

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

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## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

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# Year 3 Alliance and Priority School District Consolidated Application

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## PART I: 2014-15 APPLICATION OVERVIEW

### 1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

### 2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

### 3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

#### 4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (\*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

#### 5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to [SDEAllianceDistrict@ct.gov](mailto:SDEAllianceDistrict@ct.gov). The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

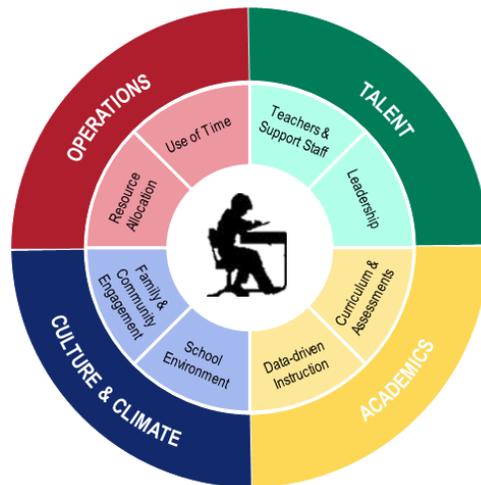
#### 6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

## 7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

## 8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

## 9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth  
Turnaround Office Director  
Connecticut State Department of Education  
Telephone: (860) 713-6705  
Email: [Morgan.Barth@ct.gov](mailto:Morgan.Barth@ct.gov)



## PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Bristol Public Schools		
Contact Person:	Contact Title:	
Dr. Sue Moreau	Deputy Superintendent of Schools	
Telephone:	Email Address:	
860.584.7006	<a href="mailto:suemoreau@ci.bristol.ct.us">suemoreau@ci.bristol.ct.us</a>	
Street Address:	City:	Zip Code:
PO Box 450/129 Church Street	Bristol	06011
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input type="checkbox"/> No    May 7, 2014	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Ellen W. Solek, Ed.D.		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Lawrence Amara		
Signature of Board Chair:	Date:	

## 2. Needs Analysis

**Instructions:** Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Talent Development	Training of three schools’ literacy teachers and school literacy teams [K-2] in the Literacy Collaborative model. Move to Benchmark Assessments in schools with teachers trained in this model. Initial Training of teams in the remaining 5 elementary schools.
2. Implementation of Common Core Curriculum	CC aligned curriculum in English, Social Studies and Mathematics have been implemented. Science has been linked to CC literacy (such as research skills and using non-fiction literature to form an argument), but we await approval of new standards before engaging in a full curricular revision.
3. Providing high quality preschool.	Adding of 16 slots in 2013-14 school year to NAEYC accredited programs.
4. Implementation of Readers and Writers Workshop in grades 6-8.	19 English-language arts teachers have received/continue to receive training in the Literacy Collaborative model. This includes intensive work with a literacy coach in each building.
5. Deployment of teachers as Common Core Leaders	Common Core (CC) Leaders provided 5 sessions to all teachers in their schools regarding implementation of CC curriculum and participation in the Smarter Balanced Assessment field test. CC Leaders participated in 7 training sessions to prepare for this work.
6. District Data Team work to improve the process for School & Instructional Data Team Work	Use of Executive Coaches for school leaders to move forward their work with teachers on school improvement plans both for process and product with a particular emphasis on the need to state changes in terms of adult actions and how those changes are measured.

Growth Areas:	Explanation and Data to Substantiate:
1. Closing the Preparation Gap	The Connecticut Core curriculum expectations for learning forced the spotlight on our need to move from a part day kindergarten model to a full day program. <b>THIS IS OUR PREDOMINANT YEAR 3 FUNDING INITIATIVE.</b>
2. Development of talent in the area of literacy instruction	We need to continue training our K-12 staff in infusing literacy into all appropriate content areas. As noted in another section, our NWEA – MAP data for student in grades K-8 ranges from 37%-55% of students scoring at the national norm. Our interpretation of these data illicit the need for more focused training, monitoring of implementation of that training and then measurement of student outcomes resulting from increased instructional skills of our teachers.
3. Monitor and adjust implementation of Common Core curriculum including aligned formative assessments	We are in the infancy stage in developing formative assessments aligned to the new curriculum we have implemented. Continued work, organized by the content supervisors in our Office of Teaching & Learning, is necessary to assist teachers in understanding how to authentically measure student progress toward mastering content standards.
4. Talent Development regarding teacher evaluation	Having identified flexibilities to our teacher evaluation plan and those that will be made in our administrator evaluation plan, we will continue to work with administrators and teachers on issues of calibration to the revised CCT.
5. Expansion of preschool opportunities	We are applying for 60 additional School Readiness slots should those funds become available. Half of these slots would be to provide programming for three-year olds.
6. Continue work with Executive Coaches to assist in shepherding the change in focus to adult behaviors and focusing all school plans on the improvement of student literacy across disciplines.	Of our 12 schools, three have demonstrated exemplary understanding of how to create a plan that is a living document [through the use of Google Docs]. Our other 9 schools plans range from proficient down to developing. Continued work with Executive Coaches can bring all 12 school plans to the proficient or exemplary level as measured by a specific rubric designed by the District Data Team. [Funding from non-Alliance Grant sources].

