

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

Form Number: ED701
C.G.S. § 10-262u

Final Submittal 8/16/13

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/



Nondiscrimination Statement

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment TABLE OF CONTENTS

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW	p. 4
1. Alliance District Program Overview		4
2. Application Components		4
3. Application Instructions		5
4. Timeline Summary		5
5. Questions		5
PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT	p. 6
1. District Contact Information		6
2. Vision, Mission & Values		7
3. Data Profile		10
4. Needs Analysis		11
5. District Strategy and Year 1 Reflection		14
6. Year 2 Priorities		19
7. School Turnaround Strategy		34
8. Accountability and Support		38
9. Budget		41
10. Stakeholder Engagement		42
PART III: APPENDIX SECTION	p. 43
A. Statement of Assurances		43
B. List of District Review and Turnaround Schools		47

SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*

****Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
Web site at: <http://www.ct.gov/sde/AllianceDistricts>****

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 Commissioner of Education’s 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 1 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 2 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 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” schools must develop and submit school improvement plans as a part of the Year 2 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 Web site at: <http://www.ct.gov/sde/AllianceDistricts>.
- **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 Web site: <http://www.ct.gov/sde/AllianceDistricts>.

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 2 application amendment **must be postmarked by June 28, 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 249 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 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
--	--

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
8. Districts submit Priority School District applications	August 16, 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 | E-mail: 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 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	West Haven Public Schools			
Name of Grant Contact Person:	Dr. Anne Pappanikou Druzolowski			
Phone # of Contact Person:	203 9374320			
E-mail of Contact Person:	annedruzolowski@whschools.org			
Address of Contact Person:	Street Address:	P. O. Box 26010		
	City:	West Haven	Zip Code:	06516
Name of Superintendent:	Mr. Neil Cavallaro			
Signature of Superintendent:		Date:		
Name of Board Chair:	Mr. Mark Palmieri			
Signature of Board Chair:		Date:		
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
Date of Plan Presentation to the Local Board:	September 3, 2013			
Priority School District?	Yes <input checked="" type="checkbox"/> No			

¹ 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 West Haven Public Schools, in partnership with the community, is embracing a passion for learning. We shall prepare each individual with the motivation, desire, knowledge and skills necessary to met the challenge of an ever-changing world.

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

We, in the West Haven Public Schools

Commit to an ongoing education that promotes critical thinking, communication, and problem solving.

Advocate the development of student talent, as well as collaboration with parents and the local community.

Reinforce the values of mutual respect, courtesy and appreciation for diversity.

Encourage students to develop responsibility, accountability and self-discipline.

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

The West Haven Public School District is committed to the belief that all children are capable of attaining high levels of achievement in preparation for productive, rewarding lives and responsible citizenship. Students will reach this goal through their own diligence and effort, a learning climate that responds to individual academic needs, a curriculum that challenges and is aligned with the state standards, adequate resources and skilled, professional instruction. Furthermore, a belief in social equality underlies West Haven's commitment to providing a high quality of education for all students.

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 West Haven Public Schools is committed to a holistic approach to improving all schools, with a concentrated effort of support to our Title I and Tier III schools. The foundation of our philosophy is embedded in the **research based practices** of the Connecticut Accountability for Learning Initiative (CALI). CALI includes data driven decision making, effective teaching strategies, performance-based benchmark tasks and assessments,

school climate and curricula which is consistently practiced and the fidelity reviewed through central office leadership in our district. All school leaders and staff have been trained in these practices during the past *three years and we will continue this course utilizing professional development and this data based model. If the tenants of CALI are implemented with consistency and with fidelity, thus we are true to this model and research base, we will see student achievement improve, as well as instructional practices (adult behaviors).*

Our main goal for improving the quality of teaching is for all teachers to become instructional leaders and decision makers in order to best support the youngsters within their school building; and, for our leaders to be better able to support them in this effort, rather than relying on outside experts to control the outcomes of classroom performance. To this end, we believe that *if we maintain consistency in our **professional development design**, in that the design includes commitment to: fidelity and consistency in the development and use of curricula; teacher training and use of research-based instructional practices targeted to student need; the disaggregation of data to inform instruction (through data teams) at the school, district and content area level; and the training of parents, students and teachers relative to student support and vision, we will be successful.*

Reform will **continue to focus upon:**

(1) Talent Development Strategy - Leader and Educator Evaluation and Support Systems:

Teacher and Administrator Evaluation: Implementation of the SEED evaluation model, coupled with appropriate on-going training and embedded professional development and support for school leaders and teachers at school sites. *If Leader and Educator Evaluation Systems are introduced with training which supports each of the positions (teacher and administrator or administrator and administrator) utilizing embedded professional development and coaching, AND is part of the teaching and learning process (e.g., done through integrating the data team process to identify goals and IAGD -Smart Goals), evaluation will be perceived as a support and resource rather than a tool to remove staff.*

Development of Teacher Leadership: The development of teacher leader capacity within each school to support classroom teachers, and eventually, providing that career leader for teachers. Teacher leaders will continue to be selected for curriculum development and implementation, literacy knowledge, mathematics and language arts. *If teacher leaders are developed and recognized within schools as peer resources in the areas of curricula enactment, curricula development, disaggregation of student data, and research based instructional practices, then the professional learning committee will become stronger and professional development will become an embedded and continuous learning will occur.*

(2) Interventions in Low-Performing Schools

K-3 Literacy Interventions: The emphasis on nonfiction reading, writing genre, listening and speaking at early grades is critical to ensuring our youngsters are reading, writing, speaking, and listening in all that we teach. Ways to strengthen the foundational programs in reading ensures reading mastery by grade 3 with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement and professional development for teachers. *If K-3 Literacy Interventions are instituted based on an implementation plan which encompasses reading, writing, listening, and speaking across the content area, and furthermore, the plan is grounded in research and data, our youngsters will be reading by grade 3.*

Early Childhood Services: Improve and expand early childhood education and services for our population which is reinforced with cooperation and collaboration with early childhood education providers from the community. Services will include wrap around services to Tier III (Review School) and Title I schools;

before and after school programming, community programs (Family Resource Center), and summer

programs for special education youngsters and first grade youngsters at risk of being successful in grade 1 (District does not have full day kindergarten programming. It is also not a Priority School District). *If early childhood interventions are available for the most at risk population, then students will be accessing content by the end of grade 3.*

Mathematics and Reading Options for Secondary Students: Improve and expand mathematics and English Language Arts support to secondary level students through supplemental classes and support for students at both the review high school and the middle school. The introduction of additional remedial support *prior* to high school, as well as *after school* reinforcement sessions, guided study halls and blended learning options will provide that additional time to improve student understandings in algebra and increase students access to content (Read 180 products). *If we provide opportunities for youngsters at grade 8 and 9 to improve their understandings of content utilizing different learning options, they will become more proficient at accessing content and applying information.*

(3) Common Core State Standards and Next Generation Assessments: The district has **completed one full year of implementation CCSS, with corresponding common assessments and performance tasks.**

It is anticipated that *if monitoring by central office staff and principals, coupled with review of data by school and district based data teams, the CCSS will be implemented with fidelity and consistency and further, will result in increased growth in DPI and SPI across the district.* This effort began several years ago and the model for monitoring implementation and needs for revision are systemically done as explained later in this document, as well as in the original Alliance document submitted last year. Teacher leadership (Talent Strategy) will maintain an active role in the understanding and refinement of the CCSS curricula. They will also be recognized as leaders in the area of curricula within the school district.

(4) Parent/Community Engagement and School Climate: *If parents and community are actively engaged in the education of their children through involvement in the educational planning and support for students on school improvement planning and Governance Councils, as well as opportunities for side by side learning with their youngsters, then student appreciation, motivation and love for learning will strengthen with corresponding skill development in reading, writing, listening and speaking.*

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:	6019	Per Pupil Allocation: ²	\$15,135.51		
Total # Schools:	9	Operating Budget:	\$82,424,049		
# Review Schools: ³	2	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	39.3%	% F/R Lunch:	56%		
% Black:	21.8%	% IEP:	14.73%		
% Hispanic:	31.4%	% ELL:	11%		
% Other:	7.5%	Attendance Rate:	93.4%		
District Personnel (2012-13):					
# Certified School-based Staff:	1:18	Median Teacher Salary: ⁴	\$52,553.13		
Student/Teacher Ratio: ⁵	1:18	# Central Office Administrators:	9		
# School Administrators:	16	# Central Office Support Staff:	17 (of which 10 are clerical/data entry)		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a	70.2 DPI/CMT 59.9 DPI/CAPT	n/a	
Math	Gr. 3 CMT at/above Goal:	47.5	47.2	43.6	n/a
	Gr. 5 CMT at/above Goal:	58.1	50.8	56.2	n/a
	Gr. 8 CMT at/above Goal:	48.3	47.1	47.1	n/a
	Gr. 10 CAPT at/above Goal:	23.1	20.6	19.8	n/a
Reading	Gr. 3 CMT at/above Goal:	52.2	46.8	41.5	n/a
	Gr. 5 CMT at/above Goal:	46.7	41.7	57.9	n/a
	Gr. 8 CMT at/above Goal:	62.9	62.4	67.9	n/a
	Gr. 10 CAPT at/above Goal:	35.3	20.7	27.6	n/a
Chronic Absenteeism Rate: ⁶	17.4%	18%	14.3%	n/a	
4-Yr Graduation Rate:			73.2%	n/a	
% Pursuing Higher Education:	91.7%	92%	92.2%	n/a	

