

Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

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

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Stefan Pryor, Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106
(860) 713-6705

www.sde.ct.gov/





Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

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



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. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

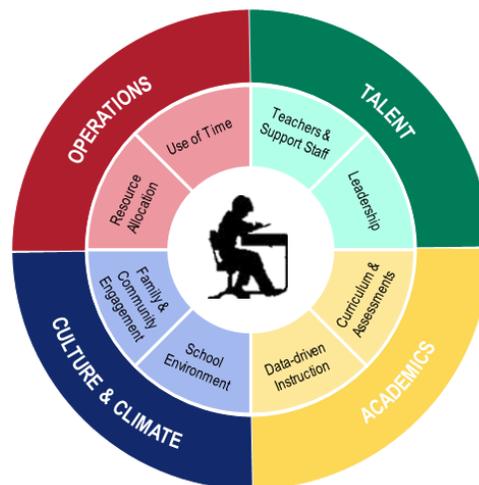
PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

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



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):		
East Hartford Public Schools		
Contact Person:	Contact Title:	
Anne Marie Mancini	Assistant Superintendent	
Telephone:	Email Address:	
860-622-5096	mancini.am@easthartford.org	
Street Address:	City:	Zip Code:
1110 Main Street	East Hartford	06108
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Nathan D. Quesnel		
Signature of Superintendent:	Date:	
	April 11, 2014	
Name of Board Chair:		
Jeffrey A. Currey		
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- Implementation of Educator Evaluation Plan	EHPS has successfully implemented its Educator Evaluation Plan. The district developed and facilitated professional development throughout the year for both teachers and administrators. Teacher workshops followed a “train the trainer model,” with administrators delivering turn-key, scripted information to staff. Department chairs and principals led additional sessions to increase teachers’ understanding of specific areas identified in the CCT rubric. Data collected from the TalentEd system in June indicates that 98% of all certified staff is scoring in the “exemplary” and “proficient” levels. Administrators participated in calibration and sharing exercises at the district’s Administrative Council meetings that took place during the school year.
2. Academics- Monitoring Fidelity of Implementation of Intervention Programs	EHPS has placed a laser-like focus this year on monitoring the fidelity of implementation of its intervention programs. Initial data collected by the district indicated that its programs were not being utilized in the manner in which they were designed. By monitoring usage reports that are available as a part of computer-based intervention programs, the district can ensure that students are receiving the appropriate amount of instruction and/or practice time required. <ul style="list-style-type: none"> - Read 180: computer zone usage increased to nearly 78% by June (increase of 45%) - FASTT Math: computer target usage has increased to 78% by June
3. Academics- Implementation of Comprehensive Universal Assessment System	EHPS has implemented a comprehensive universal assessment system. The district purchased the STAR assessments for Early Literacy, Reading and Mathematics from Renaissance Learning. This system provides administrators and staff with data on student achievement three times during the academic year and allows staff to use it as a progress monitoring tool for students enrolled in intervention programs. Professional development has been provided to administrators, coaches and teachers through webinars and online “coaching” sessions.



<p>4. Culture & Climate – Continued Implementation of PBIS and Student Programming</p>	<p>EHPS continued its focus on providing social and emotional interventions for its students in an effort to improve student behavior. District schools provided special programs (e.g. Rachel’s Challenge, Co-Exist Student Leadership Program) and have built supports into the daily work with students (e.g. after school program with social worker, guidance counselor). A district calendar of trainings was developed for the PBIS team members. Professional development focused on de-escalation training. Data from the 180 day discipline report for the district indicates:</p> <ul style="list-style-type: none">- Reduction in ISS by 24% from 2012- Reduction in OSS by 34.49% from 2012
<p>5. Operations- Reorganization of Central Office</p>	<p>During the 2012-13 school year, EHPS reorganized its Central Office in an effort to better meet the needs of the district’s schools. The new structure includes an Assistant Superintendent for Elementary Schools (K-6), an Assistant Superintendent for Secondary Schools (7-12), and a senior level management position (Chief Turnaround Lead) who interfaces between both levels of schools to assure consistent implementation of the reform agenda put forth by the CSDE. Through a portfolio style approach, this management model has enabled the district to provide the appropriate level of oversight and accountability to move core turnaround initiatives towards district and school improvement. A portfolio-style approach means that all operations and instructional services are now aligned through a central system that is identified as elementary and secondary by each assistant superintendent lead.</p>

Growth Areas:	Explanation and Data to Substantiate:
<p>1. Talent- Development of a Career Ladder for Teachers and Administrators: Coaches, Teacher Leaders, Aspiring Administrators and Asst. Principals</p>	<p>EHPS currently employs two types of “coaches” in the district. Each of the elementary schools has a literacy coach, and several either have their own math coach or share one with another school. Data collected from at the district level indicates that coaches largely provide interventions to students during the school day, administer progress monitoring tools, provide some professional development to staff and technology support to teachers, and monitor assessments.</p> <p>At the secondary level, “coaching” used to be provided to teachers in need through the department chairs. However, the role of dept. chair has changed with the implementation of the district’s teacher evaluation plan. Most of their time in classrooms is now spent conducting formal and informal observations.</p> <p>The district would like to strengthen the coaching model by restructuring it at the elementary school to include more job-embedded coaching and by hiring instructional coaches for the middle and high school. Although this position will still be in the teachers’ contract, moving into a coaching role will be established as an advanced level on the career ladder.</p> <p>Other opportunities for career advancement that the district will develop include:</p> <ul style="list-style-type: none"> - Teacher Leadership Academy Program: run by CAS; targeted for aspiring teacher leaders, aspiring administrators and current teacher leaders - Asst. Principal Leadership Training Program: targeted for APs who want to become principals
<p>2. Academics- Alignment of Curriculum to CCSS & Support of Implementation for Staff</p>	<p>EHPS has not yet completed its alignment of the district curriculum to the CCSS. This is mostly true for secondary mathematics and science. Funds will be used for teachers to write curriculum and assessment, to purchase resources, and to arrange for professional development. Funding will also be used to revise the district’s approach to reading in the high school and to provide training for staff members in the teaching of reading.</p> <p>During the school 2014-15 school year, EHPS will place an additional emphasis on the collaborative development of lessons that support the implementation of the Common Core. Funds would be used to hire content-area consultants who would support the writing of CCSS-aligned curriculum, lessons and assessments as well to review/vet the resources.</p> <p>Additionally, EHPS seeks to improve the work it is doing in the area of early childhood to prepare students for kindergarten. To that end, the district proposes the professional development related to best practices in early childhood education. He/she would also develop and facilitate sessions for those working in local daycare centers and private institutions. Finally, this employee will work in cooperation with the schools’ Family Resource Centers to provide education programs for parents of young children.</p>

<p>3. Culture & Climate- Reduction of Disciplinary Incidents/Improvement of Student Behavior</p> <p>AND</p> <p>Family Engagement</p>	<p>Although the number of ISS and OSS incidents has decreased from last year in the elementary schools and in the middle school, the high school has seen an increase. Additional work on PBIS, the development of school leadership programs, incorporation of incentives/rewards, and de-escalation training needs to be a continued focus for both students and staff. Data collected during the month of December shows that when students were recognized by “brag tickets” during a three-week window, behaviors improved and teachers reported making stronger connections with students. The data management system shows that incidents of insubordination decreased by 22% and disrespectful behavior decreased by 19% during this same time period.</p> <p>The district seeks to improve family engagement by providing more regular programming for families through school-wide events (e.g. literacy and STEM nights). These would be coordinated through school-based coaches. One of these events was held at O’Brien Elementary School in February 2014, and it was well-attended by the members of the school community.</p>
<p>4. Operational Systems- Development of Theme-based Pipelines and Career Pathways</p>	<p>EHPS has several theme-based programs (IB, Arts & World Language, STEM) in place at its elementary and middle schools. These programs need to be connected in a K-12 pipeline so that students who enter these can continue their education and training at all grade levels. A STEM team was developed for the 2013-14 school year for grade 7 only. Currently, there is no IB model for students in grades 7-10, although the district has IB programs in grades K-6 and 11-12. A reconfiguration study will be conducted to address enrollment issues at the district’s Arts & World Language themed-school (Sunset Ridge), which provides instruction for students in grades 4-6 only. The results of the reconfiguration study will also provide the district with information regarding options for expanding its pipeline programs.</p> <p>EHPS offers several career-oriented programs to assist students in determining their chosen field of study. These include the Academy of Finance and a Health Professions Program. EHPS would like to further develop career programs in the area of culinary arts, human services (education and elderly care), and manufacturing through the development of course work and partnerships with local businesses, industry and institutes of higher education.</p>