2. Talent Section		
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> <li>• <b>Educator Evaluation:</b> Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.</li> <li>• <b>Professional Learning:</b> Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.</li> </ul>		
<p><b>Educator Evaluation:</b></p> <ol style="list-style-type: none"> <li>1. All teachers and administrators struggled with the amount of time required to conduct full scale review of practice for our entire staff. That was the choice of our teacher and administrator unions. Adding to that a not ‘just-in-time’ Bloomboard platform [we still struggle to get all of the parts of our hybrid SEED protocols into this system], this resulted in a recipe for maximizing staff stress.</li> <li>2. The inclusion of a Professional Practice Objective (PPO) and corresponding IPGD (Indicators of Professional Growth and Development) proved an effective vehicle for focusing upon and improving adult instructional behaviors/actions. This was also true of the Instructional Data Team Peer Review aspect of our evaluation plan.</li> <li>3. Engaging our administrators in monthly calibration activities rewarded great yield. Conversations about what the domain indicators look like in practice resulted in leader-to-leader coaching as an unanticipated outcome. Training in 2014-15 will focus on the revised CCT domains, walk-through protocols and discussions about feedback, and observation of ‘look-fors’ in literacy and numeracy aligned with the Connecticut Core.</li> <li>4. The teacher evaluation flexibilities that we have recently put into place should provide both teachers and administrators the time required to engage in a meaningful evaluation of teachers’ performance without lowering the bar toward becoming distinguished educators. Our Professional Learning Team has met several times thus far to identify flexibilities to the teacher evaluation plan and begin planning for meaningful, necessary professional learning opportunities for the next school year.</li> </ol>		

## 2. Talent Section

### Professional Learning:

1. With the self-identification of areas of professional growth (PPO's) and its measure (IPGD), each teacher identified their learning needs as aligned with their SLO's. Such identification led to targeted Dine & Discuss book talks, selection of videos from PD 360, and Instructional Data Team research into effective teaching strategies. Our Professional Learning Team (PDEC), comprised of teachers and administrators, will identify specific learning opportunities for teachers and administrators for the 3 full day professional learning days after gathering input from each respective group.
2. Our work with Lesley University in their Literacy Collaborative model has resulted in significant changes in the instructional design by our middle school language arts teachers. Having a model classroom to visit where both the literacy coach and teacher work in tandem to deliver Reading and Writing Workshop to their learners has proven an effective strategy to lessen the anxiety that often comes with change.
3. The training of building teachers as Common Core Leaders provided us with a platform to disseminate similar learning to all teachers across the district with regard to implementation of CCSS and the relationship between CCSS and the Smarter Balanced Assessment. The 5 sessions, alongside the SBA administration videos, gave teachers much needed understanding of how the computer-based test is administered and how they might better prepare their students for these assessments. Among our next challenges is the creation of performance tasks that model the level of curricular integration necessary for students to fully benefit from their learning across content areas.
4. Our inability to find a suitable candidate for the Supervisor of K-8 Literacy/Elementary Education prevented us from doing some of the year 2 work with both administrators and teachers. We believe we have found a candidate for this position going forward.
5. In our efforts to gain financial support from our locality to implement full day kindergarten, the Board of Education eliminated a teacher leader position. This teacher on special assignment Literacy Coach of the Coaches is an essential component in the monitoring of implementation of the Lesley Collaborative model by our literacy coaches. This 'non-evaluative' collegial supervision has proven very effective in the past.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Hire a Supervisor of K-8 Literacy/Elementary Education.	Hire date	X			
2. Follow-up training on informal observations as an effective method for completing a comprehensive review of practice.	2a. # of sessions provided to administrators and percent who attend. 2b. Feedback from supervisors on the informal		X	X	X

2. Talent Section					
	<p>observation of practice to include a survey of additional training needs, and calibration activities to the revised CCT.</p> <p>2c. Make recommendations to the district Professional Learning Team [Bristol's PDEC] for 2015-16 professional learning needs.</p>		X	X	X
<p>3. Training of K-2 Literacy coaches in the Lesley Collaborative model and of classroom teachers in the use of benchmark assessments.</p> <p>See Attachment 3: Literacy Teacher Job Description</p> <p>4. Fund a teacher on special assignment lead "Coach of the Coaches" K-8 literacy coach position.</p>	<p>3a. Log of coaches trained. 100% of literacy coaches in Literacy Collaborative schools will participate in all associated trainings.</p> <p>3b. Feedback from coaches, classroom teachers and administrators on the effects of this training. 100% of teachers trained will report use of at least one new strategy learned. 90% will report using 2 or more new strategies learned.</p> <p>3c. Benchmark assessment student data, growth from baseline May 2014 to May 2015 (schools [Greene-Hills, South Side, Stafford] trained in Literacy Collaborative).</p> <p>3d. DRA II data, growth from Winter 2014 to Winter 2015 [Edgewood, Hubbell (4-5), Ivy Drive, Mountain View, West Bristol]. (See Attachment 1)</p> <p><b>SMART Goal:</b> <i>The number of students in grades K-5 scoring at Bristol Benchmark will increase and those scoring as substantially deficient will decrease from the Winter 2014 DRA2 to Winter 2015 DRA2.</i></p>	X	X	X	X
<p>5. Executive Coaching of School Leaders/School Data Teams</p>	No- Alliance Grant funding will be used to continue this work.	X	X	X	X
<p>6. Continue funding for a 1.0 FTE Supervisor for teacher and administrator evaluation</p>	5a. Calibration activities and related work products created focused upon areas of common weakness within the domains based upon data gathered from the 2013-14 school year evaluations. That is, in review of teacher's evaluations district wide, those	X	X	X	X