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

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ 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"> • Fully implemented CCSS-aligned curricula K – 12 during school year 2012 – 2013. • Fully implemented common assessments reflecting CCSS curricula. • District has implemented teaming structures, observation protocols and data collection processes and teacher survey indicates that these structures have changed the way staff instruct. • Evaluation program in place to monitor instructional practices, curriculum implementation and student achievement and has been utilized to impact school based support through the teacher leaders. Surveys also indicate that these supports have made a difference in the way teachers are instructing in their classrooms. • Teacher survey indicates that the CCSS has drastically altered the way instruction is delivered. • Initial SEED training completed and in place for administrator and teacher evaluation in Fall 2013. • System in place for students in West Haven entering high school Algebra ready, including Boot Camp, curricula changes in grades 7 and 8, summer school grade 8 and Boot Camp for high school students struggling in all areas of mathematics. • Increased number of youngsters who move from one stage of language acquisition to a higher level as measured by the LAS-LINKS: average 25% growth of number students achieving reading mastery at grade 3; 13% at grade 4; and over 28% at the high school. • Assessments are indicating that a minimum of 80% of all students achieve at or above proficiency in mathematics concepts utilizing standardized measure (e.g., grades K-6 data Symphony Math). • There was an increase of 12% of the ELL youngsters who scored at levels 4 and 5 on LAS-LINKS. • Over 12% of ELL youngsters increased to the next level on the LAS-LINKS. • First grade results indicated on the TRC/DRA the greatest growth of any grade across the district. • Minimum of 80% students K-10 proficient in reading as measured by DRP test. • Common assessments (CCSS) based indicate that over 80% students have achieved mastery of content in grades K-8 math and ELA.
Human Capital	<ul style="list-style-type: none"> • Cooperative relationship exists between teacher union and district administration as evidenced by SEED implementation product and process. • District involved important constituents (over 23 teachers, teacher and administrator union officials, CO staff) in preparing/selecting new evaluation system, training all teachers, developing handbook, and implementation. 100% agreement to implementing SEED next school year 2013-14. • Lowest performing schools prioritized with respect to staffing and instructional resources. • Survey results indicate that the teacher leaders (curricula, reading, mathematics) are invaluable in their support to classroom teachers and instruction. More leaders are requested for school support.

Operations	<ul style="list-style-type: none"> • University of New Haven has a STEM agreement with the district for training/supporting new High School program in its second year of operation. • Yale University has an agreement with district in the area of teacher training in the sciences, student involvement in lab programs at Yale, and yearly funding contribution to early childhood. • District budget has been stable over past 5 years. A 3% increase anticipated for 2013 – 14. • District outsources technology needs and is currently reviewing other possible cost saving measures.
Culture and Climate	<ul style="list-style-type: none"> • West Haven Community Health Agency (West Haven Mental Health) operates mental health team in district schools. • The district follows the anti-bullying legislation as prescribed. All administrators have received school climate and anti-bullying training. The majority administrators are certified trainers. • School Governance Councils exist at each school (not required by law, but done across all schools as good practice). Parent attendance is strong at SGC meetings. • School Climate Survey distributed in the district to students, parents, teachers and administrators In both English and Spanish. Data will be utilized as a school wide indicator for SEED.

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

Academics	<ul style="list-style-type: none"> • Access to technology, particularly given the necessary transition to online assessments, is being increased over the district and the plan to increase access will be completed by fall 2014. • Early childhood programming for kindergarten youngsters when district does not have full day kindergarten is still an area of growth. Facilities are limited. Piloting extended day kindergarten in Review School (after school) to add 90 minutes to a select high need population. If successful against the control group, we will consider replicating in two other high need schools (Title I).
Human Capital	<ul style="list-style-type: none"> • Starting salaries for teachers are very low for DRG. The upper end of the scale is low, as well. Negotiations have begun. • District has difficulty finding highly qualified candidates in science (chemistry, physics), world languages, mathematics, and certified reading consultants. While we are having difficulty, the implementation of STEM, the increase in training for AP courses, and advertisement to other districts that we are systemically impacting teaching and learning is beginning to provide us with better and more choices. Attendance at job fairs is done yearly. • Seniority is a significant factor in staffing and placement. Again, teacher negotiations are underway and we will attempt to address seniority. • There is no formal system in place for employee satisfaction surveys or exit interviews. While we have a formal orientation session for teachers in August and throughout the fall, we will introduce an exit interview this school year.
Operations	<ul style="list-style-type: none"> • District lacks long-term capital improvement plan. This topic has been brought to the Board of Education for many years. Currently, there is no movement in this area. • There is a need to reassess shared technology systems with the city. Technology system is now being shared within the district.
Culture and Climate	<ul style="list-style-type: none"> • Absenteeism levels and behavioral issues are a growing concern at the elementary level and are being addressed specifically at the elementary level, but generally at the upper levels as well. DCF will be providing a question and answer session for they are not cooperative in assisting the district in supporting families with needs who are not bringing their youngsters to school at the elementary level. Additionally, West Haven Mental Health will be part of our mental health teams at all school sites as well as at the district level to ensure we get to the root of the issue. • The level of PTO activity has declined in recent years. Parent involvement varies from school to school and a more systematic approach should be considered. We see School Governance Councils as the vehicle to better move school support agendas that interface with the school improvement plans.

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district’s overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district’s key initiatives from Year 1** of the Alliance District program.

Talent Development Strategy: Curricula alignment to CCSS to increase mathematics and reading/writing student performance supported through the development and use of teacher leaders as measured by state assessments with the goal of no less than 16 DPI over a six year period (3DPI growth annually).

We anticipate that this initiative will lead to increases in student performance as has curricular alignment with the CMT/CAPT

Fall to Spring DRP Proficiency Rates:

	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Fall	60%	64%	57%	64%	63%	63%	69%
Spring	70%	75%	73%	75%	70%	73%	72%

- Consistent implementation of the new curricula aligned to CCSS completed K – 12 for ELA and mathematics during the 2012-13 school year increased as a result of teacher leader monitoring.
- Consistent implementation of newly developed common assessments and new performance assessments/tasks during the 2012-2013 school years as a result of teacher leader monitoring.
- Teachers received embedded professional development in Daily Five, Writing in Grades K & 1, University of Kansas Strategies, Enhancing the Achievement of English Language Learners (Bonnie Bishop) and ongoing curriculum implementation support. Survey indicated teachers felt
- Curricula survey and needs assessment administered to all teachers K-12 indicated that over 80% of the teachers are feeling more comfortable with implementing CCSS standards in new curriculum and believe it is making a difference in their teaching.
- Math Coaches/Facilitators and K-4 ELA Reading Coach scheduled and attended a minimum of two meetings/month with their respective district coordinator to analyze student performance data, monitor curriculum implementation, share resources and generate needed materials to support CCSS.
- Universal assessments in mathematics demonstrated over 90% of the youngsters are proficient :

Spring Symphony Math Proficiency Rates:

Grade	1 st	2 nd	3 rd	4 th	5 th	6 th
Spring	94%	97%	92%	94%	95%	91%

- Curriculum teacher leaders are teachers who support the understanding of curriculum roadmap in both mathematics and in ELA, PK – 12. These teachers numbered over 100 and all are actively involved in all aspects of support to their peers. A survey indicated that teachers are more comfortable with the curriculum and the assistance they receive from their peers; however, we need to increase access and acknowledgement of the teacher leaders.
- Support to our teacher leaders has been in the form of professional development, both in the development of curriculum, but also in the implementation of performance tasks, working with ELL youngsters and utilizing new materials.
- Reading consultants at all schools have transitioned into their new responsibilities and leadership roles: modeling within the classroom and supporting teachers as they develop their reading skills. All reading consultants have explicit Tier III responsibilities for direct instruction with those youngsters, as well as

modeling assignments within the classrooms.

- New Literacy Coaches/Facilitators in Mathematics and in ELA have been well received by 100% of the classroom teachers. They are in big demand and are instrumental in support to the classroom teachers.
- Teacher survey indicates that they desire more imbedded professional development that is done by the coaches and facilitators to continue next year.

K-3 Literacy Interventions: To increase reading, writing, and mathematics performance over the next six years by a minimum of 16 DPI points 2 DPI annually) for whole group as measured by the state assessments in order to meet/increase targets established by state for whole and subgroups (3DPI annually).