1. Talent Section		
Year 3 Reform Priorities: 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.		
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 type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input checked="" type="checkbox"/> Other: Career Ladder Program <hr style="width: 20%; margin-left: 0;"/>
Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.		
<ul style="list-style-type: none"> • Educator Evaluation: 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. • Professional Learning: 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. 		
1. Provide Continued Support for the Implementation of Educator Evaluation:		
Alliance Year 3 Priority: Educator Evaluation & Support Systems-		
<p>As indicated earlier in this document, EHPS is working to successfully implement its Educator Evaluation Plan. The district facilitated professional development throughout the year for both teachers and administrators. Teacher workshops followed a “train the trainer model,” with administrators delivering turn-key, scripted information to staff. Department chairs and principals led additional sessions to increase teachers’ understanding of specific areas identified in the CCT rubric. Data collected from the TalentEd system in June indicates that almost 58% of all certified staff are scoring in the “exemplary” range, while an additional 39.57% are scoring in the “proficient” range. Administrators participated in calibration and sharing exercises at the district’s Administrative Council meetings that took place during the school year.</p>		
<p>Both teachers and administrators have indicated that instruction has been improved as a result of the new implementation of the new plan. Because the CCT rubric requires staff to be rated on their ability to plan and deliver instruction that is aligned with the CCSS (3a, 4a), teachers of all content areas have incorporated this into these practices into their daily lessons. Evaluators have indicated that the pre- and post-conferences that are required for all formal observations have significantly improved the level of conversations around teaching and learning. This is supported by a survey collected through CEA’s “HEAR Project” through which EHPS’s teachers have reported that principals and department chairs have been very supportive, making themselves available to have multiple discussions with staff regarding progress toward SLOs and feedback provided during formal and informal observations. Quantitatively, result from the district-wide STAR assessment (on which many SLOs were</p>		

1. Talent Section

based) indicate that students improved their math scores by an average of 7% and reading scores by an average of 4%.

A comprehensive plan has been put into place to assist the district as it prepares for the second year of implementation of the EHPS Educator Evaluation Plan. Similar to last August, the district will provide professional development to all administrators and staff at the start of the school year on the plan. This will allow all new staff to become familiar with it and will enable returning staff to learn about the changes that were made by the Teacher Evaluation Committee. EHPS also will continue to provide opportunities for administrators to calibrate their scoring through the use of teacher videos throughout the school year. These will occur during Administrative Council meetings that bring together all 45 of the district administrators who serve as evaluators. These calibration experiences will ensure that staff members receive accurate ratings. At key points during the school year (e.g. before mid-year and summative conferences), administrators will deliver turn-key workshops to provide teachers with the knowledge that they need to complete specific tasks associated with meeting the expectations of the plan.

Other Optional Reforms: Professional Learning

The district's new evaluation process holds an important role in informing the professional learning of the EHPS staff members. District level administrators and principals are using the TalentEd system to review trends related to ratings and feedback that has been provided to teachers during the school year. Principals and department chairs have used school-based professional development time to develop workshops and sessions to assist teachers in how to meet the expectations of the CCT rubric. The data was also shared with the members of the district's Professional Development Committee. Using this information, EHPS was able to develop a "day of choice" in which all staff members were able to select two workshops of interest and/or of need to assist them with their professional growth. This full day of professional development was highly successful and will be incorporated into the district's annual plan for providing professional learning for staff members. EHPS will continue to use Alliance funding to support the professional learning needs of the district's teachers and administrators in alignment with the District Improvement Plan by offering workshops and coaching.

In preparing for the second year of implementation of the EHPS Educator Evaluation Plan, the district has taken the time to consider its plan for professional learning for the 2014-15 school year. As referenced above, in the spring of 2014, the Teacher Evaluation Committee distributed and carefully reviewed the results of a survey that was shared with staff regarding the professional development that was offered during the 2013-14 academic year. This information, along with the data pulled from TalentEd on the CCT indicators, has provided administrators with information regarding professional development needs for staff members performing on all four levels of the CCT rubric. Alliance Year 3 funding will allow the district to continue to work with consultants from Revision Learning, CREC and other companies to enhance the knowledge and skills of our staff. For example, the district will work with CREC (the local RESC) to provide professional development and coaching in the implementation of the district's new writing program (Writing Workshop) as well as in Common Core Mathematics in its secondary schools. Dr. David Cormier of ReVision Learning will continue to work with elementary and middle schools to implement intentional teaching strategies related to planning rigorous CCSS-aligned lessons. As mentioned above, the results of the PD survey, as well as verbal feedback, have shown that staff members responded favorably to the "day of choice" event, which allowed them to choose two different sessions to support their growth. To that end, "choice" will be incorporated into one of the three New Teacher Orientation days. The district will also host another "day of choice" event in November 2014.

Alliance Year 3 funds will also allow East Hartford Public Schools to move forward with additional initiatives related to professional learning for aspiring and existing. In support of its "Career Ladder" program, the district has contracted with the Connecticut Association of Schools (CAS) to plan, organize and implement a professional development program for teacher leaders and aspiring administrators in the East Hartford Public Schools (EHPS) congruent with Connecticut's Common Core of Leading and the district's theory of action for promoting positive change in its schools and improving student achievement. Participants will attend five full-day

1. Talent Section

sessions, complete assigned readings, participate in reflective conversations, explore case studies, collect leadership artifacts and complete a capstone project. Twelve of the twenty-four applicants were selected to participate in its first year at a cost of \$11,000 (see budget). Similarly, Alliance Year 3 funds will allow the district to grow its Assistant Principal leadership program, which will enter its second year. The AP program seeks to provide these administrators with additional information and experiences that will prepare them for a role as a district principal. Each session includes a focus on three topics: teaching and learning, leadership development, and roundtable discussions.

2. Develop a Career Ladder for Teachers and Administrators:

Other Optional Reforms: Career Ladder Program-

As mentioned in the “Growth Areas” section of this document, the district would like to strengthen the existing coaching model by adding staff and by restructuring some of what already is in place. Knight and Cornett (2009) reviewed 250 studies and publications related to the effect of peer coaching and found that coaching positively impacts teacher attitudes, practice, and efficacy as well as student achievement. Effective coaches model best practice, encourage dialogue around the teaching and learning process, conduct observations, and provide support in data analysis and lesson plan development. At the elementary level (K-6), the focus will be on improving what is in place to include more job-embedded coaching in the work of the existing coaches (see “Growth Areas” notes). One and a half (1.5 FTEs) positions will be added to support instruction at elementary schools who have not previously had a Math Coach in place. At the secondary level, “coaching” used to be provided to teachers in need of assistance through the department chairs. However, the role of dept. chair has changed with the implementation of the district’s teacher evaluation plan. Most of their time in classrooms is spent conducting formal and informal observations. As a result, the district proposes the hiring of instructional coaches for the middle and high school. These coaches will model strategies, provide professional development and assist in the development of CCSS-aligned lessons and assessments. More specifically, a math coach will be hired for East Hartford Middle School to assist with the implementation of the Common Core into its mathematics classrooms. Aside from the responsibilities already referenced in this paragraph, s/he will provide in classroom coaching to teachers as they provide CCSS-aligned instruction the students. The high school has elected to post for and hire a literacy coach. S/He will be responsible for assisting teachers as they implement existing writing initiatives related to the John Collins approach as well as new reading initiatives associated with West Ed’s Reading Apprenticeship Program, for which staff members will receive training during August. A job description has been created and posted for these two positions. The successful candidate will participate in a first round interview, complete a performance task that demonstrates their ability to perform specific coaching functions, and meet with the Superintendent for final approval.