2. Talent Section					
	rated 2 or below will be the focus of calibration for evidence gathering. 5b. SDE approval of revision of the teacher and administrator evaluation plans.	X			
7. Continue funding for District Liaison training as part of the Lesley University Literacy Collaborative training	6a. Participation of literacy teachers in continued training at Lesley University and in district. Dates attended, documentation of observed changes in practice resulting from this training by Literacy Supervisors using the 'Coaching Rubric' from Lesley U. <b>SMART GOAL</b> (for teachers who are implementing in 2014-15): <i>90% of teachers in grades K-2 will increase the percentage of components implemented with fidelity "What the Teacher Will Do" from fall 2014 to spring 2015 observations of practice, in schools implementing Readers Workshop, using the Reading Workshop Walk-Through Guide [Attachment 2].</i>	X	X	X	X
8. Hire two substitutes to allow literacy coaches to meet with classroom teachers prior to a coaching session and after a coaching session with a focus on improving teacher practice for literacy assessment and instruction	7a. <b>SMART GOAL:</b> 80% of coaching sessions will be preceded and followed by review of practice between classroom teachers and literacy coaches. [Growth of teacher's instructional practice skills in 6a & 8a].		X	X	X
9. Continue funding for 1.5 FTE literacy coaches at the middle school level and 5.0 FTE literacy coaches at the elementary level to provide literacy coaching and professional development sessions to classroom teachers in order to improve teacher practice in providing literacy instruction	Implementation of Readers and Writers Workshop K-8 observed for fidelity of implementation using : 8a. Literacy Walk Through Guide – Readers Workshop – Attachment 2 <b>SMART GOAL:</b> <i>90% of teachers will make growth in focus areas [as determined by each school's Literacy Team] from fall to spring observations.</i> 8b. <b>SMART GOAL:</b> 100% of teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching, by January 2015.		X		X

2. Talent Section					
	<p>8c. Comparison of K-2 and 6-8 teacher's self-identification of growth areas to observed behavior by the Literacy Supervisors, using Attachment 2. <i>(Identify the baseline in fall using the instrument and compare with spring in the areas identified in 8a).</i></p> <p><b>SMART GOAL:</b> <i>The coherence between teachers' perceived identification of their implementation of the components of Readers Workshop with observer's rating of the same, with a goal of 80% coherence by spring 2015.</i></p>		X		X
10. Fund stipends for literacy coaches engaged in the Literacy Collaborative to support their work outside of the school day for this training at Lesley University and to prepare for their professional learning work with classroom teachers. A total of 4 weeks at Lesley, 9 credits of graduate coursework and associated assignments are required.	Funded stipends of \$3,000 per literacy coach who attends the Literacy Collaborative training.	X	X	X	X

<b>3. Academics Section</b>		
<b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input checked="" type="checkbox"/> Other: <u>Continued embedded professional learning in CC mathematics claims for teachers K-5 as delivered by mathematics coaches.</u>
<b>Summary:</b> Briefly describe the district’s academic-related reform priorities, as indicated above. <ul style="list-style-type: none"> <li>• <b>Common Core Strategy:</b> Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.</li> <li>• <b>K-3 Literacy:</b> Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.</li> </ul>		
<b>Common Core Strategy:</b> <ol style="list-style-type: none"> <li>1. All English/language arts and mathematics curriculum K-11 have been rewritten to align with the CC.</li> <li>2. Work is on-going to <i>revise common formative assessments</i> aligned these new learning expectations. We await additional information from the SBAC regarding the availability of interim assessments that may be available thereby saving districts resources in the creation of such assessments.</li> <li>3. <i>Common Core teacher leaders</i> will continue to provide professional learning opportunities to the teachers in their schools throughout the school year.</li> <li>4. All students have a guaranteed research experience in either social studies or science each year.</li> <li>5. <i>High School literacy coaches</i> will continue their work with content area teachers to assure alignment of CC literacy standards within other disciplines.</li> </ol>		

### 3. Academics Section

6. Continued work by the Supervisor of Assessment and Evaluation with building administrators to improve the assessment environment including maximizing available technology used to administer the SBA and other computer-based assessments.
7. Creation of an Instructional Technology position responsible for assuring that all hardware and software related to student assessment functions at optimum levels.

#### K-3 Literacy:

1. Training of an additional 5, K-2 literacy coaches in the Literacy Collaborative model at Lesley University.
2. At least monthly meetings of the school literacy team to progress monitor student reading plans and revise strategies and interventions as needed.
3. Administration of the NWEA – MAP assessment K-3 as a universal screen and measure of growth from beginning to middle and end-of-year in reading.
4. Use of the Benchmark Assessments in phonological awareness, sound-letter identification, fluency and comprehension to monitor student progress and make instructional shifts appropriate to each individual student’s needs.
5. Targeted interventions based upon individual student literacy plans include small group Leveled Literacy Intervention [LLI], participation in literacy intervention groups both as push-in and pull-out depending upon student needs.
6. Continued participation in the *Literacy How* pilot in two schools.
7. Implementation of full day kindergarten for all Bristol students to close the preparation gap that leads to an achievement gap and provide all of these classrooms with the associated materials for highly rigorous literacy instruction.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue funding for an elementary mathematics coach to support teachers in implementation of the CCSS mathematics curriculum K-5.	1a. Log of coaching of teachers in specific aspects of the CC aligned mathematics curriculum K-5. 1b. Year-to-Year improvement of scores on the District Math Assessment. 1c. Evidence of teacher’s instructional growth, through observations, using our ‘look-fors’ rubric from October 2014 to May 2015, observing the same teachers.		X	X	X
2. Continue funding for the K-8 Literacy Coordinator to work 10 days in the summer with teachers on revision	2a. Work schedule 2b. Products created	X			