- Full implementation in grade 1 and K of the new writing curricula aligned to the CCSS.
- Embedded PD for grade 1 and K using an external consultant. Teachers and administrators have benefitted from the targeted professional development both within the Writing Lab classrooms and in small groups across the district. We cannot move fast enough to implement this program across K-5 as the teachers are so excited about the embedded support. Results from this will be available at the end of July.
- New materials were selected rather than reading programs, to support the new curricula. Teachers were trained in the full implementation of the Daily Five, as well as in the use of nonfiction texts. Youngsters cannot get enough of non-fiction text and write me to ask me to purchase more!
- Increase in DRA scores Grade 1 and 2 winter to spring (three schools)

Winter to Spring DRA Proficiency Rates:

Grade	Winter	Spring
1 st	70%	81%
2 nd	81%	83%

- Increase in TRC scores Grade 1 and 2 (three schools in Reading Pilot):

Fall -> Winter → Spring TRC Proficiency Rates:

Grade	Fall	Winter	Spring
1 st	38%	54%	63%
2 nd	64%	60%	69%

- Technology was purchased to support all youngsters at all levels: Symphony Math and Lexia for grades K-4. Students are paced according to their progress in skill mastery. Additionally, in all three Title I schools (includes Review School), grades 1 and 2 received ENO vision boards to better access resources for the whole class on line. Professional development has been ongoing to extend thinking beyond the white board mentality.
- Reading Facilitator, K-3, has been well received. She models all lessons in the classrooms, monitors the implementation of the curriculum and supports teachers with training in additional resources.
- Targeted subgroup support: ELL embedded training relative to the strategies for regular classroom teachers should be using to successfully address needs of the ELL population is being implemented successfully in classrooms. The outside consultant has been with our district for over two years and we are beginning to see application with fidelity within the classrooms.

Early Childhood Services: To increase the quality of early childhood programming for all youngsters as evidenced by an increase in the number of youngsters able to read and access content proficiently by the end of grade 2.

- Development of the PK-K curriculum aligned to the CCSS in K is completed. Teachers have ongoing

professional development relative to the implementation of the new standards. Our PKs have both a typical and non-typical population with which we use this curriculum.

- Significant % Proficient on DRA

Winter to Spring DRA Proficiency Rates:

Grade	Winter	Spring
K	-	90% (56% proficient, 34% goal)

- Sharing the curriculum and materials with all of the child care providers within the district has been very successful; teachers and teacher leaders are sharing their materials and interventions and hoping to assist us in getting youngsters ready for school.
- Extensive professional development has been put into place.
- Emphasis on listening/speaking/reading/writing is most noticeable in the curriculum and is being enacted successfully in the classrooms.
- Early childhood screening was extended this year to include better assessments to predict success in Kindergarten.
- PK and kindergarten families have been more involved through targeted activities, such as Week of the Child and the Fine Arts Festival for Young Children, as well as the sessions for new kindergarten families and child which provide hands on information on what to expect in school, what to work on during the summer, and how we are all working together to support our youngsters. Extremely successful.
- Early Childhood Director conducts site visits to school readiness programs that provide pre-school to 230 children age three to five within the community. Additionally, she provides coordination of quality enhancement activities for school readiness providers through ACES, Clifford Beers, and Yale-West Haven Mental Health Services, including in-servicing on kindergarten transitioning.
- The Director of the Family Resource Center (FRC) a program was created for students identified at kindergarten registration as lacking preschool and experiencing difficulty with parent separation. Program meets weekly through the end of June with some summer activities also included.
- Early Childhood Council sponsored early childhood community art show and resource fair. Parent surveys indicated increased knowledge of early childhood community resources and interest in reinforcing pre-academic and social/emotional preschool goals in the home setting.
- Elementary school resources and expertise have been shared with school readiness programs including modeling of narrative storytelling and questioning techniques.
- Kindergarten Summer School- second year of offering an intensive month-long summer program focus on increasing language and literacy skills for students who were below and far below proficiency levels. Data from 2012 demonstrated that although the students continued to demonstrate a gap compared to their peers that progress was made and maintained when comparing skill level at the end of kindergarten in June, end of summer school July 31st, and the beginning of the 2013 school year. There will be 3 classrooms with 6 teachers, one lead teacher, and two par- professional for approximate seventy children.

Teacher and Administrator Evaluation: To develop and implement a new evaluation system which aligns with state guidelines and provides appropriate training and support to improve teacher and leader quality and retention.

- A district wide teacher evaluation committee was established with both teacher and administrative participation including teacher and administrator union representation, and central office representation. The committee numbered 23 participants, including the assistant superintendent.
- Members of the district wide committee attended over 10 sessions offered at ACES from November

2012 through February 2013. All sessions provided us detailed information about the state legislation and SEED. Attendance was after work and required. Additionally, several in district meetings were held with the team. This model prepared our district to address the tenants of the model and to decide on our evaluation plan for both teachers and administrators.

- All district teachers and administrators (teacher/union rep and administrator) participated in two presentations around the new evaluation model in WH for next year. Continual embedded professional development is already scheduled for support of teachers and administrators for 2013-2014 school years.
- All administrators and department heads attended a full day workshop at ACES and will attend two full days of training in July 2013.
- All administrators and department heads were given a copy of Charlotte Danielson's book *Enhancing Professional Practice: A framework for teaching* as well as the 2013 CCSS framework document.
- Training of all administrators and department heads in the calibration of teacher evaluation model (Danielson) will occur in July and August.

Community/Parent Coordination (school climate): To actively seek out and engage the community in order to better effect school perceptions and impact the development of a positive school climate.

- All elementary schools had a family math night in April 2013. During this event, teachers worked with parents showing them how to use manipulative instructional resources and technology software to support student learning. Additional family math nights are being planned for the 2013-2014 school year beginning in the fall.
- Carrigan Intermediate School also had a family math night in the winter. Emphasis was given to CCSSM and parent resources.
- Monthly math newsletters were sent to all families and posted on school websites. Student performance data, curriculum information, mathematical practices and vocabulary were included on each newsletter.
- Literacy nights were also held ranging from one to three per school.
- Summer reading program was shared with all K-11 students.

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

While it is difficult to briefly describe all accomplishments without state data, the following information details our major accomplishments:

1. Complete **implementation** of the CCSS aligned new curricula in mathematics and ELA, grades K – 12.
2. Complete **implementation** of the CCSS aligned common assessments including performance tasks.
3. **Beginning Year 2** of CCSS aligned curricula and assessments with revisions directed by teacher curriculum leaders (100).
4. **Trends in ELA and Math district common assessment (CA) data indicates:**
In general, 80% or more of the students are proficient or higher in math and ELA CAs for grades K-6.
For grades 7-12, approximately 65-70% of the students are proficient or higher in math and ELA CAs.
5. **Writing:** Prior to this year, grade 1 students were required to write a paragraph (three to five sentences) in response to a prompt. This year, they were expected to write four finished pieces. In the fall, they wrote about a small moment, including a beginning, middle and an end. In the winter, they wrote a how-to book listing materials and steps required to complete a process. Finally, in the spring they completed a research report. This included selecting a topic, reading and taking notes from at least two

sources and writing a multipage report that included at least four text features (table of contents, diagrams, definitions, etc.).

6. **Curriculum writers became empowered** as a result of acknowledgement and professional development such as writing; teaching English Language Learners; and, mathematics content sessions.
7. **Early childhood summer program** for youngsters at risk of failing grade 1 was well attended. We are tracking their progress as the youngsters move through the grades and will continue this effort this summer.
8. **Wrap around programming for youngsters in the community** decided that they are making adjustments in their after school curriculum to model our alignment with the CCSS.
9. **Elementary youngsters cannot get enough of non-fiction text** that we bought and integrated into our classrooms. Writing is all about non-fiction and research tells us that we will see great growth in this area as we continue familiarizing youngsters to non-fiction.
10. **School Governance Council at one school piloted a uniform** policy and demonstrated with data that they could attribute less discipline issues and better school attendance by virtue of having the policy.
11. **Content area district coordinators continued to monitor all initiatives** and participate in those data teams assigned.
12. **Data teams (school level, grade based, content level, district level) continue to become strong learning communities** which direct instruction, resources and school improvement.
13. **District and School Improvement Planning** continues to become stronger using resources and training that support data identified needs.
14. **Professional development plan is maintaining the course with emphasis on curricula powering and unwrapping; common assessments; data teams; interventions to address SRBI needs; and secondary intervention needs.**

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.

All key initiatives will continue. It is too soon to determine if any key initiative action plans on not successful. On the contrary, the way that we attack the key initiative could be changed; however, it is way too early to determine that. We believe in staying the course in any 'initiatives' we plan on doing and addressing the data and needs assessment information to guide our decisions.

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 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 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 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	Transition to Common Core State Standards and next generation assessments.	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	Talent Strategy: Leader and Educator evaluation and support systems	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	Interventions in low performing schools.	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	Community/Parent Coordination (school climate).	<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.

Clearly, all priorities support the district’s theory of change. All professional development, resources, support to teachers are fashioned around the district’s holistic theory of change.