The district’s coaches will be led by Marcia Huddy, the district’s Chief Turnaround Lead. She will work in collaboration with the coaches, the department chairs and/or the school principals to develop a coaching plan for each of the buildings. She will facilitate monthly meetings with the coaches so that they can share their work with one another and make plans to address any areas of need in the schools. As a book study, coaches will read Jim Knight’s *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. Marcia will arrange for professional development through ReVision Learning on how to work effectively with adult learners. To date, there is no additional stipend for district coaches in the teacher contract. However, due to the nature of their work (e.g. providing professional development to staff, serving on curriculum writing teams), several of them are paid at a per diem rate for extra working days. While these individuals remain on the teacher contract, EHPS believes that their work outside of the classroom, as well as the additional opportunities provided to them, put them on a more advanced level of the EHPS career ladder.

1. Talent Section					
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. Provide continued support for implementation of EHPS Educator Evaluation plan by identifying trainings for teachers based on PD survey, teacher evaluation results/data, and teacher “choice”	# of Trainings PD Survey Results- 80% satisfaction	X	X	X	X
2. Provide additional calibration training to administrators	100% of admins trained on calibration Calibration Results	X	X	X	X
3. Restructure the current coaching model in EHPS elementary schools to include a focus on job-embedded coaching	80% teacher satisfaction rate with coaches # Completed Coaching Plans	X	X	X	X
4. Develop and facilitate a leadership academy program for aspiring school leaders	80% satisfaction rate of participants in EHPS teacher leadership academy		X	X	X
5. Provide leadership training and experiences for Assistant Principals	Survey Feedback from Asst. Principals- 80% AP satisfaction rate 100% of APs receive leadership training		X	X	X
6. Design and implement annual retreat(s) for members of district leadership team	Feedback from Staff and Administrators- 80% satisfaction rate	X			X

2. Academics Section

Year 3 Reform Priorities: 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 checked="" 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 checked="" type="checkbox"/> Instructional technology	<input checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input checked="" type="checkbox"/> Other: <u>The College Board Programming; Strategic Approach to Reading</u>

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

- **Common Core Strategy:** 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.
- **K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

1. Provide Continued Support for the Implementation of the CCSS & the Next Generation Assessments:
Alliance Year 3 Priority: Transition to the CCSS & Next-Generation Assessments-
 EHPS is in its third year of implementing the Common Core State Standards into its curricula. At the elementary school level, units of study have been written for reading, writing and social studies in grades K-6 under the guidance of district coaches and external consultants, including Larry Ainsworth (*Rigorous Curriculum Design*). The K-6 mathematics curriculum has been developed using the CCSS units that have been made available by the CT State Department of Education on its website. Additional work related to the development of anchor activities and unit assessments has been done under the guidance of Dr. Shelbi Cole, former EHPS staff member and current Director of Mathematics for the Smarter Balanced Assessment Consortium. A core resource, *enVision Mathematics*, has been identified for use during the 2014-15 school year. Laurie Pendleton, of ReVision Learning and The Leadership & Learning Center, supported the development of CCSS-aligned ELA and social studies units.

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Technology, namely iPads, will be purchased for both teachers and students to support the implementation of the new CCSS-aligned curriculum in grade K-using a new resource, *enVision Mathematics Common Core*. *enVision Math Common Core* develops conceptual understanding with daily Problem-Based Interactive Learning and step by step visual learning. Each lesson supports mathematical practices with interactive exploration. The Visual Learning Bridge provides step by step visuals in every lesson to illustrate concepts and improve understanding. Several of the resource's authors were involved in the writing and reviewing of the Common Core State Standards for Mathematics. Their knowledge informed new lesson content at every grade level to ensure that *enVision Mathematics Common Core* supports the Standards for Mathematical Practice as well as the Standards for Mathematical Content in significant ways. The use of the iPads along with this resource's materials will move teachers toward an integrated technology/textbook platform in which classrooms would receive 5 textbooks and ultimately 5-10 iPads that are also loaded with the text. This shift would acknowledge the power of technology to engage students and the multi-faceted structures of instruction we are looking to build in the district and will support the students as they transition to computer-based assessments. With the introduction of Smarter Balanced computerized adaptive testing, it is increasingly necessary to blend best instructional practices with technology-enhanced learning opportunities. The main goal of EHPS's plan is to strengthen mathematics instruction across the district through this synergy. Using *enVision* as the core Tier I math resource, EHPS seeks to increase instructional rigor in addition to increasing student engagement. *enVision's* included electronic materials will capture student interest while reaching children in their preferred medium. Students in need of Tier II and Tier III support can access additional paper-based and technology-enhanced supports through the *enVision* program. Additional building-based math coaches and Literacy Media Technology Specialists (LMTs) will support teachers in implementing major instructional shifts which will result in deeper understanding of math concepts and higher levels of achievement.

Professional development to support the implementation of the CCSS in mathematics and literacy in the district's elementary schools will be provided by district coaches who will attend the CSDE module trainings throughout the 2014-15 school year. These members of EHPS's "Curriculum Cabinet" will work together to develop professional development under the guidance of Marcia Huddy, EHPS's Chief Turnaround Lead. Additionally, the district has secured CSDE Science Improvement Grant, which will help staff members to implement curriculum-embedded performance tasks and integrate the CCSS into its units of study. Professional development has been secured within the parameters of the Science Improvement Grant. All professional development sessions are evaluated by staff members to review their effectiveness. This feedback is reviewed in the monthly at the District PD Committee meetings.

Similar work to align curriculum and assessment has been done at the secondary level. Middle school units of study were developed starting in 2010-11 under the guidance of Larry Ainsworth (*Rigorous Curriculum Design*). Reading courses utilize Janet Allen's *Plugged Into Reading* as its core resource, and EHPS has identified two additional resources to support mathematics (AP Springboard- The College Board) and writing instruction (Columbia Teachers' College Writer's Workshop Units of Study), which would be purchased using Alliance Year 3 funds. The Teachers' College Writer's Workshop Program was selected because the Common Core State Standards call for high levels of writing proficiency. Meeting these standards requires a planned, sequential, explicit writing program with instruction that gives students repeated opportunities to practice each kind of writing and to receive explicit, assessment-informed feedback at frequent intervals. The middle school Units of Study provide a coherent, systematic curriculum in the three types of writing mandated by the Common Core—*opinion/argument, information, and narrative writing*— and it reflects the latest research on data-based, responsive instruction. Similarly, the College Board's Springboard resource was chosen for its alignment to the CCSS. Instructional strategies supporting CCSS content and practice standards are embedded throughout the program, and Springboard's instructional approach emphasizes mathematical reasoning and communication while providing more practice to build procedural fluency.

Additional work still needs to be done to align the high school curricula in math and science to the Common Core. Teachers of mathematics will utilize the Rigorous Curriculum Design (RCD) units that are posted on the CSDE website to ensure alignment and will work together during the summer months to develop common lessons, anchor activities, and assessments. Two full days were provided at the end of the school year to allow the teachers to complete this work of updating the

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curriculum and identifying resources, anchor activities and assessments for each of the units. A new textbook has also been purchased for high school math teachers to utilize. The science department will also work this summer and during the 2014-15 school year to incorporate the CCSS standards for literacy in the content areas into its curriculum. This work will be led by an outside consultant (Laurie Pendleton, The Leadership & Learning Center) who has extensive experience in writing curriculum and assessments. Similar to the math department, the members of the science team were provided with two full days at the end of the school year to begin this work. It is expected to be completed in July.