3. Academics Section					
of the language arts curriculum to align with the CCSS.					
3. Continue the work of the CC Leaders, who will continue to provide training to teachers and administrators on the CCSS and the Smarter Balanced Assessment to assist teachers and administrators with development and implementation of instructional strategies.	3a. Continued training of CC teacher Leaders to present just-in-time professional learning to their school peers.	X	X	X	X
	3b. Content of each presentation.	X	X	X	X
4. Continue funding for a 1.0 FTE Literacy Supervisor to work with teachers on implementation of Readers/Writers workshop, assess fidelity of implementation of this model, and assess implementation of the CCSS curriculum to identify teacher needs in assessment and instruction.	4a. Observation data re: fidelity of implementation using a 'look fors' checklist, [Attachment 2]; observing the same teachers.		X	X	X
	4b. Use of the Readers Workshop Implementation Rubric to measure quality of implementation of Readers Workshop components.			X	X
	4c. Make recommendations to the district Professional Learning Team regarding professional learning needs in the 2015-16 school year.				X
5. Continue funding for a 1.0 FTE Supervisor for assessment to oversee the SBA implementation and assist teachers and administrators with understanding this new assessment.	5a. Regular newsletters to staff with updates on SBA, copies of newsletters as metric.		X	X	X
	5b. Work with Instructional Technology staff to create systems of communication that insure the most effective and efficient use of technology used for on-line assessment.				
6. Continue funding for 3 substitutes to provide classroom coverage to allow teachers to meet during the school day to work on revision of the CCSS curriculum, development of instructional strategies for implementation of the CCSS curriculum, and development of common assessments to be used with students.	6a. Number of released days teachers worked on CCS.		X	X	X
	6b. associated work products.		X	X	X

3. Academics Section					
7. Continue funding for 2.0 FTE high school literacy coaches to support classroom teachers with implementation of the CCSS based English/Language Arts curriculum and to support infusion of the CCSS literacy standards in the sciences, social studies, and technical subjects.	7a. number of individual coaching sessions, including topics of coaching		X	X	X
	7b. coaching of math, science, English/language arts, social studies and CATE department teachers, including topics of coaching		X	X	X
	7c. Comparison of mid and end-of-year Common Formative Assessment data in core courses from 2014 to 2015.				
8. Continue funding for 5.3 FTE elementary reading support teachers to provide reading interventions to at-risk readers at the elementary level.	8a. Intervention group rosters to include growth made by individual students and length of intervention.		X	X	X
	<b>SMART GOAL:</b> 85% of students receiving literacy intervention will make growth in literacy levels from the remedial level to proficiency on their school's assessment tool [DRA II, Dibels Next, Benchmark Assessment].		X	X	X
	8b. Participation on the literacy action plan team		X	X	X
	8c. Collaboration with classroom teachers to align intervention with current classroom curriculum.		X	X	X
9. Continue funding for 1.5 FTE preschool teachers and 1.5 FTE preschool paraprofessionals to provide quality preschool programs to close the preparation gap.	8d. Notes from Literacy Action Team meetings.				
	9a. Progress of students on the early learning benchmarks [% of students making growth].		X	X	X
10. Fund 12.0 FTE kindergarten teachers to provide full-day kindergarten classes to all age-eligible Bristol children to close the preparation gap and increase the number of students who successfully acquire pre-literacy and literacy skills.	10a. Implementation of full day kindergarten district wide.		X	X	X
	10b. Hiring of 12 full day kindergarten teachers.	X			
	10c. <b>SMART GOAL:</b> 85% of students attending full day kindergarten will score at a level 8 or higher on the DRAII in spring 2015. [Currently,				X

3. Academics Section					
11. Provide equitable allocation of material resources to the expanded full day kindergarten program.	<p>66% of half-day kindergarten students score at level 4 or above on the spring administration of the DRAII].</p> <p>11a. All full day kindergarten classrooms will have classroom libraries, and materials to implement the Readers and Writers Workshop model as measured by an inventory of materials in every full day kindergarten classroom at the start of the school year.</p> <p>11b. <b>SMART GOAL:</b> 85% of students attending full day kindergarten will score at a level 8 or higher on the DRAII in spring 2015.</p>		X		
12. Hire 1.0 FTE technician to provide technical support for SBA administration.	<p>11a. Hire a technician with knowledge of education applications.</p> <p>11b. Creation of an assessment guidebook for inclusion in the teacher handbook.</p>	X		X	
13. Continue to fund a part-time teacher to provide training for teachers on the computer skills needed by students to take the SBA and to provide instruction to students to enhance their computer skills to facilitate their use of technology during the assessment	<p>12a. Content of and number of sessions provided.</p> <p>12b. Identification of strengths and weaknesses in students' technology as related to on-line assessment.</p> <p>12c. Determine needs in each school and possible resources to advance this work. [i.e. keyboarding software, etc.]</p>		X	X	X
14. Continue to provide funding for School and Department Improvement Teams to meet before the start of school to develop/revise their school improvement plan for the 14-15 school year.	<p>13a. Evidence of team meetings.</p> <p><b>SMART GOAL:</b> 80% of school improvement teams will meet prior to the start of the 2014-2015 school year to create the first steps in their School Success Plan [SSP].</p>	X			
15. Continue to provide funding for consultants to work with the School and Department Improvement Teams to assist teams with their school and department improvement plans.	Funded with non-Alliance Grant funds.	X	X	X	X