1. Transition to Common Core State Standards and next generation assessments: Under the framework and research base of CALI, the district began work with informing all teachers on the tenants of developing curriculum, the importance and use of curriculum in their craft, and the development of assessments to inform instruction (vehicle being data teams). The district has been focused for four years on the development of curricula which is prioritized, unwrapped and becomes the living document that teachers use to create their lessons. The assessments also were part of our theory of change (CALI framework) as they provided our school data teams with information to inform instruction and monitor student growth. West

Haven began implementing to CCSS last Fall (2012). To this point, all math and ELA curricula reflect the CCSS, as do the assessments. We are in our second year of implementation of the CCSS which then becomes the primary document for teaching and learning. Teachers own these documents and have become the instructional leaders in their schools and district relative to adoption and use of the CCSS aligned curriculum. As one can see, the curriculum roadmap guides every decision we make and will continue to be part of our theory of change.

2. Talent Strategy: Leader and Educator evaluation and support systems: The introduction of SEED clearly provides that vehicle whereby the community of educators can better support each other and further, appropriate resources can be harnessed to support their learning of new skills. Through the data team process which feeds into our school and district data teams, all actions in our theory of change are explicitly interconnected. The development of individual and grade level/content area goals will be established as part of their data team sessions. The team of teachers, administrators, and unions realize the importance of making connections as we roll out the **SEED model** and emphasize that it is part of the effort to support teachers. We will not recreate a separate track for SEED, but rather continue to integrate evaluation of performance with our belief that supported instructional and administrative staff will improve, and students will better achieve.

We realize that investment in human resources as it relates specifically to leadership development is critical to sustaining and impacting the improvement efforts of our district. Therefore, we will continue to support the PK – 12 math and reading/language arts curricula aligned with CCSS through transition from a group professional development model (albeit some will be ongoing) to an embedded professional development model. Most importantly, however, the **teacher leaders** will be provided the opportunity to take their knowledge and skills in curriculum development, data analysis and instructional strategies and become resources to their school peers as they have never done before. Point in case, while the development and consistent implementation of curricula, common formative assessments and data teams in mathematics and reading/language arts in the 2009 – 2011 school years *by teachers for teachers* was a major accomplishment in our district, the effort lacked the support within the school building *by teachers for teachers*. We will continue this well received and support to our classroom teachers and the developing leadership in our district.

3. Interventions in low performing schools: Part of the theory of change includes the linking of data to address the specific research based interventions that work best for all children. Through our data teams and systemic professional development, coupled with teacher leaders, we explicitly teach interventions which support both elementary and secondary students. These interventions are part of our data team discussions, intervention plans and SRBI. As stated previously, all is part of the whole. Examples of interventions in lowest performing schools include: technology and training support; targeted professional development in the area of instructional strategies; greater number of teacher coach/support; targeted programming for those schools, such as Lexia, READ 180; additional non-fiction text and writing; after school programming and wrap around services, to name a few. All practices are supported with ONGOING professional development toward mastering the use of interventions in the buildings.

4. Community/Parent Coordination (school climate): Our theory of change incorporates the community/parent coordination piece which directly affects our school climate. It is imperative that all we do link to a community of learners. We will continue inform the community, work through our school governance councils and implement data based school climate plans for each building. A variety of data is being used to monitor this priority (attendance, survey, discipline, graduation rates).

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 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.

Explicitly identified within this document, as well as in the original document to this amendment.

West Haven will continue to refine its progress metrics. This will support internal accountability and clear and transparent monitoring and progress updates when collaborating with the CSDE. West Haven has a rigorous monitoring process for ensuring that all actions instituted at the curriculum, assessment or instructional level. The process involves many different venues which we will continue to utilize to inform and refine our delivery of CCSS and instruction.

1. District Central Office Curriculum coordinators are assigned to schools to ensure that instructional support is provided to all teachers; to ensure that resources are appropriately distributed to teachers; to ensure that all teacher leaders are provided content level support to grow; and, have opportunities to demonstrate their leadership skills in the building.
2. District Central Office Curriculum coordinators trouble shoot issues and problems and areas of concern through their participation in school based data teams that they are assigned to. Their participation in data teams, either grade level or content level, provide another lens with which we examine our curriculum strengths and weaknesses, progress in subgroups utilizing common assessment data, and support in providing targeted professional development to support our teaching staff.
3. The Assistant Superintendent reviews the district-wide data with the District Improvement Team (teachers, administrators, community representative and parents) by content area and grade level on a bi-monthly basis. This involvement provides the forum to provide yet another lens to determine the effectiveness of interventions, resource needs, and assessment opportunities. The DIP represents over 50 stakeholders and their recommendations become part of our change plans for the coming school year.
4. The Assistant Superintendent conducts blind surveys to teachers minimally twice per year to ascertain teacher support needs, to obtain constructive criticism in order to improve our instruction, to modify decisions that have been made relative to curriculum decisions, and to open doors for new and innovative ideas for cultivating teacher leadership.
5. All curriculum and assessments are reviewed during and after each unit through meetings with our Curriculum Teacher Leaders, coaches, content area facilitators, and all teaching staff in the district. This data informs our curricula changes and professional development needs.
6. School Governance Councils in each and every school, regardless if they are Title I schools or not, use our assessment data combined with any and all benchmark and state assessment data to create compacts for parents and the community.

In general, as we move toward improving our instruction and assessments conducted on a 6-8 week basis depending on the content area, we utilize all of these venues to inform our decisions and identify strengths and weaknesses. We will continue to refine our progress metrics to support internal accountability and clear and transparent monitoring and progress updates when collaborating with the SDE. The following progress metrics are based within this philosophy of self-reflection and improvement.



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 any 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 2 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 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.
Common Core State Standards and next generation assessments.
Summary: Briefly describe the district’s comprehensive approach to implement this priority. The West Haven Public School System has made a concerted effort to build teacher and administrator instructional capacity within the nine schools over the past three years. The Connecticut Accountability for Learning Initiative (CALI) model has provided us with a framework and focus with which to develop all staff knowledge of curriculum development and enactment, data team development by content area, grade level, school level and district level, and the use of research based instructional strategies. Consistent implementation of curricula and common formative assessments demonstrate a slow, but steady growth in student performance. Common formative assessment data run through our data teams is extremely useful in changing daily instruction and targeting student needs in preparation for the end assessments. This is best typified, in part, through the analysis of our CMT data at grades 3 and 4 through matched cohort comparison in Mathematics and LA by subgroups, as well as whole grade levels for the 2010 – 2012 data points (we anticipate greater growth over time with one full year of implementation): <ul style="list-style-type: none">• Increase in proficiency rates over 4% each in mathematics, reading and writing;• Black/African American 7% increase in math proficiency and flat for reading;• Hispanic 2% increase in mathematics, 10% increase in reading and 10% increase in writing;• F/R CMT 3% increase in mathematics, 3% increase in reading and 6% increase in writing;• special education 9% increase in reading and 26% increase in writing (N=36);• ELL increase from 0.0% (grade 3) to 31.3% (grade 4 N=32) in reading, 31.6 increase in writing (N=38). *Also note: Grade 4 – 5 matched cohort comparisons showed similar results with reading whole group demonstrating 5% increase in proficiency rates in reading and writing. Subgroup analysis shows similar increases as grades 3-4, with the exception of mathematics (critical point of resource and curricula changes). Grades 5-6 matched cohort comparisons demonstrated 20% increase in reading (the n=399 youngsters who were supported using an embedded professional development model at Carrigan Intermediate School). This data supports our decision to

transition to an embedded professional development model using our literacy staff.

West Haven began rewriting the ELA and Math curricula and assessments during the 2011-2012 school years. Implementation of the newly aligned curriculum and corresponding assessments/performance tasks began **September 2012**. We are revising, using teacher leaders, curricula based on the comments/surveys from our teachers which is conducted after each unit. This data informs our need to clarify and make curricula easy to enact. At the end of the school year, we conduct a survey to determine:

- the knowledge base and ease (comfort level) with which teachers are implementing the curriculum;
- the areas of need to better prepare them to deliver the curriculum;
- the resource needs for classrooms;
- the use of the teacher leaders/coaches and facilitators during the school year to support their transitions to this curricula; and,
- any other comment they need to express.

This survey at the end of the school year drives our plans to support our teachers' better, thus improving consistency and fidelity in the implementation of the CCSS and corresponding curricula. The District Improvement Team (District Data Team) also provides the feedback to ensure data is driving our curricula implementation, to ensure resources are adequate and well defined, and to make changes in professional development (and teacher support. Note: all decisions are built around the Theory of Change (CALI) and therefore, are not fragmented. All instructional decisions must align to the Theory of Change and must be substantiated with data. There are no independent decisions on the programming of instruction; we are making decisions at the District Improvement Plan level and using that data to drive all decisions.

September 2013 will be our Year 2 of implementation of the CCSS. We will be revising and creating more sophisticated assessments and teaching tools, as necessary and as clarity comes from Smarter Balanced/CSDE. All teachers respond upon completion of each unit to our central office staff and curriculum teacher leaders who then use the data to refine the curriculum. Additionally, we will be continuing to monitor for consistency and fidelity in the delivery of instruction through this curricula through our data teams and on-site visits. All staff is well aware as they have been taught to look at curricula development as a recursive process, always changing and active.

Outcome Metric: What is the desired result of the implementation of Priority #1?