EHPS has two main ways in which it monitors the implementation of the district's curriculum. In elementary schools, the district utilizes Instructional Rounds. These visits are led by a facilitator from the CT Center for School Change and take place in each building at least one time per year. The secondary schools monitor curriculum and instruction through the use of an Academic Walkthrough; these occur 3 times per year in each school. Under each model, principals provide the visiting team with an overview of the school's area of focus, data is collected, trends are reported, and next steps for improvement are identified. Schools then receive comprehensive feedback that is shared with staff. The information gained from these experiences has been very valuable to the schools and the district as a whole. For example, results collected as a part of academic walkthroughs conducted at EHMS show that 98% of teachers had a clear instructional plan in June, as evidence by posted objectives, agendas, initiation and exit activities. This is a substantial increase from October when results indicated that only 50% showed any evidence of intentional instructional planning. These two monitoring systems have also had a positive decreased the amount of teacher-directed instruction in district schools. Results collected at East Hartford High School showed an increase in what was observed to be a student-centered classroom from 52% to 75% from October to April.

Ensure the Systematic Delivery of Instructional Models:

PSD: K-3 Literacy-

EHPS will implement a strategy for the systematic delivery of literacy in grades K-3 during the 2014-15 school year. This is part of a three year plan that builds toward implementing the Teachers' College Reader's and Writer's Workshop approach. Starting in the fall, EHPS will build upon the district's current units of study that are aligned to the Common Core to purchase several resources to support Tier 1, 2 and 3 instruction using Alliance funds. For Tier 1, EHPS will purchase Benchmark's *Text Connections* to ensure a balance of fiction and nonfiction text and to help facilitate a natural connection to writing instruction. Tier 1 classrooms will be provided with leveled readers from *BookSource* to build the teachers' classroom libraries. The district's new model includes explicit, systematic instruction in phonemic awareness and phonics. To this end, Alliance funds will be used to purchase *Foundations* and *Michael Heggerty's Phonemic Awareness* program for students in grades K-3. All elementary schools will be provided with training and support as they implement this balanced literacy model and move toward a Reader's and Writer's Workshop approach in an effort to increase the students' level of, and motivation, for reading and writing.

Other Optional Reforms: Strategic Approach to Reading for HS Students-

Funding will be used to provide training and classroom coaching and to purchase resources to support the implementation of a strategic and comprehensive approach to teaching reading skills to all students at East Hartford High School, especially those in grades 9 & 10. To support this effort, EHPS will work with West Ed's Strategic Literacy Initiative using its "Reading Apprenticeship" framework. This reading approach was specifically developed to improve the reading skills of students in urban school districts and has demonstrated improvement in several schools around the country. Enhancing the level of reading instruction will provide the students with instruction that will help them to meet the expectations identified in the Common Core.

Other Optional Reforms: The College Board: Expansion of Programs to include PSAT & SAT:

EHPS believes that the experiences that students receive by taking advanced-level courses, such as those offered by The College Board through its AP program, will only help students as they acquire the knowledge and skills they need to be successful in institutes of higher education. To this end, the district would like to continue

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to implement its AP Cohort Program which has been designed to increase student participation in the AP program as well as improve student achievement on AP tests. This program supports student learning by providing funding for teachers to receive additional training, allowing the district to hold summer and Saturday study sessions, and by providing financial incentives for students who succeed on the AP tests. Data collected during the 2012-13 year show that this program helps students to succeed. Eighty five (85) of 194 students who took an AP class received a “qualifying score” of a 3, 4, or 5 on an exam. Overall, East Hartford High School’s students who participated received 147 qualifying scores.

The district would like to expand its programming with The College Board to include preparation for students taking the SAT. The results of a recent PSAT that was administered in October 2013 to the current 11th grade students show that, despite making gains in almost every area of the CAPT, only 9.2% of them were deemed “college ready.” The district does not currently offer a SAT program during or after the school day. Students need extra assistance preparing for this high-stakes test, not only because they are not performing at a high level, but because it is in the process of being redesigned.

2. Provide Additional Supports to Students with Special Needs and Other Populations in Need of Supports:

Other Optional Reforms: SRBI & Academic Interventions

PSD funding will also be used to support the implementation of SRBI and academic interventions in district schools. This includes using funding for both staff (e.g. tutors and interventionists as needed) as well as resources (e.g. licenses for Read 180, System 44, MVRC, FASTT Math, IXL Mathematics) that will support instruction of students. Alliance funding will be used to contract additional interns (2 per school) from St. Joseph’s College, who will provide interventions to students in the elementary schools. The interns from St. Joseph’s College are in a program that allows them to gain their Master’s Degree in Reading. As a part of their work with EHPS, they will work to support the classroom teacher in Tier 1, team-teaching with staff and providing support to small groups of students. They will also deliver Tier 2 interventions such as Early Intervention in Reading (EIR) and Leveled Literacy Intervention (LLI). Because of their close work with the students and staff, the St. Joseph’s interns will participate in data team meetings. This is an increase in the number of interns (from 1 to 2) used in each elementary schools during the 2013-14 year.

PSD: Alternative and Transitional Programs-

PSD funding will be used to support the district’s alternative high school, Stevens (a.k.a. Synergy). This program is tailored for over-aged, under-credited students who have experienced difficulty in the traditional high school setting. This program is designed to provide more personalized support, intervention and ultimately success at rebuilding the students’ academic, behavioral and career abilities. The school seeks to improve its academic program by offering a blended-model, offer a summer school for credit recovery, and further develop the career pathways program that is offered to students.

PSD: Early Literacy Interventions-

The PSD grant will support the delivery of interventions to support early literacy. Staff will provide instructional support and intervention to students; develop and implement individual reading plans for identified students in general, remedial, special education and ELL programs using intervention supports; and monitor intervention plans for all sub-groups. Funding would also be used to purchase resources that will support instruction.

Other Optional Reforms: Support for Special Populations

East Hartford Public Schools proposes to use Alliance funding to increase the academic supports that it provides to students with special needs. An audit of special education services at East Hartford High School will be completed in May 2014. This audit will make suggestions for staffing patterns to accommodate special education teacher caseloads and to fully implement the co-teaching model. It is recommended that East Hartford High School (EHHS) hire an additional special

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education teacher. The hiring of this professional at East Hartford High School would allow the school to begin the implementation of a true co-teaching model starting in math and English classes for grade 9. The district also proposes the hiring of an additional special education teacher for to support the identified students on its new EL team at East Hartford Middle School (see Operations section).

East Hartford Public Schools also seeks to use funding from the Alliance grant to hire an early childhood consultant, Janine Chapdelaine. This professional consultant and locally recognized leader in early childhood education will work with the district's Early Childhood Alliance to develop educational programs and serve as a liaison between the district and private daycare/pre-school providers. She will also articulate the expectations of kindergarten program in an effort to better prepare the students for the transition to the district's schools. Finally, he/she will also provide coaching to the district's early childhood teachers on the CSDE's new Early Learning and Development Standards to ensure alignment of strategies between the Pre-K and K curriculum.