4. Culture and Climate Section												
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>												
<b>Year 3 Alliance District Priorities:</b>		<b>Allowable initiatives for PSD funding:</b>		<b>Other optional reforms:</b>								
		<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement		<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____								
<p><b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.</p>												
<p>Teachers at West Bristol and Greene-Hills School have received training in PBIS. However, the rate of suspension of students in grades 6-8 exceeds the rates for the other two middle schools. The district will lower suspension rates by improving fidelity of implementation of the PBIS program by consistently monitoring office discipline referrals resulting in OSS and ISS. School-wide practices and incentives will be monitored to ensure students understand the importance of consistently maintaining positive, high standards of behavior for themselves. The current issue is that both principals are former elementary school principals and the 6-8 student population has been particularly challenging for them. One of these principals will retire at the end of this school year. Another candidate will fill this position by the start of the 2014-2015 school year. Our current suspension rates are low and we want them to remain low, particularly for middle school students who tend to escalate behaviors in their high school years. We attribute our low suspension rates to the consistent high standards we hold our students to, and we will continue to hold those high standards and focus on lowering suspension rates as needed.</p>												
<p><b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.</p>		<p><b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.</p>		<p><b>Timeline:</b> Place an “X” indicating when strategies will occur.</p>								
				<table border="1"> <thead> <tr> <th>Summer 2014</th> <th>Fall 2014</th> <th>Winter 2015</th> <th>Spring 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">3</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Summer 2014	Fall 2014	Winter 2015	Spring 2015		3		X
Summer 2014	Fall 2014	Winter 2015	Spring 2015									
	3		X									
			X									
<p>1. Reduction in the percentage of students receiving a behavior consequence of out-of-school suspension.</p>		<p>1. A. <b>SMART GOAL:</b> <i>The percentage of middle school students suspended at GH will be reduced from 2.7% to 2% from spring 2014 to spring 2015.</i></p> <p>2. B. <b>SMART GOAL:</b> <i>The percentage</i></p>										



	<i>of middle school students suspended at WB will be reduced from 2.1% to 1.8% from spring 2014 to spring 2015.</i>				
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## 5. Operations Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input checked="" type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s operations-related reform priorities, as indicated above.

1. Creation of an Instructional Technology position responsible for assuring that all hardware and software related to student assessment functions at optimum levels.
2. Provide equitable equipment for instruction in all full day kindergarten classrooms.

Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015

1. Hire 1.0 FTE technician to provide technical support for SBA administration.	1a. Hire a technician with knowledge of education applications. 11b. Creation of an assessment guidebook for inclusion in the teacher handbook.	X	X		
2. Continue to fund a part-time teacher to provide training for teachers on the computer skills needed by students to take the SBA and to provide instruction to students to enhance their computer skills to facilitate their use of technology during the assessment	2a. Content of and number of sessions provided. 2b. Identification of strengths and weaknesses in students’ technology as related to on-line assessment. 2c. Determine needs in each school and possible resources to advance this work. [i.e.		X	X	X
			X	X	X



3. Install a SmartBoard and computer in every full day kindergarten classroom.	keyboarding software, etc.] 3.Verification of installation of SmartBoards and computers at the start of the school year.	X	X		
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## 7. Budget Instructions

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

- Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
- Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
  - Cost, position, or service;
  - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
  - Total use of Alliance District funding for the particular cost;
  - Total use of PSD funding for the particular cost;
  - Total use of other district funding for the particular cost; and
  - Indication as to whether the investment supports a new or expanded reform initiative.
- Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
- Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

## 8. 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. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

1. The district Professional Learning Team, comprised of members from the teachers and administrators bargaining units and central office administrators met on March 10 and 31, 2014 to identify Bristol's flexibility options for teacher evaluation and its relation to the Alliance Grant.
2. Meeting on April 9, 2014 with administrators and the Superintendent and Human Resources Director to craft flexibilities to the Administrator Evaluation Plan.
3. Meeting on March 17 and April 7 with Central Office and the Parent Advisory Council [representatives from all schools] to discuss plans for Year 3 of the Alliance Grant.
4. Creation of a Full Day Kindergarten study committee comprised of teachers, parents, community agency members, building and central office administrators to conduct research on the benefits of FDK which met on September 30, October 21, October 28, and November 4 and November 18, 2013.
5. Data gathering through an on-line survey of the community regarding the expansion of our kindergarten program from half day to full day.
6. Holding of 2 Community Forums to gather input and support for Full Day Kindergarten on November 12 and November 25 to gather additional input from the community.
7. Presentation of committee findings at the December 4, 2014 Board of Education Meeting.
8. Meetings of the Board of Education's Finance Committee purposed with crafting a budget for the 2014-2015 school year to include a request for funds from the town to implement full day kindergarten. February 6, 20, 27 and March 6 and 12, 2014
9. Discussion of the request to implement full day kindergarten at the March 7, School Readiness Council meeting.
10. Presentation of grant components for Year 3 at the Board of Education Student Achievement Committee on April 10, 2014
11. Discussion at April 9, 2014 District Data Team of the recommendation to focus the majority of new funding on the implementation of full day kindergarten and the addition of a technician dedicated to the hardware and software needs of student assessment.



## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

**Instructions:** Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	High
1.3. Educator evaluation	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.4. Professional development/coaching	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.5. School leadership development	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	High
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Medium
2.4. Data-driven instruction	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
2.5. Support for special populations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	High
2.6. SRBI and academic interventions	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.3. Wraparound strategy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Medium
3.5. Graduation and dropout prevention	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Medium
<b>Operations:</b>					
6.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
6.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low
6.3. Scheduling and extended learning time	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
6.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	High
6.5. Technology integration	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	High
6.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	Low



applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

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

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

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

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

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

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

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

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

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:

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Ellen W. Solek, Ed.D.