As defined in the original Alliance application: Increase in 16 DPI points over a six year period (3 DPI) annual growth, with a razor focus on growth for special education, ELL and school based cohorts (6 DPI annual growth), as a result of implementing a teacher developed and aligned curriculum that meets all students needs done with consistency and fidelity.

Aligned Strategies: Identify a core set of strategies to

Progress Metrics: Identify a progress

Timeline:



implement this district priority.	indicator for each strategy.	Su `13	F `13	W `14	Sp `14	Su `14
Completion, review and modification of curriculum aligned to CCSS and corresponding assessments based on teacher feedback after each year implementation.	Year 2 of CCSS aligned curricula in ELA and mathematics implemented across K-12. Survey used to plan for revisions.	X	X	X	X	X
Monitoring of fidelity and consistency in the delivery of curricula.	Teacher leaders, coaches and facilitators collect data to substantiate unit progress; teacher professional development needs; and classroom modeling needs.		X	X	X	
Monitoring of student progress as a result of implementing new curricula.	Percentage of students mastering skills increase to over 85% of student population, as measured by: Common assessment growth (pre/post); School data team/district data team agendas/minutes; district coordinator analysis of unit data across district, as well as analysis of universal screens and benchmark assessments.		X	X	X	
Curriculum teacher leaders, content area coaches and facilitators provide embedded and systemic professional development in the delivery of curriculum, as well as in the modeling of classroom instruction with new resources.	Professional development support by content area coaches and data team support evaluated through the use of teacher survey. Data informs change in delivery model, content area needs, and facilitator training.		X	X	X	
Review of curriculum will be ongoing throughout the school year and changes made at the end of each unit of instruction to both the curriculum and corresponding assessment.	Completion of review and edits of curricula and units by beginning of school year utilizing curriculum teacher leaders and district coordinators.	X	X	X	X	
Priority #2: Insert the Year 2 priority below.						
Talent Strategy: Leader and Educator evaluation and support systems. (SEED and ongoing teacher support through teacher leaders)						
Summary: Briefly describe the district's comprehensive approach to implement this priority.						

Leader and Educator Evaluation: A team of twenty-five teachers, administrators and all union officers (teacher and administrator) have been trained through ACES regarding the SEED model (minimum 10 sessions both in and outside of district). Unanimous vote to accept the project, as was the use of this team to present within each school, the same presentations regarding the new evaluation model. This team will remain in effect for the next four years to ensure that SEED is implemented consistently across the school district. Over 50% of all teachers and 100% of all administrators will participate in the SEED model evaluation this coming year. All newly hired teachers will receive the same information at the beginning of the school year. During the August professional development sessions (2 days), teachers will be presented with district CMT/CAPT data, as well as other standardized assessment data as is done at the beginning of each school year.

The school improvement teams will meet and establish goals that align with the district improvement plan. Each data team will then meet over the next two days to examine their data and establish goals for the coming school year, as well as personal and professional goals for their evaluation. All teachers, regardless if they will be evaluated using the SEED model during the 2013 school year or not, will be part of this process. Data teams meet every 10 days for elementary schools; 2-3 times over 10 day cycle for 5-6 school and 7-8 school; while the high school has 2-3 scheduled data team times each week. This time cannot be used for any other purpose other than analyzing data and creating group strategies to address needs. As a result, this venue is perfect to assist teachers in development and self-monitoring of their evaluation plan, as well as providing support to each other with the administrator present at each meeting. This model will be very supportive of teachers and administrators. Teachers have expressed that they are comfortable with the way we have worked this model out across all interest groups and have integrated requirements easily into our big picture of school improvement. We anticipate that the group will make changes as needed over the course of the next few years.

We realize that investment in human resources as it relates specifically to leadership development is critical to sustaining and impacting the improvement efforts of our district. Therefore, we will continue to support the PK – 12 math and reading/language arts curricula aligned with CCSS through transition from a group professional development model (albeit some will be ongoing) to an embedded professional development model. Most importantly, however, the **teacher leaders** will continue to take their knowledge and skills in curriculum development, data analysis and instructional strategies and become resources to their school peers. Point in case, while the development and consistent implementation of curricula, common formative assessments and data teams in mathematics and reading/language arts in the 2009 – 2011 school years *by teachers for teachers* was a major accomplishment in our district, the effort lacked the support within the school building by *teachers for teachers*. The teacher leader role will support school-wide and content specific data teams, reading, writing, language arts and mathematics support to the classroom teacher as we move forward to implementing curriculum linked to performance based tasks. The Alliance Grant will continue to support the ongoing training costs, additional materials, and development of our teacher leaders (curriculum, literacy, and mathematics), our literacy teachers and our mathematics and literacy/reading coaches.

Teacher leaders are selected based on (1) their expertise in the development of curriculum utilizing the Rigorous Curriculum Design Model; (2) their outstanding daily use of curriculum as the roadmap for guiding instruction; (3) their demonstrated ability to define and create effective instructional practices; (4) their extensive knowledge based in particular content areas; and (5) their ability to support their peers within the

school and classroom. Teacher leaders supported by this grant include professional development for teacher curriculum leaders, literacy teacher leaders, and mathematics/literacy teacher coaches. We have identified 100 teacher curriculum leaders (which include two high school department heads – English/Language Arts and Mathematics) and exposed them to Smarter Balanced resources, specific training in performance based assessments, and application/interpretation of the new Common Core State Standards. We will be supporting these teacher leaders through a targeted professional development plan which includes implementing effective instructional strategies, performance based task development and use in classroom instruction, strategies for youngsters to access non-fiction, instruction of speakers of other languages, and six traits of writing, to name a few topics.

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

Transition to the new evaluation model, coupled with teacher leader support, will move our staff to the next level of quality relative to instruction and student outcome, and begin our very clear definition of effective practice as indicated by increased numbers of teachers rated above the proficiency level over time.

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
The District Teacher Evaluation Team will develop and implement guidelines which clearly delineates support options for teachers as they progress through the teacher evaluation model according to new state guidelines.	Creation and delivery of guidelines to better support the teacher evaluation model. Teachers will be conversant and knowledgeable about the guidelines and will provide feedback through a survey relative to the usefulness and proposed changes for the coming school year.		X	X	X	
Administrators will be trained in Danielson model and will learn to better observe and identify high quality instruction.	Administrators will be calibrated and better aligned relative to the interpretation of 'quality instruction' or proficiency as a result of embedded professional development. Data will be gathered to determine calibration results among administrators. Re-calibration will be done by all administrators a minimum of once during the school year.	X	X	X	X	X
Administrators will be trained to determine types of support and resources most effective in assisting teachers.	Administrators will receive embedded professional development throughout	X	X	X	X	X

	the school year to assist them in defining support for and with teachers. Survey to teachers will define teacher satisfaction and effective type of supports offered.					
<p>Ongoing coaching of teacher evaluators/building administrators/building leaders, relative to:</p> <ul style="list-style-type: none"> • Effective use of observation rubrics • Using walkthroughs and learning walks to identify building-level areas of need • Conducting effective collaborative conversations (cognitive coaching), goal setting, midyear, summative, to promote teacher effectiveness. • Developing a reflective leadership practice • Using peer observations protocols to promote leadership growth • Effective use of student learning indicator data and stakeholder feedback data to inform leadership decisions. 	Evaluation of administrators through SEED as they progress through the model complemented with opportunities to reflect on next steps in leadership opportunities. Evaluation/survey also included in determining teacher response to the administrator, teacher leader support during the school year.	X	X	X	X	X
Administrators will support teachers and increase teacher quality through participation in all data team meetings and through formal/informal observations and by developing with teachers the support plans necessary to move toward proficiency.	Increased number of teachers changing the quality and rigor of instruction as indicated by a self-survey (reflection) as well as through increased student performance on universal screens, common assessments, and state assessments.	X	X	X	X	X
Administrators in need of targeted professional development will be supported throughout the school year through ACES certified state trainer.	ACES trainer will evaluate application of training and growth in knowledge that the administrator received.	X	X	X	X	X
Continuation of Curriculum Teacher Leaders: Teacher support understanding the curriculum roadmap in mathematics and ELA K-12.	Curriculum Teacher Leaders will revise all curricula and related assessments by end of summer, 2014. Curriculum Teacher Leaders will provide		X	X	X	X

	ongoing support to classroom teachers and survey information will define the impact of their support to teachers. Staff development for teachers specific to the CCSS.					
Professional development for all teachers and evaluators on aligning teacher practice rubrics in new evaluation system with instructional practices necessitated by CCSS implementation.	Professional development activities, both embedded and alternative types, available with targeted support provided. Evaluation of PD conducted.	x	x	x	x	x
Reading Consultants/Literacy Teachers K-12 and Mathematics coaches and facilitators will continue to support classroom teachers, as well as youngsters, through activities such as modeling within classrooms, developing model lessons for teachers, use of the CCSS curriculum, and continued support of our SRBI efforts to improve Tier I classroom instruction, as well as individual assistance to youngsters identified in Tiers II and III.	Increase in teacher performance in the classroom with Tier I instruction will be evident through the state assessment data, as well as through the use of common assessments and standardized assessments. It is projected that as a result of these direct interventions into Tier I instruction, we will see growth towards our goal.		x	x	x	x
Increase in the use of technology (READ 180, Lexia, Symphony Mathematics) to supplement the CCSS curricula instruction.	It is projected that as a result of the systemic use of a variety of software and hardware, we will see growth towards our goal.		x	x	x	
Develop a plan to support all curriculum leaders in the development of their skills as it relates to both content and modeling of instruction.	Professional development will be implemented through central office and results analyzed to determine future needs and current benefits of support.		x	x	x	

Priority #3: Insert the Year 2 priority below.
Interventions in Low Performing Schools. (Early Childhood, K-3 Interventions, Secondary Level Literacy Supports)
Summary: Briefly describe the district’s comprehensive approach to implement this priority.