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. Provide turn-key training to staff and administrators on CCSS modules offered by CSDE as well as additional trainings that will support implementation of the Common Core	Admin. Council Survey Results – 80% satisfaction rate	X	X	X	X
2. Complete the alignment of district curriculum to the Common Core (e.g. K-12 science, secondary math), purchase resources (e.g. iPads, consultants), and provide training to staff	80% of Academic Walkthroughs & Instructional Rounds observe CCSS alignment STAR Results – 5% average increase in math (Fall- Spring)	X	X	X	X
3. Provide training and support to elementary staff as they implement the K-3 literacy model; research and purchase a resource to be used in all K-3 classrooms	PD Committee Survey Results– 80% satisfaction rate 80% of Instructional Rounds and Literacy Coaches and Principals observe faithful K-3 literacy model implementation STAR Reading Results- average of a 5% increase in grades K-3	X	X	X	X
4. Implement a strategic approach to the teaching of reading skills for students attending East Hartford HS; arrange for training & coaching through West Ed. & district coaches; purchase resources to support staff	Information Collected from Instructional Rounds & Academic Walkthroughs Student Achievement Results – average of a 5% increase in grades 9 & 10 # of EHHS teachers trained	X	X	X	X

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5. Expand work with The College Board to include both the AP Cohort Program AND the PSAT and/or SAT in an effort to increase student participation and achievement	Student Achievement Results- increase in average SAT scores Increase in college readiness scores # of students participating	X	X	X	X
6. Improve the district's alternative program for students not succeeding in traditional high school by increasing the rigor of its core courses, expanding its offerings to include career pathways programs, and adding necessary staff	Program of Study- Stevens Alt. HS Student Achievement Results- 5% increase in STAR Reading & Math # of Student Internships & Job Placements # of Students Taking College Courses	X	X	X	X
7. Support the delivery of interventions for students in all grade levels, (early literacy, K-12 literacy, K-12 mathematics)	Student Achievement Results - 5% increase on computer-based intervention programs (STAR, FASST Math, Read 180, etc.) Fidelity Implementation Data – 80%	X	X	X	X
8. Hire a consultant to work with the district's Early Childhood Alliance in supporting the transition of students in Pre-K programs as they enter K in EHPS and to support the growth of Pre-K teachers in the district	# of Programs Offered 80% satisfaction on PD Survey		X	X	X
9. Expand the co-teaching model in selected schools, grades, and/or in particular content areas	# of New Co-Teaching Teams in Place & Trained in District Schools % of Goals & Objectives Achieved on IEPs	X	X	X	X

3. Culture and Climate Section		
<p>Year 3 Reform Priorities: 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>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" 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 checked="" type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input checked="" type="checkbox"/> Other: <u>Student Leadership Programming</u>
<p>Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.</p>		
<p>- Provide Continued for the Implementation of PBIS: Other Optional Reforms: Positive Behavior Management- Although the number of ISS and OSS incidents has decreased from last year in the elementary schools and in the middle school, the high school has seen an increase. Additional work related to the consistent implementation of PBIS, including de-escalation training with staff, needs to be a continued focus for both students and staff at all levels. Continued training and support, along with working with a district coach, would ensure fidelity of implementation of the PBIS initiative throughout the district. Incentive programs and rewards, including public recognition and special privileges, will be incorporated into the existing program. This is particularly important for the district’s alternative high school, Stevens (a.k.a. “Synergy”) which seeks to provide financial incentives through its PBIS program for students related to behavior, attendance, and academic performance.</p> <p>- Improve Drop Out Prevention Efforts and Attendance: PSD: Drop Out Prevention- Upon approval, PSD funding will be used to employ strategies consistent with preventing students from dropping out of school. This includes using funds for the staffing of the high school’s “STEP program,” which places a focus on improving students’ behavior and academic focus through the use of PBIS interventions and a student-support center in a small learning community. PSD funding related to drop-out prevention would also be used to fund positions such tutors who work in our district’s Support Centers and behavior managers, as well as resources (APEX Learning software for credit recovery), staffing and programming for the EHPS’s Stevens Alternative HS.</p> <p>Other Optional Reforms: Attendance- EHPS would like to leverage Alliance funding to improve student attendance in its schools, particularly at the secondary level. In response to the data regarding chronic absenteeism in East Hartford Public Schools, we propose a comprehensive plan to re-engage learners and increase attendance rates across our schools. The CSDE highlighted the importance of tracking attendance and engaging schools, parents and community leaders in a solution. Through analysis of absence reports disaggregated by school, our new District Data Analyst has already identified students who have been chronically absent from school and cross-referenced this list with the discipline data to identify issues of bullying or other behavior problems. The students who are in need of support regarding behavior and attendance will</p>		

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receive secondary and tertiary support through our PBIS system. More specifically, Tier 2 practices and interventions will be systematically implemented into the district's core program to address this area of focus in all schools. Some examples include checking in with a trusted adult upon arrival from school, and having periodic check-ins throughout the day, and access to a mentor from the community. For students who are in need of behavior support beyond attendance, EHPS will work with counselors and social workers to determine if there are issues around housing stability, transportation, or childcare issues. At the cornerstone of all preventative measures will be an increase in parent communication to convey the importance of school attendance and problem-solve with parents ways to ensure their child attends school regularly. It should be noted that the data showed a greater need at East Hartford High School, East Hartford Middle School, and Stevens Alternative High School, and as such, a Secondary School Attendance Task Force will be developed. In response to this need with respect to chronic absenteeism, the following plans have been put into place:

- Secondary School Task Force:
 - A task force consisting of administrators, student support staff, attendance coordinators, the district data analyst, and the Asst. Superintendent will be put into place, starting in the summer of 2014 to develop a plan for the Tier 2 practices and interventions that will be implemented into each of the secondary schools.

- Stevens Alternative High School:
 - Review chronic absenteeism data bi-weekly
 - Identify and interview "chronically absent" students from 2013-14 school year to match interventions with their specific needs
 - Continue use of attendance officer to conduct home visits and develop relationships with students and monitor attendance contracts
 - Implement student "incentive program" (see # 1 above- Culture & Climate section) that recognizes students for behavior, academics and attendance using Alliance funds

- East Hartford High School:
 - Leverage Alliance funds to hire a part-time attendance officer who will conduct investigations into absenteeism and communicate with parents who will provide necessary data to determine next steps. They will also work closely with the school based social workers, guidance staff and assistant principals in building relationships with families to develop and monitor attendance contracts for those who are on track to be chronically absent.
 - Identify and interview "chronically absent" students from 2013-14 school year to match interventions with their specific needs
 - Review chronic absenteeism data bi-weekly
 - Utilize EHHS student leaders (see # 4 below- Culture & Climate section) as mentors to work with peers who are chronically absent to promote connectedness to the school environment

- East Hartford Middle School:
 - Leverage Alliance funds to hire a part-time attendance officer who will conduct investigations into absenteeism and communicate with parents who will provide necessary data to determine next steps. They will also work closely with the school based social workers, guidance staff and assistant principals in building relationships with families to develop and monitor attendance contracts for those who are on track to be chronically absent.
 - Identify and interview "chronically absent" students from 2013-14 school year to match interventions with their specific needs
 - Increase conversations between home and school
 - Assign chronically absent students to specific school supports. The attendance coordinator will work with students who have only issues with absenteeism.

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The Assistant Principal will work in collaboration with student support staff (guidance and social workers) to provide interventions for students with behavioral and attendance issues.

- Review chronic absenteeism data bi-weekly
- Implement wrap around programming that utilizes community mentors for students in need of tertiary support with attendance and behavioral needs
- **Provide Additional Wraparound Services for Students:**

Other Optional Reforms: Wraparound Strategy: School Social Workers-

The district proposes to hire additional social workers who would support families and children. Social workers would assist students in developing greater social competencies to make age-appropriate positive choices and help them to feel more connected to their school. The district would look to implement a Wraparound Model to better engage the family in collaborating with the school to foster pro-social behavior and ensure positive academic outcomes for the child. The Wraparound Model process typically begins with the convening of a team and the development of a plan that is organized around the needs of the child and the family. The district would look to the social worker to be the facilitator of this plan to ensure proper implementation and follow through for the child and the family. Wraparound Models also engage community partnerships. The district would seek out key stakeholders, agencies and providers to assist in this model.

