_

Date: \_\_\_\_\_ August 19, 2013 \_\_\_\_\_