Many changes were necessary in program design and delivery for K-3 classrooms. As over 100 teachers spent time unpacking the standards of the CCSS, we also had key individuals reviewing our reading and writing textbooks, and appropriate resources to support our roadmap for improvement, along with establishing a literacy philosophy for grades K – 3. This came about after we saw flat growth in CMT scores over the past two years. We analyzed the variables and along with the CCSS, constructed a framework which varies tremendously from the past.

It is anticipated that with these major changes in literacy, grades K – 3, with the integration of embedded professional development and opportunities for teachers to become leaders within their own school, we will see growth in student achievement beginning with our first benchmark assessment. We will be strengthening our core instruction versus pull out support. Classroom teachers will begin to better understand that they have the knowledge and ability to meet the needs of all youngsters in their rooms. The model for K-3, and indeed for all of our grade levels, represents a major departure from the past literacy design where change was reliant upon teachers making instructional decisions based on their application of sound professional development combined with professional conversations in their data team meetings. The missing element was ongoing professional development during the course of the school day to ensure the feasibility of success. This change in practice places evaluation in every leader's job. Time has been provided within all schedules (K – 12) to review data (data teams) and now with embedded PD opportunities, to continue learning 'on the job'. We believe that this transition logically and methodically moves our staff to the next level of quality and begins our clear definition of effective practice.

We are strengthening the core curriculum and the amount of time spent in the language arts and mathematics areas. The district will emphasize reading, writing, thinking, listening and speaking as our mantra for designing successful instructional lessons. In summary, major changes occurred as a result of analyzing the readiness of our youngsters coming into kindergarten and first grade, therefore, we

- Aligned curriculum to CCSS
- Created a literacy philosophy for grades K – 3
- Created a district goal: All classroom lessons will exhibit use of reading, writing, thinking, listening, speaking skills.
- Created centers in the kindergarten classroom which included our speech and language consultant, ELL teacher and Literacy teachers
- Purchased multiple copies of fiction, non-fiction text and manipulative materials for group work
- Increased teacher time with groups of youngsters in both mathematics (90 minutes) and language arts (90 minutes)
- Increased the use of science and social studies nonfiction to impact reading achievement
- Create more teacher coaches to support classroom teachers and schedule them with a greater amount of time into the K-3 classrooms
- Provide classroom teachers with specific strategies and resources to improve teaching of English language learners and special education youngsters (embedded professional development).
- Access to reading and mathematics software and teaching resources for high risk youngsters
- Created a summer program for at risk kindergarten youngsters
- Created an extended school year program (additional 90 minutes 4 times per week) for kindergarten youngsters at risk

Clearly, with emphasis on improving the core instruction for all youngsters at K-3, we will begin to see a more rapid movement toward student success. Moving to embedded professional development and teacher/administrator evaluation allows for the development of staff within their school setting and provides continual access to classroom teachers for support.

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

To increase reading, writing and mathematics performance over the next six years by a minimum of 16 DPI points (3 DPI annually) for whole group as measured by the state assessments in order to meet/increase targets established by state for whole and subgroups (6 DPI annually).

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
Writing Curriculum Review and changes during the school year.	Finished product: Rewriting, implementation and review of new writing curricula documented and completed.		x	x	x	
Writing lab classrooms were instituted in grades K and 1 with model classrooms developed as part of the embedded PD.	Grade 2 will begin their training in the new writing model with the completed use of a model classroom for embedded PD and teacher support. Evaluation will include the analysis of student growth across all three grades using writing rubric and reading DRA.					
Embedded Professional Development Across District Conducted by teacher leaders, mathematics and reading coaches and facilitators, as well as by consultants specifically hired to work with teachers within the classrooms has resulted with increase in teacher use of strategies and resources to improve instruction in mathematics/language arts/mathematics/ELL strategies for classroom teachers.	Survey results from teachers (using writing rubric) to indicate results from each embedded professional development activity, as well as predicted growth in reading, writing and mathematics.		x	x	x	

Materials purchased to augment and support the reading/language arts/mathematics curricula.	Teacher evaluation of resources at District Improvement Team meeting, coupled with recommendations for coming school year.	X	X	X	X	X
Performance based tasks will be reinforced across the K-12 classrooms with the support of the teacher leaders, District Coordinators, and facilitators.	Greater frequency of the incorporation of performance based tasks into daily instruction as evidenced through use in curricula as well as frequency counts by leadership.		X	X	X	X
Intense reading support will be provided to all teachers in order to ensure that student ELL cohorts and other student cohorts will best benefit from the strategies designed to match student need.	Embedded training with Bonnie Bishop in ELL strategies for classroom teachers. Evaluations will demonstrate teacher application of knowledge through co-teaching with Bonnie Bishop (consultant).		X	X	X	
Access to Reading 180 will be increased at the secondary level; access to mathematics and LA support venues will be increased (e.g. afterschool programming, boot camps, blended learning); addition of Kindergarten extended day program at Review elementary school (90 minutes additional); and after school support to targeted special education, as well as programming for youngsters at risk of failing grade 1.	All programming will be monitored through our systemic monitoring process with changes made as necessary. Evaluations will vary but will focus on the at risk population support during the school year and summer programming.	X	X	X	X	X
Re-examination and revision of Early Childhood Screening and Grade 1 Universal screens to ensure we are accurately identifying student needs.	Ongoing analysis of student data within data teams with data aggregated at the district level for review of progress made.		X	X	X	
Priority #4 (optional): Insert the Year 2 priority below.						
Community and Parent Coordination (School Climate)						

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

In order to continue our reform process in the public schools, we need to ensure that parents are well informed and are part of the decision making on School Governance Councils. This awareness trickles down to their youngsters and creates a mutually respectful organization. School Governance Councils must be active organizations within the buildings
Coordination and collaboration with community agencies and resources must increase.
Create school climate plans and update them on a regular basis as part of the school improvement process.
Establish School Compacts in each building.

All of these have been implemented successfully over the course of last year and will continue into this school year. We have data to support marked differences in suspensions, expulsions and disciplinary interventions as a result of these targeted interventions. Families and community agencies have much more information about our district initiatives, as well as access to data. We will continue to collect disciplinary data, along with parent, community and staff survey data to monitor the success of our interventions.

1. Maintain active and purposeful School Governance Councils within each school, regardless of the ‘high need status’. Fall 2012 – Fall 2017
2. Coordinate and collaborate with outside community resources to better support school system needs, i.e., Yale University, U of New Haven, West Haven Community House, United Way, to name a few. Spring 2012 – Fall 2017
3. Maintain active school climate plans that focus on mutual respect for each other. Fall 2012 – Fall 2017
4. Establish school compacts across all schools that inform parents as to the grade level foci in each building coupled with ways to support these targeted interventions at home. Fall 2012 – Fall 2017

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

To actively seek out and engage the community in order to better effect school perceptions and impact the development of a positive school climate.

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
Increase use of the Family Resource Center by other school attendance areas as a vehicle to provide ELL support to the ELL family as they understand what is expected in the K-6 classrooms.	Increase in use of FRC by the ELL family population, especially in our targeted Review school.	X	x	x	x	x
Professional development for all families in the area of reinforcement of reading, writing, speaking, listening skills in the home setting for grades K-6. At the secondary level, parents will be provided the opportunity to relearn	Monthly activities with parent and child at the K-6 level related to developing these skills. Evaluation of this intervention will be done after each		X	X	x	

mathematics and ELA skills required of their youngsters.	session.					
School Governance Councils will continue with a specific target for the coming school year that aligns with the school's SIP.	Defined targets will be measured using the targets established by each SIP.		X	X	X	
Continuation of the partnership with the U of New Haven (year 2) including mentor/mentee programs (secondary); targeted high school program for our entering freshmen; credit courses for high school courses; teacher training for implementation of our new STEM program in engineering.	Written documentation of the quantity of participation and the quality of programming.	x	x	x	x	x
Maintain active school climate plans that focus on mutual respect for each other. Continued professional development in the school based respectful school topics.	Documentation which demonstrates reduced absenteeism; disciplinary infractions; and increased positive school climate.		x	x	x	
Maintain school compacts in all schools that inform parents as to the grade level foci in each building coupled with ways to support these targeted interventions at home.	Completed copies of compacts disseminated through School Governance Councils.		x	x	x	
Continued coordination with Yale University through our science summer and school year programming.	Attendance by youngsters.	x	x	x	x	
Continued use of the Early Childhood Council as a vehicle to increase community involvement in the district efforts to educate young children.	Regular meetings and activities well documented to demonstrate intent of Council.		x	x	x	
Introduce Mental Health Teams in each of the schools with representation from West Haven Mental Health and other agencies to be better able to deal with youngsters and families in crisis.	Agendas and minutes indicating progress made on treatment plans for youngsters and families.		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?