- **Develop Student Leadership Programming:**

Other Optional Reforms: Student Leadership Programming-

Closely tied to the work related to culture & climate is the development of leadership programming for students. EHHS would like to expand its leadership programming for students. For example, EHHS would like to identify sophomore and junior students to participate in a three-week summer leadership institute from June 30th to July 17 from 8-12 each morning. An administrator, guidance counselor and teacher will design and implement a leadership curriculum. Students will have breakfast and then attend workshops & discussion seminars, participate in community based activities, attend field trips and listen to guest speakers on teen issues (i.e. conflict resolution, peer pressure etc.). This program will help students strengthen their skills in problem solving, critical thinking, communication, team building and interpersonal skills. Through small group discussions and team building activities, students will build meaningful relationships with their peers. The activities, workshops/seminars, guest speaker presentations and field trips will focus on character development, personalization, academic achievement and community awareness.

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. Continue to support the implementation of a comprehensive PBIS team Safe School Climate Plan to improve behavior and prevent students from dropping out of school by providing training for staff, recognizing students regularly, conducting anti-bullying and faculty workshop presentations, and improving the levels of safety and emergency procedures throughout the district	SET Data Student Discipline Data – decrease in OSS, ISS & Expulsion Rates Graduation Rate/Drop Out Rate Participation Rate- Above & Beyond Program		X	X	X

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2. Develop an incentive program for students participating in the district's alternative high school that will reward students based on behavior, academics and attendance; tie into workforce/career pathways program (Above & Beyond)	5% increase in attendance rates 5% increase on STAR Assessments Increase in Graduation Rate # of Internship & Job Placements Discipline Data- 5% Decrease in ISS, OSS and Expulsions	X	X	X	X
3. Develop and implement a plan for improving dropout prevention & attendance in district schools that involves the use of attendance officers, social workers, student mentors and administrators	5% decrease district Chronic Absenteeism Rate Student Achievement/Graduation Data # and Type- Correspondence w/ Families	X	X	X	X
4. Expand wrap around supports (social worker, special ed) students enrolled in district schools	Discipline Data # of community partnership events	X	X	X	X
5. Develop new and expand existing community partnerships	# of New Partnerships # of community partnership events	X	X	X	X
6. Develop a leadership programming for EHHS students	# of Students Participating Discipline Data- Decrease in ISS, OSS & Expulsion Rates 80% satisfaction from Students & Staff	X	X	X	X

4. 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 checked="" type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Student enrollment and registration <input checked="" type="checkbox"/> Other: <u>Development of Theme Pipelines and Career Pathways, Data Management</u>

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

1. Continue the Development of Theme-based Pipeline for K-12 Students:

Other Optional Reforms: Theme Pipelines-

EHPS has developed several theme-based programs (IB, Arts & World Language, STEM) for students enrolled in its elementary and middle schools. These programs need to be connected in a K-12 pipeline so that students who enter these can continue their education and training at all grade levels.

- **International Baccalaureate (IB):** In 2002, East Hartford Public Schools opened an IB magnet school (CIBA) for students in grades 9-12. It enrolled students from East Hartford as well as those from surrounding towns. Based on the success of this school, EHPS developed an elementary model (O’Connell Elementary) which includes IB’s Primary Years Programme (PYP). Both schools are now fully accredited by the IB organization. To date, there is no school in the district that offers a Middle Years Programme (MYP) for students who wish to continue their study of the IB model from O’Connell Elementary to CIBA. As a result, EHPS has proposed the development of a MYP Programme at the Sunset Ridge School. This elementary school currently enrolls students in grades 4-6 and offers an arts program and an extended day for students, and although it is unique, it is under-enrolled by nearly 50%. As a result, EHPS has worked with Milone and MacBroom during the spring of 2014 will provide the district with enrollment, birth date and facility information that will inform its options for a possible reconfiguration which would result in the change of Sunset Ridge to a IB MYP school. The district has also opened conversations with the members of the RSCO office to determine if another EHPS school can offer seats to students through the Sheff lottery. Alliance funds will be used to train teachers in the IB approach, to make renovations to the school facility, and to begin development of this program.
- **STEM:** The district proposes the hiring of a STEM coach to establish an identity for STEM at each grade level and plan for the development of the pipeline so that it can be expanded into grade 8 and the high school. The STEM coach will maintain existing relationships with business & industry (e.g. CCAT, CT Science Center) and work with new ones (see notes on Asnuntuck CC in Career Pathways section below) to improve the offerings and experiences for students. Aside from the hiring of a STEM coach, funds will be used to secure partnerships and to pay for student experiences and for teacher resources.
- **Honors Academy:** East Hartford Middle School proposes the development of an Honors/Accelerated Academy in an effort to provide more rigorous instruction and unique educational experiences for students. Funding would be used for staff development, resources, curriculum writing, and the development of possible partnerships (e.g. John Hopkins Center for Talented Youth).

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- **EL Team:** East Hartford Middle School also plans to develop a team to support the needs of its English/Language Learners. Over the last year, the middle school saw a 20% decrease in their CMT scores. This team will include teachers from all the “core” academic areas, a Bilingual teacher, staff from the related arts, a special education teacher. The team will receive specialized training in the SIOP Model and coaching during the school year. Funds would be used for workshops, resources, curriculum writing, and the hiring of a special education teacher. An ESL team already exists at East Hartford High School, and it has been met with success.

2. Develop Career Pathways for Students:

Other Optional Reforms: Career Pathways Programs-

EHPS offers several career-oriented programs to assist students in determining their chosen field of study. These include the Academy of Finance, which offers coursework and internships, and the Health Professions Program, which offers coursework, practical experiences and a CNA certification for students. EHPS would like to further develop career programs in the area of culinary arts, human services (education and elderly care), and manufacturing through the development of course work and partnerships with local businesses, industry and institutes of higher education. These partnerships would allow students to take college-level coursework, participate in additional internships, and have on-the-job experiences with trained mentors in the chosen career field. In preparation for this work, EHPS has already developed partnerships with Asnuntuck Community College (manufacturing) and Manchester Community College (culinary arts). In an effort to develop the students’ interest and skills related to advanced manufacturing, Asnuntuck will offer courses to students at both EHMS and Stevens Alternative High School. Technology will be purchased by the college to use in the schools’ classrooms, and teachers will receive professional development during the summer months on how to best integrate their curriculum with that of Asnuntuck’s program.

3. Increase School Enrollment through Marketing and Outreach to Families:

Other Optional Reforms: School Enrollment & Registration-

The enrollment of EHPS has steadily declined since the expansion of Sheff magnet schools in 2008. In fact, there are currently 616 students from East Hartford that attend CREC Magnet Schools. This number is second only to the participation of Hartford students enrolled in CREC Schools. Families are inundated with marketing information from the Regional School Choice Office regarding the options for students. EHPS offers theme pipelines and career pathways for students, just as the magnet schools do. However, families may be educated about these programs due to the district’s inability to market them through the use of PR materials. EHPS would develop brochures, videos and other promotional materials in an effort to better inform the East Hartford community about the opportunities that they provide to students. Funding would also be used to conduct community forums that will allow the Superintendent to gain insights into the needs of the community.

4. Expand the Use of Extended Learning Time:

PSD: Extended Learning Time-

EHPS proposes the continued use of PSD to fund the extended learning program that currently exists at O’Connell Elementary School. This extended learning program provides additional time for teachers to provide both interventions and enrichment to students. The extended learning program also supports the school’s IB focus by providing students with additional time to develop skills related to the IB Learner Profile.