Name: *(typed)*

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Superintendent of Schools

Title: *(typed)*

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April 11, 2014

Date:



TOTAL POPULATION DATA									
Grade	Total # Students	# SD	% SD	# Below GLB	% Below GLB	# At Or Above GLB	% At or Above GLB	# Prev Met Benchmark	% Prev Met Benchmark
K	404	48	11.9%	137	33.9%	302	74.8%		
1	426	105	24.6%	159	37.3%	266	62.4%		
2	438	47	10.7%	200	45.7%	282	64.4%		
3	492	65	13.2%	233	47.4%	224	45.5%		
4	481	122	25.4%	217	45.1%	221	45.9%	232	48.2%
5	543	88	16.2%	188	34.6%	229	42.2%	341	62.8%
DISAGGREGATED DATA - NOT SPED OR ESL									
Grade	Total # Students	# SD	% SD	# Below GLB	% Below GLB	# At Or Above GLB	% At or Above GLB	# Prev Met Benchmark	% Prev Met Benchmark
K	337	34	10.1%	103	30.6%	272	80.7%		
1	359	64	17.8%	114	31.8%	242	67.4%		
2	368	20	5.4%	142	38.6%	277	75.3%		
3	417	20	4.8%	167	40.0%	217	52.0%		
4	384	51	13.3%	130	33.9%	221	57.6%	224	58.3%
5	380	20	5.3%	100	26.3%	220	57.9%	270	71.1%
GRADE LEVEL COMPARISONS									
Grade K	Total # Students	# SD	% SD	# Below GLB	% Below GLB	# At Or Above GLB	% At or Above GLB	# Prev Met Benchmark	% Prev Met Benchmark
Total Population	404	48	11.9%	137	33.9%	267	66.1%		
Disaggregate Data	337	34	10.1%	103	30.6%	234	69.4%		
Grade 1	Total # Students	# SD	% SD	# Below GLB	% Below GLB	# At Or Above GLB	% At or Above GLB	# Prev Met Benchmark	% Prev Met Benchmark
Total Population	426	105	24.6%	159	37.3%	267	62.7%		
Disaggregate Data	359	64	17.8%	114	31.8%	245	68.2%		
Grade 2	Total # Students	# SD	% SD	# Below GLB	% Below GLB	# At Or Above GLB	% At or Above GLB	# Prev Met Benchmark	% Prev Met Benchmark
Total Population	438	47	10.7%	200	45.7%	238	54.3%		
Disaggregate Data	368	20	5.4%	142	38.6%	226	61.4%		



<b>Grade 3</b>									
Total Population	492	65	13.2%	233	47.4%	259	52.6%		
Disaggregate Data	417	20	4.8%	167	40.0%	250	60.0%		
<b>Grade 4</b>									
Total Population	481	122	25.4%	217	45.1%	32	6.7%	232	48.2%
Disaggregate Data	384	51	13.3%	130	33.9%	30	7.8%	224	58.3%
<b>Grade 5</b>									
Total Population	543	88	16.2%	188	34.6%	14	2.6%	341	62.8%
Disaggregate Data	380	20	5.3%	100	26.3%	10	2.6%	270	71.1%



Lesson Component	What the teacher is doing...	What the students are doing...	Assessment of learning
<p><b>Mini lesson (5-10 min.)</b></p>	<ul style="list-style-type: none"> <li>○ Gathering students to a common meeting area to build a sense of community</li> <li>○ Using the <b>architecture</b> of a mini-lesson to teach the day’s objective:                             <ul style="list-style-type: none"> <li>➢ Connection</li> <li>➢ Teach</li> <li>➢ Active Engagement</li> <li>➢ Link</li> </ul> </li> <li>○ Explicitly stating the day’s objective (the minilesson teaching point), “Today I am going to teach you___, in order to__.”</li> <li>○ Helping students make connections to prior learning (referring to mentor texts, charts, previous mini-lessons, etc.)</li> <li>○ Modeling the skill or strategy (often written on chart paper) by thinking aloud and explicitly naming the strategy</li> </ul>	<ul style="list-style-type: none"> <li>● Sitting independently and actively listening</li> <li>● Trying out ideas with their partner(s) during the active engagement portion of the mini-lesson</li> <li>● Sharing strategies (when appropriate)</li> <li>● Making connections to prior learning or experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-assessing in order to plan a sequence of mini-lessons for the unit of study</li> <li>● Observing individual and partnership work</li> <li>● Listening and probing further</li> <li>● Evidence of the application of teaching points during:                             <ul style="list-style-type: none"> <li>▪ Guided reading</li> <li>▪ Independent reading</li> <li>▪ Conferencing</li> <li>▪ Reader’s response</li> <li>▪ Volume and stamina building over time</li> </ul> </li> </ul>
<p><b>Independent Reading and Conferring (35-45 min.)</b></p>	<ul style="list-style-type: none"> <li>○ Conferring with students as they read</li> <li>○ Using one of the following kinds of conferences to teach the reader                             <ul style="list-style-type: none"> <li>➢ individual conference</li> <li>➢ table conference</li> <li>➢ guided reading group</li> <li>➢ strategy group</li> </ul> </li> <li>○ Researching what the reader is trying as a reader</li> <li>○ Complimenting the reader on what they are doing well –specifically naming what they have done</li> <li>○ Deciding what to teach the reader and explicitly naming the strategy</li> <li>○ Linking the conference teaching point to setting expectations for the reader</li> <li>○ Using a mid-workshop interruption to:                             <ul style="list-style-type: none"> <li>➢ restate the teaching point</li> <li>➢ compliment a reader or readers</li> <li>➢ redirect behaviors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Reading independently</li> <li>● Choosing their own independent books (just right books)</li> <li>● Independently accessing and using resources (word wall, charts, sticky notes, think-marks, graphic organizers, thesaurus, etc.) when needed</li> <li>● Talking about reading with the teacher (or peers when appropriate)</li> <li>● Naming what they are doing as a reader</li> <li>● Making plans for reading (volume, stamina, genre, strategy use)</li> <li>● Applying the strategies they have been taught when reading</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ ability to talk about themselves as a reader</li> </ul>