Central Office Content Area Coordinators under the Assistant Superintendent of Schools are assigned to all schools, with emphasis given to the schools identified as Tier III schools. These content area coordinators (mathematics, reading/LA, science, social studies, ELL, special education and early childhood) are incorporated into all of the school based data teams. It is through the data teams attendance and involvement that central office is able to monitor and support all schools, but in particular, those schools designated as schools most in need.

These coordinators are also included in the planning process across the district so that as issues arise, as a team, we can make changes in the delivery method of curriculum, target professional development efforts within a particular school, and provide direct support to classroom teachers. All of our staff is trained in School Climate (as are the principals), data teams, school improvement efforts, and CALI.

This team is also responsible for monitoring of pupil progress within their content area, as well as monitoring of progress within the schools. They look at unit common assessments data and determine where we need to intervene and what we need to do in order to improve learning; they examine process and procedures of implemented interventions to determine if they are being implemented with consistency and fidelity. Clearly, without the development of this team, we would not be in touch with the needs of the students, teachers and leaders. Furthermore, we would not be in control of our theory of change....we would be talking but not listening and reviewing progress of our theory of change model and its implementation through CALI (as vehicle).

Weekly staff work sessions allow us to share our common concerns, interventions and consequently, plan for improvement across specific schools, as well as targeted schools. Resource needs (staffing, professional development, instructional materials) are also addressed at these meetings and addressed immediately. Additional central office expertise is added to a priority school as we determine what the need is.

This team has grown to be respected within the schools as part of the solution, and not the individuals who look for problems. This team is provides data to determine what we need to improve in, as well as what we need to highlight to the community and to other schools.



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?

Tier I, Tier II, and Tier III Schools

All schools regardless of their defined Tier status require specific elements implemented consistently that reflect the District's Theory of Change and mission statement. Key elements include the use of data to improve instruction; universal screens; SRBI; consistency and fidelity in the implementation of curriculum; instructional use of common assessment data to improve instruction; School Governance Councils; School Improvement Teams; student support teams (mental health teams); and use of research based instructional strategies.

Additional support to the two schools identified as Review Schools (Tier III) include Savin Rock Elementary School and West Haven High School. Specific resources that have been allocated to these schools, in particular, include additional coaches, literacy teachers, curriculum teacher leaders, literacy teachers, and social worker support), as well as additional instructional materials and technology (high school math department outfitted with ENOVision Boards and calculators, manipulatives; elementary school received additional computers, ENOVision boards, professional development and instructional texts/resources). Both schools have been recipients of additional supportive programming for youngsters such as: summer school to provide a head start into the high school and into the first grade; wrap around after school programming; and pilot programs to determine best interventions for the neediest population. Any additional funding that we receive gets initially funneled into the Tier III schools first, regardless of the funding source.

Tiered schools receive equitable resources to implement the theory of change; however, the intensity of the interventions and resources increase as we move from Tier I to Tier II and finally, to Tier III. Below, please see the interventions that support Tier III schools. Know that Tier I and II receive support, but the intensity is not as great as it is with Tier III schools:

Tier III: Schools that require most significant support and oversight.

Leadership:

Principal, assistant superintendent, appointed leadership team meets bi-weekly to discuss goal progress within school wide data teams. Teacher leaders in the Tier III schools receive concentrated support in the understanding of curriculum, the enactment of curriculum, content knowledge, and instructional strategies. Teacher leaders are more heavily scheduled into these schools to support classroom instruction. Changes in school leadership, both administratively and instructionally, will occur as necessary and has already been done in two of these schools.

Each school currently has a school improvement plan which aligns with the district plan and specific interventions. Schools required using the school data team to examine the data and identify specific areas they will focus on and define the interventions they will be responsible for implementing with consistency and fidelity.

Schools are assigned a **district coordinator** to support them as they work through establishing priorities and interventions. In these schools, the district coordinators are highly visible. The school principals will be held accountable for monitoring the development of the intervention plan which will then be explained and supported by the school governance council in each building. Each school will be requested to partner with a minimum of two community businesses for support in the changes. Extensive parent involvement will be expected from these schools.

Teaching/Learning

Title I support in these schools with the exception of WHHS. All instruction/teaching backs into regularly scheduled DDDM teams by grade level/content area. District coordinators monitor data teams, review agendas and participate in instructional and school based data teams. Instructional strategies are defined and addressed utilizing benchmark, universal and common assessment data on a prescheduled basis. Data walls are required to be displayed within buildings to demonstrate active use of information. This data is used to also provide needs assessment information as the district tailors professional development for the district, but more importantly to address the immediate needs of our Tier III schools. All strategies must be research based and implemented with consistency and fidelity. Classroom application of strategies is monitored through district coordinators within classrooms and within data team meetings. Coordinators are assigned to schools and review implementation of research based strategies. Review of data used to inform instruction and teaching. Support provided in classroom (embedded) through teacher curricula leaders, coaches and district coordinators. Introduction of new software to support Tier III instruction under SRBI. Wrap around services provided at the elementary school by the West Haven Community House, utilizes our software programs and most recently, has decided to integrate our curriculum into their activities.

Effective Use of Time

Time on task monitored by coordinators and principals using walk through procedures. Time for reading and mathematics at elementary and secondary level recently changed to 90 minutes for English LA and 60 for mathematics. Additional non-fiction reading required through science and social studies content areas in order to maximize instructional time. . All instruction is monitored on a daily basis by the coordinator, the district literacy coach and mathematics coach and the assistant superintendent. The district has redesigned the delivery model for instruction by requiring better use of flexible grouping, block scheduling and the itinerant teaching schedule. Art and music instructors have a curriculum which complements the reading/LA and math instructional pacing guide, thus maximizing our instructional opportunities.

Curriculum

District curricula required and are adhered to via the CFA assessment schedule. District curricula monitored by Coordinators to ensure fidelity of implementation through collection of district common assessment data. Teacher curriculum leaders receive training from district on CCSS and content to better able them to support classroom teacher in real time. All PD is embedded in the classroom to bring the curricula to life in a realistic setting. The curriculum is consistent in all schools; however, the resources to support the curriculum varies based on our district data, e.g., Lexia reading software is used regularly in our Title I schools, and Read 180 is used in our High School. The curriculum is aligned to the CCSS and as we have done with all new curriculums, we will be monitoring our roadmap and making continual changes as required during the next five years. Changes are made based on teacher input.

Use of Data

Data Driven Decision Making is required within each building and at the district level. Data teams are both instructional/grade level data teams or school data teams. All are prescheduled and submitted to district office to dispatch coordinator support to the teams. Scheduled time for data team meetings are a minimum of once per 10 day cycle in elementary and intermediate schools and 2x per week in each secondary school. DDDM process used for instructional/grade level teams, school level teams and district level teams. District Coordinators (mathematics, reading, LA, social studies, science, special education and ELL) are scheduled into data teams to monitor progress and adult actions. Data walls maintained and monitored. Attention paid to steps 4 and 5 (translation of data into planned and measureable action statements). Data used to inform

professional development and resource needs for the school, as well as changes in instructional design. The use of data is required in everything the district does, e.g. we require data to support requests for additional instructional support or resources.

School Environment

School Climate Plan in place and monitored monthly. Agendas gathered and data supports change in disciplinary actions/community perception. Priority given to needs in the facilities. School Climate Plan required which details interventions to be used this year. School Climate survey conducted and data used to modify plan. District reviews the plans and makes recommendations. The schools are required to address time on task that is relevant, meaningful and purposeful knowing that Tier I instruction will only benefit, thus school climate will benefit. Some schools utilize the 5 Pillars Program of Respect; others have created their own objectives with the help of training from JoAnne Freiberg. The district has 10 certified CALI trainers in school climate (administrators).

Community and Family

Access to Family Resource Center Services. Program to work with ELL families as they and their youngsters together, learn English and better understand what is occurring in school environment.

Both Yale and University of New Haven actively involved with our youngsters as they provide Mentors or a variety of donations of technology. Additionally, both facilities are supporting us through science programming and math programming (STEM). School Compact/School Governance Council required across the school district even though only state mandated in high need schools. Maintain support to school through district professional development which will be onsite. Elaine Zimmerman, is involved in three of our schools through the MCAS Project and she continues to support us in the literacy section of this grant. All activities monitored through minutes and attendance to both Governance Council meetings, as well as attendance by the Early Childhood Coordinator, Assistant Superintendent and Superintendent. The Early Childhood Coordinator, as part of her responsibility on the district level, is to plan Literacy trainings for parents and community, as well as literacy activities at schools during the school year. Community agencies and child care providers are also included in all parent/family activities through the Early Childhood Committee, chaired by the Assistant Superintendent and the Mayor's office.

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.