5. Other Optional Reforms: Data Management-

EHPS has invested a significant amount of training and effort into helping our teachers understand how to collect and analyze data. Teachers participate in data team meetings two times per week, schools hold monthly data team meetings, and EHPS has its own district-wide team. To that facilitate the work of these groups, Alliance funds will be used to maintain its agreement with Performance Plus. This product allows teachers to administer assessments online, have them scored, manipulate

4. Operations Section

and pull the data. It also allows the district to track the progress of students over a period of time, which is important for monitoring student growth in a K-12 education system.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-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. Develop an identity for STEM education at EHPS; train staff; develop the scope and sequence & coursework for grades 8-12; identify partnerships to enhance the educational experience; post for and hire a STEM coach	# of Completed Training(s) # of Secured Partnerships Enrollment in STEM Program Student Achievement Results: 5% increase on STAR math	X	X	X	X
2. Develop a plan for the implementation of IB’s Middle Year’s Programme (MYP) for students in grades 6-10 at Sunset Ridge	Reconfiguration Study Participation & Results Completed MYP Plan Board Approved Plan Enrollment in new MYP School				
3. Develop and implement an Honors/Accelerated Academy for students enrolled at EHMS	Student Achievement Results - 5% increase on STAR for participants Enrollment in Honors program 80% student/teacher satisfaction				
4. Develop an ESL team at EHMS to support the academic performance of students	Student Achievement Results - 5% increase in EL scores on STAR Assessments & LAS LINKS				
5. Develop and implement a career pathways programs for students by developing the scope and sequence & coursework and identifying partnerships to enhance the educational experience	# of Secured Partnerships 80% Student satisfaction	X	X	X	X
6. Develop and implement a marketing strategy to increase enrollment and educate families about district schools and programs	Family Participation rate 80% satisfaction by Families Student Enrollment Rates # of Forums Held	X	X	X	X
7. Continue to offer an extended learning day program at O’Connell Elementary School IB Academy	80% Students, Staff, Family satisfaction # of Programs Offered		X	X	X



6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A Norris Elementary School	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School B Silver Lane Elementary School	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School C O’Brien Elementary School	Review	<input checked="" type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School D East Hartford High School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition



		<input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School E East Hartford Middle School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School F Stevens Alternative High School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School G Langford Elementary School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School H Mayberry Elementary School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
School I Hockanum Elementary School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant

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.

1. **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.
2. **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.
3. **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.
4. **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.

East Hartford Public Schools engaged several stakeholders in the process of planning for the 2014-15 academic year. Administrators and teachers were given an opportunity to review and provide feedback on this same information through several avenues. The administrative council, principals' meeting group, curriculum cabinet and district data team were places where this information was shared and discussed. Union representatives from the teacher and administrative unions participated in these sessions, as well. The following bullet points summarizes the process of stakeholder engagement in the planning process:

- **School administrators** reviewed the proposed plans and provided input during Administrative Council and Principals' meetings.
- **Teachers** played a role in the development of the proposed plans. They were provided with an opportunity to review these at the District Data Team meetings. At the school level, leaders enlisted its teachers in workshops called "Barriers to Learning." During these sessions, teachers brainstormed ideas for programs and resources that would support their students' growth and development.
- **Key leaders of the EHPS teachers' union** participated in the development of school level plans and provided feedback about the details of the district plan in meetings that were held with the Superintendent.
- The Superintendent held **Parent Forums** during which time he shared the plans and solicited feedback.
- **The Board of Education** was provided with updates during the month of March and April during planning process during its bi-monthly meetings and through its regular correspondence with the Superintendent.



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	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.3. Wraparound strategy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.4. Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
Operations:					
5.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
5.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
5.3. Scheduling and extended learning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
5.4. Collaborative staff planning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
5.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
5.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium

B. Statement of Assurances

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

PROJECT TITLE: Alliance and Priority School District Consolidated Application

THE APPLICANT: Nathan D. Quesnel HEREBY ASSURES THAT:
East Hartford Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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

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

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

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

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

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

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



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

Superintendent Signature: _____

Name: *(typed)* Nathan D. Quesnel

Title: *(typed)* Superintendent of Schools

Date: April 11, 2014



C. PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Academic programs are offered after school in both literacy and numeracy with each participating school using student performance data to determine the programs that will be offered. Each school generates a list of students to invite to its after-school program targeting students who have previously scored at Basic and Below Basic levels on the CMT, substantially deficient on the DRA2, and/or at the urgent intervention /intervention level on the STAR literacy and math. Support programs in literacy may

include, but are not limited to, reading comprehension, fluency, reading intervention and writing. Support programs in math may include but are not limited to, mathematical reasoning, problem solving and targeted math strands. Particular attention to moving students toward achieving CCSS expectations will be part of this intervention work. Academic programs are offered after school in both literacy and numeracy with each participating school using student performance data to determine the programs that will be offered. Each school generates a list of students to invite to its after-school program targeting students who score at Basic and Below Basic levels on the CMT and/or substantially deficient on the DRA2. Support programs in literacy may include, but are not limited to, reading comprehension, fluency, reading intervention and writing. Support programs in math may include but are not limited to, mathematical reasoning, problem solving and targeted math strands. Particular attention to moving students toward achieving CCSS expectations will be part of this intervention work. Programs of enrichment such as cooking or Battle of the Books incorporate literacy and math skills. Enrichment literacy activities are also provided through drama and reading challenges. East Hartford Middle School runs a school program focusing on developing student motivation and engagement in school, study habits and organizational skills. Students who have demonstrated academic attendance or behavior challenges are selected for this program. The Future Hornets Mentoring Program builds strong communication between home and school by educating parents on the importance of parental engagement in their child's education and supporting students with a daily rubric design to monitor homework completion, attendance, attitude and effort. Students will attend a one hour after school program once a week and recreational clinics on alternate Saturdays while parents attend parent leadership workshops with the program coordinators and program supervisor.

2. Description of the type of health and recreational activities offered.

A variety of recreational programs will be offered. Programs based on staff expertise, community agency expertise and availability, and student interest. These may include but are not limited to the following: Lutz Museum programs, LEGO Robotics, Video Production, Gardening, Strategy Club, Crime Solving, exercise and fitness clubs. Adults will facilitate the engagement of fair play and sportsmanship with students. They will also emphasize the importance of healthy lifestyles and physical activity. Youth Services uses fundamentals of cooking to reinforce math skills. Circle of Life engages students in the fundamentals of dance to improve physical fitness. Arts and Crafts, computer based games are also offered to develop creative and critical thinking skills.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Students will be selected for the academic intervention program based on performance on state and district assessments and teacher recommendation. Students and parents will be required to commit to participating regularly in these programs.

Students will be selected for recreational and enrichment programs based on interest with a requirement that they maintain a satisfactory academic performance, including schoolwork and homework completion, and satisfactory attendance.

Program coordinators submit proposals to Principals which include days and times of operation, which is 2 to 3 times per week before and after school. Community agencies provide program summaries and costs to principals. RFP's are submitted to the Assistant Superintendent's office where funding

allotments determine the amount of hours allotted. Numbers of days and hours vary by program and location.

4. Description of how the district will ensure the program supports the regular school curriculum.

A lead teacher will work with the principal and communicate with the classroom teachers on progress based on pre and post test results. Classroom teachers will be provided with regular progress reports. Theme schools will offer activities related to their programs as part of their extended learning opportunities.

5. Description of how the program provides for community involvement (40% of funding must support community partners).

Elementary schools will partner with East Hartford Youth Services and ChildPlan Circle of Life, Starbase, and Unified Sports program. The YMCA will partner with LEGO for a robotics program. Local colleges will provide a tutoring/mentoring program at the high school level.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

The Supervisor of Out of School programs will coordinate activities through meetings with the directors of Parks and Recreation, Youth Services and ChildPlan as well as the YMCA, to provide recreational enrichment activities beyond those services we are able to provide through the Extended School Hours Grant with in-kind support from the district and in coordination with the 21st Century Grant. In addition, we seek to offer students enrichment and recreational activities funded by other grants for after school and/or summer programs.