Lesson Component	What the teacher is doing...	What the students are doing...	Assessment of learning
<b>Guided Reading (20-30 minutes per group)</b>	<ul style="list-style-type: none"> <li>○ Provides explicit teaching with a brief introduction to a text</li> <li>○ Observing students' reading behaviors</li> <li>○ Choosing 1 or 2 teaching points based on observations (whole group or individual)</li> <li>○ Word work</li> <li>○ Reinforcing minilesson teaching points (when appropriate)</li> <li>○ Using running records regularly to make instructional decisions</li> <li>○ Taking anecdotal notes to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Actively listening and participating during text introduction</li> <li>● Reading designated text or part of text silently</li> <li>● Reading orally with teacher when prompted to</li> <li>● Applying reading strategies</li> <li>● Participating actively in group activities (oral discussion of text, written response to text, word work,)</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzed Running Records</li> <li>● Anecdotal note analysis</li> <li>● Written responses to texts</li> </ul>
<b>Share Time (5-10 min.)</b>	<ul style="list-style-type: none"> <li>○ Gathering students back together</li> <li>○ Highlighting one or two readers and the work they have done that day</li> <li>○ Restating the teaching point</li> <li>○ Reflecting on the importance of the work accomplished that day</li> <li>○ Referring back to a mentor text (when appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>● Coming quickly and quietly to the meeting area</li> <li>● Sharing their ideas and responses when asked</li> <li>● Turning and talking to their partner(s) when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Anecdotal notes- observations on student responses</li> </ul>

**Footprints of Workshop Teaching: What to notice and support**

**\*A designated meeting area \*Student desks arranged in clusters \*A display of mentor texts \*Charts made with the class that are specific to the reading process and/or unit of study that are visible and accessible \*Browsing boxes \* Classroom Library (by genre or level) \*A system of record keeping that documents conferring notes and teaching points \*Consistent daily lessons with a predictable format (architecture) \* The lesson has a clear single focus, stated throughout the mini-lesson \*The mini-lesson is short and concise (no more than 10 minutes) \* \*The lessons are generative- “Today and everyday when you read you can...” \*Students read everyday \*Unit goals and planning of teaching points have been written prior to the start of the unit \*Data is used to adjust teaching as needed \*Process is emphasized \* Reading units can be correlated to the genre being studied in writing workshop\***



### Attachment 3

BRISTOL PUBLIC SCHOOLS  
HUMAN RESOURCES DEPARTMENT  
JOB DESCRIPTION

POSITION TITLE: CITY WIDE LITERACY COACH, GRADES K-12

DEPARTMENT: OFFICE OF TEACHING AND LEARNING

REPORTS TO: GRADES K-8 TO THE SUPERVISOR OF TEACHING AND LEARNING K-5  
GRADES 9-12 TO THE SUPERVISOR OF TEACHING AND LEARNING 6-12

SUMMARY: Works cooperatively with teachers and administrators; evaluates literacy assessment data; and is responsible for assisting in the planning, developing, implementing, coordinating and coaching around best practices in literacy assessment and instruction. Researches appropriate assessment and instructional practices. From research, provides professional development for teachers and administrators K-12.

ESSENTIAL DUTIES AND RESPONSIBILITIES K-12: Other duties, as assigned.

- The primary responsibility of the literacy coach is to provide professional development and coaching around literacy assessment and instruction. Coaching is provided in tandem with professional development sessions.
- Assist teachers with the development of their understandings of the complexity of the reading, writing, and language processes and the effects of teaching on student learning.
- Help and support teachers in their ability to analyze and reflect upon their teaching and its effects on student learning.
- Provide literacy coaching to teachers using, but not limited to, the following models:
  - *Collegial Coaching (One-to-One)*: The literacy coach works individually with a teacher conducting a pre-lesson conference, observing a lesson, and debriefing with the teacher. The discussion focuses on the effects of teachers on students learning, rooted in the observable behaviors of oral language, reading, and writing of students.
  - *Cluster Coaching*: The literacy coach and 2 to 5 teachers discuss a lesson that will be taught, the students, and the teachers' goals around the instructional framework. They observe a lesson taught by one of the teachers, debrief as a group, explore professional resources, and set goals for their own teaching.
  - *Demonstration Coaching*: The literacy coach provides a teaching demonstration with the students while the classroom teacher observes. To deepen understanding, the literacy coach and teacher discuss the lesson in advance and analyze the learning afterwards.
- Regularly schedule coaching and professional development sessions with teachers. **(This will be the majority of the work of the coach.)**
- Engage in collegial conversations with teachers around literacy practices. Provide the structure for the observation and plan the pre- and post-conference sessions to support analysis of the lesson. The classroom teacher may identify an aspect of practice to ask the coach to focus on for observation and discussion; the role of the literacy coach is to lead the teacher through a reflective process to enhance understandings.