In 2010, West Haven began implementing the Data Driven Decision Making Process to better inform the teaching and learning process, as well as to monitor student growth through CFA and benchmark assessments. We will continue to utilize the CALI Data Driven Decision Making process to examine teaching and learning effects, to monitor student progress, to identify and monitor adult actions, and to develop action research at the school level. Additionally, this process may be considered a professional growth model in that all teachers have the opportunity to examine the effects of their teaching and learning strategies using timely data regularly. Another name for these groups is the Professional Learning Community (Dufour) with data.

The district-level monitoring strategy for our **District is the District Improvement Planning Team**. The team of stakeholders represents the individuals who review the district's progress as we move through the curriculum using the common assessment data and any other standardized data. The team includes teachers, administrators, parents, community representatives, social workers, guidance counselors, district level coordinators, and the assistant superintendent and superintendent. They are broken down into teams which reflect the areas we have defined here within. This team is instrumental in monitoring our progress using data, as well as providing that voice that informs us of our needs. This team creates the platform from which the school improvement teams generate their plans. The monitoring is done on a monthly basis and is always completed using data to evaluate our progress against our goals.

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

The following provide the reader(s) with a description of our ongoing monitoring of instruction and implementation of the curriculum done with fidelity and consistency. The **data team process** which is formally scheduled in all buildings provides that venue to monitor all student performance, teacher involvement and adult behavior. All secondary schools have 3 scheduled data teams by content area per week plus a collaboration time; the 5-6 intermediate school has 3 every 10 days and the elementary schools have one every ten days. The data team meetings are attended by each assigned coordinator to provide input, guidance and support to the team of teachers and administrators. Agendas and minutes are established and data comes already disaggregated. The focus is on steps 4 and 5 of the data team where the discussion is rich relative to defining interventions and instructional strategies, as well as measurement of growth. This professional learning community creates a climate whereby the team sees the coordinator as that support to their efforts and welcomes their input. Growth has been evident at many grade levels, subjects, and content areas. We have worked on extending Steps 4 and 5 which focuses upon the fidelity and consistency with which specific strategies are used to change both **adult and student behaviors**.

- All schools will continue with **scheduled collaboration** time by grade level/content area K – 12
- Professional development in the DDDM Process to new staff and staff needing refresher course will ensure fidelity of process.
- **Monitor progress of each data team** through on site involvement on teams by district coordinators collect agendas and data for school data teams monthly.
- **Display data walls** in all schools for staff and community to see growth in specific targeted units/skills.
- **Use data from multiple sources to determine school climate needs**, progress and interventions.
- **Monitor changes in adult behavior** through the collection of data team interventions and observations and team teaching in classrooms with coordinators.
- **Monitor data team emphasis on steps 4 and 5** on a monthly basis and intervene where appropriate.
- **Procure internal teacher leader support and external support to coach/facilitate the work of leadership** and teacher teams as they analyze adult action and student outcome data related to implementation of units of instruction aligned to CCSS and identify strategies to improve teaching and learning using the DDDM process.

Another monitoring piece is the walkthroughs and informal observations conducted by the assistant superintendent and superintendent. Monitoring of teacher practice and resources, as well as teaching and data team involvement has managed to create a venue where the district can recognize those practices and teachers who exemplify our standards and mission statement.



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?

Leadership training for the curriculum leaders and facilitators would always be welcomed. These individuals are like sponges and enjoy the trainings we provide, but would also appreciate other types.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 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 2013-14, 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 supports. 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 2013-14. 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.

The primary venue with which we move our district plan for improvement is through the **District Wide Data Team** which is responsible for analyzing all district data, examining weakness and strengths and incorporating strategies to improve our plan for improvement. **This improvement plan team is comprised of community agencies, teachers, union representation from administrators and teachers, central office staff and parents.** The input received from our team has been a resounding, *“stay the course!”*

Teachers and teacher leaders, alike, have stated been very vocal about the level of professionalism the district plan and district philosophy (framework for change) has brought to the teaching staff. The majority of teachers (survey) have indicated that they are able to effect change in their classroom with confidence; that they are finally using and understanding how curriculum, when used correctly and consistently, successfully addresses student needs; and, further, that instructional strategies must be implemented with fidelity and consistency in order to affect student performance.

Community leaders are truly involved in all we are doing, and understand our plan of action to improve student performance. They interface with us, both from a sharing of curriculum, as well as a sharing of resources, in after school programming, Early Childhood Committee, Readiness Council and through our parent/community activities. Parents are beginning to feel that they better understand what we are attempting to do and why we have made our changes. They want to continue our efforts to improve instruction for all and communication with our community. Changes from our education community will be an enhancement to our Plan. We will be increasing our professional development model to include much more lab settings to be used for professional development; teacher coaches for support to teachers during the school day; and additional resources to support all youngsters in reading, writing and mathematics.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: Alliance Grant

THE APPLICANT: Superintendent of Schools HEREBY ASSURES THAT:
The West Haven 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 51 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)* Neil C. Cavallaro

Title: *(typed)* Superintendent of Schools

Date: 6/28/13

B. 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.⁷ 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.

Appendix B. West Haven 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.⁸ 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:
Savin Rock Community School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input checked="" type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
West Haven High School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input checked="" type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

The district will implement the Savin Rock Community School Plan in Fall 2014 and the West Haven High School Plan in Fall 2013 after its revision in July 2013. Submission of Savin Rock Plan will be submitted with this document. The HS plan will be submitted in July 2013.

⁷ 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.

⁸ 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.



REVIEW AND TURNAROUND SCHOOL PLANS

Instructions: Districts must submit plans for all of their identified Turnaround schools and at least half of their Review schools. Districts can satisfy this requirement by: (1) developing a new plan for the school using the template provided below; (2) submitting an existing plan that has shown results; or (3) applying to participate in the TIME Collaborative. Districts must submit a separate school improvement plan for each of the schools identified as needing to develop an improvement plan (as indicated in Appendix B of the Alliance District Year 2 Plan Amendment). 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 the school.

1. School Cover Page

Instructions: Using the space provided below, please identify a main point of contact for the school improvement plan and provide that individual's contact information.

Name of School:	Savin Rock Elementary School		
Classification:	x Review <input type="checkbox"/> Turnaround		
Name of District:	West Haven Public Schools		
Name of Contact Person:	Anne P. Druzolowski, Assistant Superintendent of Schools		
Phone # of Contact Person:	203 937 4320		
E-mail of Contact Person:	annedruzolowski@whschools.org		
Address of Contact Person:	Street Address:	P.O. Box 216010	
	City:	West Haven	Zip Code: 06516

The following section is required for schools submitting an existing school plan to satisfy the planning requirement. These schools must complete Section #1 and submit it as a cover page to the current school plan.

Date Developed:	6/2013
3-4 Overarching School Goals:	<p>Savin Rock's overall School Performance Index (SPI) from 61 to 70 (3 SPI points annually) by July, 2015 as evidenced by student performance in reading, writing, and mathematics portions of the CMT/SBAC.</p> <p>Savin Rock's School Performance (SPI) for ELL and SWD subgroups will increase by 18 SPI points (6 SPI points annually) by July 2015 as evidenced by student performance in reading, writing, and mathematics portions of the CMT/SBAC.</p>
Evidence of Success:	Pending data received on recent state testing. SIP will be updated after that review of data in August/September with SIP.



REVIEW AND TURNAROUND SCHOOL PLANS

Instructions: Districts must submit plans for all of their identified Turnaround schools and at least half of their Review schools. Districts can satisfy this requirement by: (1) developing a new plan for the school using the template provided below; (2) submitting an existing plan that has shown results; or (3) applying to participate in the TIME Collaborative. Districts must submit a separate school improvement plan for each of the schools identified as needing to develop an improvement plan (as indicated in Appendix B of the Alliance District Year 2 Plan Amendment). 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 the school.

1. School Cover Page

Instructions: Using the space provided below, please identify a main point of contact for the school improvement plan and provide that individual's contact information.

Name of School:	West Haven High School		
Classification:	X Review <input type="checkbox"/> Turnaround		
Name of District:	West Haven Public Schools		
Name of Contact Person:	Anne P. Druzolowski, Assistant Superintendent of Schools		
Phone # of Contact Person:	203 937 4320		
E-mail of Contact Person:	annedruzolowski@whschools.org		
Address of Contact Person:	Street Address:	P.O. Box 216010	
	City:	West Haven	Zip Code: 06516

The following section is required for schools submitting an existing school plan to satisfy the planning requirement. These schools must complete Section #1 and submit it as a cover page to the current school plan.

Date Developed:	2010 - 2013
3-4 Overarching School Goals:	<p>To increase Math proficiency by a minimum of 10% as measured by CAPT scores in order to meet or increase SIP targets established by the CSDE.</p> <p>To increase reading proficiency by a minimum of 10% as measured by the CAPT scores in order to meet targets established by CSDE.</p> <p>To increase student proficiency in reading, writing and mathematics by a minimum of 10% as measured by CAPT scores in order to meet targets established by CSDE.</p>
Evidence of Success:	Pending results of state testing. Revisions to this plan will be made and submitted in July 2013.