The STEM program will partner with the YMCA and LEGO robotics. They will also partner with the Lutz Museum. One elementary school program will participate in United Sports. The Fine Arts Supervisor and Sunset Ridge School will partner with Hartford Stage to provide literacy/drama programs. Additional partners from existing programs will be sought as appropriate to student needs and interests.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Plans will be shared with school governance councils. Parents will have the opportunity to provide feedback on individual programs. Parents will be invited to become involved as volunteers in the recreational programs as advisors to student council and/or as support staff for programs. Parent volunteer flyers will be sent home for recruitment purposes. Parent input will be taken from school PTO meetings. Volunteer database will be created at schools. Future Hornets program includes required parent participation in activities for supporting children and in joint parent/child activities.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

Programs have access to school facilities as appropriate, including classrooms, gyms and cafeterias. Programs use school equipment and instructional supplies at the principal's discretion.

Projected School and Student Participation:

Instructions: Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered
East Hartford High School	Grades 9 & 10	150	Monday, Wednesday & Thursday 2:30 – 5:30 PM	20 Weeks
Sunset Ridge School	Grades 4-6	100	Mondays & Thursdays 4:00 – 5:20 PM	10 Weeks
Future Hornets program at O'Connell, Mayberry & Norris Elementary Schools	Grades 3-6	75	Thursdays 3:20 – 4:30 & Alt. Saturdays 8:00 – 10:00	24 Weeks
Goodwin Elementary School	Grades 3-6	100	2 days per week	17 Weeks
O'Brien Elementary School	Grades 2-6	215	Monday, Wednesday & Thursdays	14 Weeks
Langford Elementary School	Grades 3-6	200	Mondays & Wednesdays	16 Weeks

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such



data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success: Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Pre and post assessment in reading and math using district and state assessment scores and DRA2 results will be used to assess student performance. STAR Renaissance assessments and progress monitoring will measure growth. Attendance and student referrals to the office will be tracked daily for each student. Parent and student surveys will also be used.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Student performance will continue to be tracked using the DRA 2 and district benchmark assessment – STAR. Teachers will monitor student performance at the classroom level.

Budget Narrative:

CODE	OBJECT	Amount
100	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.</p> <p>Teachers and support staff for Extended School Hours Programs</p>	\$72,500
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.</p>	\$
300	<p>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.</p> <p>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</p> <p>Funding for programs such as Lutz Museum, Hartford Stage, LEGO robotics</p>	\$25,000
400	<p>PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not</p>	\$

CODE	OBJECT	Amount
	result from the transaction, the primary reason for the purchase is the service provided.	
500	<p>OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p> <p>Summer School funding cannot be used for Tuition and Travel.</p> <p>Student Transportation</p>	\$24,000
560	TUITION	
580	TRAVEL	
600	<p>SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p> <p>Instructional Supplies to support programs.</p>	\$31,209
700	<p>PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.</p>	\$
890	<p>OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p>UNALLOWABLE USAGE OF FUNDS</p> <p>PSD funding cannot be used for Other Objects.</p>	\$
940	<p>INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p>UNALLOWABLE USAGE OF FUNDS:</p> <p>Summer School grant funds cannot be used for Indirect Costs.</p>	\$
	TOTAL	\$152,709

D. PSD Summer School Grant

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

The East Hartford Public Schools *Summer Connections* program is an intensive literacy-based program for students identified as substantially deficient as measured by the May DRA2 assessment scores. Parents are informed that students have been recommended for attendance in summer school or retention and given guidelines for attendance and participation. Students in grade K-3 identified as substantially deficient on the DRA2 must attend. Students who scored below proficient will also be invited to attend on a space available basis.

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

Approximately 50 people: 24 teachers, 16 paraprofessionals, 8 tutors, and 2 behavior managers, including a Summer School Principal and Curriculum Resource Instructional Leader, are hired to provide the district summer school program. Teachers and support personnel are selected in an interview process on the basis of certification, experience and training in working with students in need of assistance in literacy in grades K-3. The Curriculum Resource Instructional Leader is a literacy coach who is currently employed by district. Two teaching professionals, a lead teacher and a tutor or paraprofessional, will work in each room. Two behavioral managers will be hired, and a support center has been established to assist students with difficulty in adjusting to summer school expectations.

3. **Criteria for establishing the curricula for the summer program**

A curriculum was developed in response to student test results by district literacy team members and literacy coaches. A framework for instruction is adjusted each year and is based on incoming students' needs and feedback from teachers and literacy coaches reviewing student progress in the school year following student summer school attendance. Classes are organized using the data from the student's Developmental Reading Assessment (DRA2) level at the end of the year. The students are placed in classes based on their specific skill deficit on the DRA2 in the areas of comprehension, fluency and/or accuracy. The instructional day consists of a two hour and fifty minute literacy block, (9:00 – 10:50), focused on a comprehensive reading instruction and approximately a one hour literacy block, (10:50 –

12:45) devoted to writing and small guided reading and literacy center support activities. Small group interventions are provided to students based on areas of need.

Professional development is provided to all staff on curriculum, instruction and assessment used in summer school prior to the start date of classes. The literacy coach provides on-site assistance to both teachers and tutors/paraprofessionals in developing and executing lesson plans. Student literacy plans are incorporated by summer school teachers as the student profiles are obtained from home school teachers. Teachers are using assessments that are aligned with leveled texts focused on making connections, retelling, interpretation, summarizing, rate and phrasing, work attack skills, printed language concepts and decoding. A DRA2 rubric is used to evaluate the quality of students' responses. Additionally, teachers are applying the Easy Curriculum Based Measure, (EASYCBM), Progress Monitoring Assessment Software Program, as well as STAR literacy assessment and progress monitoring to track student progress. My Virtual Reading Coach intervention will also be used. Students who require "in addition to" support are identified and are pulled each day by the literacy coach for an additional twenty (20) minutes to receive Tier II reading intervention support. A midterm and final progress report or report card is given to parents and home school teachers. Students from two schools partnering with UConn in the CK3LI program receive additional support in alignment with the program objectives.

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
District Wide Summer School	K-3	Monday – Thursday 8:30 – 1:30	4

System for Monitoring Results: Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Teachers are using assessments that are aligned with leveled texts focused on making connections, retelling, interpretation, summarizing, rate and phrasing, work attack skills, printed language concepts and decoding. A DRA2 rubric is used to evaluate the quality of students' responses. Additionally, teachers are applying the Easy Curriculum Based Measure (Easycbm) Progress Monitoring Assessment Software Program to monitor student progress. Teachers collaborate daily. A summer school folder is maintained for each student enrolled. All work done during the 4-week program is placed in the student folders. At the conclusion of summer school, these folders are added to the students' cumulative folders at their home schools. Assessment data is included for next year's teacher. Additionally attendance data is sent to each home school principal (East Hartford has a 3 day absence policy). Upon the return to school in September, all teachers view student data and develop a literacy action plan which includes incorporating information from summer school. Teachers use district and state assessments (as scheduled on the district assessment calendar) to monitor student progress throughout the



school year. Included among these assessments are Running Records, Sight Words, Oral Reading Fluency, Developmental Spelling Inventory, Emerging Literacy Survey, STAR and DRA2.

Budget Narrative:

CODE	OBJECT	Amount
100	<p>PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.</p> <p>1 Principal/Coordinator 1 Curriculum Resource Teacher Teachers Tutors Paraprofessionals 2 Support Center Tutors 1 School Nurse Summer School Staff Training</p>	\$125,000
200	<p>PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.</p>	\$
300	<p>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.</p> <p>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits. Funding for programs</p>	\$500
400	<p>PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p>	\$
500	<p>OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p> <p>Summer School funding cannot be used for Tuition and Travel. Student Transportation</p>	\$51,000
560	<p>TUITION</p>	

CODE	OBJECT	Amount
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Instructional Supplies	\$2,285.00
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	\$178,785