- Provide professional learning in a variety of settings and using a variety of approaches.
- Meet at least once a month, more frequently as needed, with the school administrator to discuss needs and implementation.
- Function as a lead member of the school Literacy Leadership Team; coordinate a minimum on one meeting per month of the school Literacy Leadership Team. [Note that the School Data team and the school Literacy Leadership Team may be the same entity.]
- Coordinate literacy assessment practices at the school level.
- Assist with the collection and analysis of literacy assessment data on a school and district level basis.
- Assist teachers and administrators with interpretation of literacy assessment results and the implications for instruction.
- Coordinate longitudinal studies of literacy outcomes, as needed.
- Meet regularly with other district literacy coaches, administrators, instructional support teachers, and interns. Provide professional learning and support as needed for interns.
- Participate in the team decisions about at-risk students by assisting in the identification of students in need of literacy support, based upon assessments and classroom performance.
- Participate in curriculum development and revision. Facilitate the implementation of new or revised curricula at the school level with teachers and administrators.
- Contribute to the development and support of school improvement plan goals in literacy.
- Participate in state and district committees, as requested. Committee focus should be on literacy assessment, curriculum, and instruction.
- Coordinate and process orders for literacy materials. Recommend literacy materials for use in the school.
- Work with library personnel, instructional resource managers, and curriculum coordinators on procedures to manage and maintain the literacy collections.
- When a pilot model is in use, oversee the work of and assist the pilot project staff on development, implementation, and evaluation of the pilot project. Upon completion of a pilot project, oversee implementation of the outcomes district-wide.
- Teach no more than one class/period per day at the elementary and middle school level and no more than one section at the high school level. Class is designed to function as a “lab” site for other teachers to observe literacy practices. [Must adhere to the Literacy Collaborative requirements if participating in that program.]
- Develop and adhere to schedules.
- Maintain a cooperative working relationship with all staff.
- Willingness to and comfortable with presentation of professional development/learning programs for teachers and/or administrators.
- Demonstrate understanding and commitment to working with both students and adults.
- Demonstrate teacher leader capability.
- Be proficient in the use of computer programs.
- Communicate with parents, as needed.
- For hires beginning in the 13-14 school year and later: For K-8 coaches and 9-12 coaches will participate in the Literacy Collaborative or similar professional learning program.
- Barring unforeseen circumstances, is willing to make a minimum of a five year commitment to the position.
- Other duties, as assigned.



ESSENTIAL DUTIES AND RESPONSIBILITIES K-8 ONLY: Other duties, as assigned.

Literacy Collaborative requirements:

- Year 1 (Training Year) training:
  - One week of training during the summer.
  - Three weeks of training during the fall and spring semesters.
  - Attend and complete all requirements of online learning across the training year.
  - Enroll for nine hours of graduate credit from Lesley University.
  - Video teaching as assigned; using a structure guide, reflect on the lesson and submit the written reflection and video to Lesley University for review by trainers.
  - Complete case study assignments for three students.
  - Successfully complete all other readings and course work assignments on time.
  - Attend the annual Literacy for All conference, funding permitting.
  - Implement the Literacy Collaborative framework in a heterogeneous classroom for 2.5 to 3 hours per day, five days per week, or according to the middle level school schedule.
  - Train teachers to administer program assessments.
  - Collect and maintain recommended data on students to inform teaching decisions.
  - Participate in the Lesley University Literacy Leadership Team training.
  - Establish a school Literacy Leadership Team that will plan and evaluate the implementation of the Literacy Collaborative.
- Year 2 (Field Year) and beyond training
  - Attend professional development sessions sponsored by Lesley University; current three days in the fall and one week in the winter.
  - Participate in online learning sessions sponsored by Lesley University.
  - Attend the annual Literacy for All conference, funding permitting.
  - Develop and implement an initial staff development training program of 60 hours over two years for classroom teachers within the school; in subsequent years the amount of time spent on teaching, coaching, and providing professional development changes to meet the Literacy Collaborative standards and the needs of the school.
  - Conduct course-related coaching of classroom teachers 30-50% of the week.
  - Teach in a heterogeneous classroom 2.5 to 3.0 hours per day or according to the middle school schedule implementing the Literacy Collaborative framework for Year 2. Teaching schedule for Year 3 and beyond to be determined at school and district level.
  - Coordinate data collection and evaluation.
  - Work with the Literacy Leadership Team to plan and evaluate the implementation of the Literacy Collaborative.
  - Make presentations on the Literacy Collaborative and literacy assessment and instruction to the school community, including parents, the school board, and other stakeholders.
  - Participate as a leader on the School Literacy Leadership Team to plan and evaluate implementation of the Language Literacy framework. Team will meet a minimum of once a month.

Other:



- Coordinate community volunteers for literacy at the school level.
- Prepare and present, with building staff, literacy programs for parents.

#### SUPERVISORY RESPONSIBILITIES:

Supervises classroom and students (volunteers and parent helpers where appropriate). Performs general supervisory duties as scheduled.

#### QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### EDUCATION AND/OR EXPERIENCE:

Master's degree required.

Minimum of three years teaching experience at the level where she/he will serve as the literacy coach

#### CERTIFICATES, LICENSES, REGISTRATIONS

Valid Connecticut Teaching certificate

Reading Certification preferred

Effective with the new certification regulations in 2015, Literacy Specialist certification will be required.