

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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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.

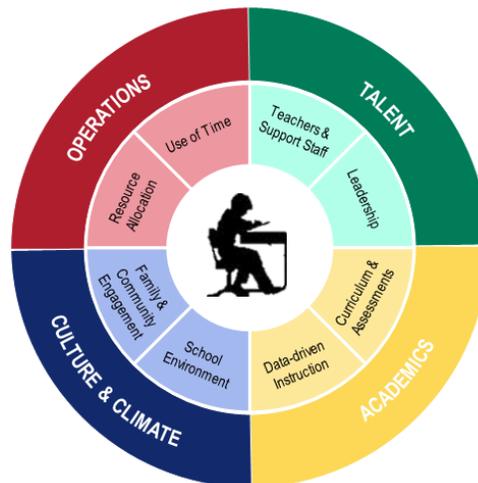
6. Timeline Summary

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):		
Hartford Public Schools		
Contact Person:	Contact Title:	
Michelle Puhlick	Executive Director of Curriculum and Instruction	
Telephone:	Email Address:	
860-695-8515	Puhlm001@hartfordschools.org	
Street Address:	City:	Zip Code:
960 Main Street, 8 th Floor	Hartford, CT	06103
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Dr. Christina M. Kishimoto		
Signature of Superintendent:	Date:	
See attached signature pages		
Name of Board Chair:		
Richard Wareing		
Signature of Board Chair:	Date:	
See attached signature pages		

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:	
a. A comprehensive talent strategy is in place.	a. The Office of Talent Management (OTM) has implemented a diversity recruitment plan and offers cultural diversity training to all teachers.
b. Full implementation of the Danielson Framework for Teaching for evaluation.	b. The district is in its second year of full implementation of FFT; all observations of certified staff use FFT on the Teachscape platform.
c. A well-developed leadership framework.	c. OTM has implemented a leadership development program in partnership with UConn; there are 5 resident principals this year; a teacher leadership development program is in place; there is an explicit program for retention of effective teachers.
d. Strong partnerships for teacher and administrator development.	d. HPS has partnerships in place with UConn, Central Connecticut State University, St. Joseph University and Southern Connecticut State University.
e. Reorganization of the district Central Office to support reform.	e. Portfolio teams with specific staff members reporting to Portfolio Directors support and monitor progress at the school level.
f. Teacher retention provisions.	f. HPS offers incentives to retain top talent in the form of bonuses for staff in schools with high-impact growth and improvement.

2. Academics:	
a. Stakeholder information and access	a. Hartford made significant efforts around increasing communications to stakeholders regarding the transition to CCSS including adding a comprehensive resource and information section on the HPS website, creating and distributing communications materials (brochures, videos, articles, etc.), presenting to CBOs and Hartford Parent University, holding community forums, and holding school-based information sessions.
b. Aligning curriculum and instructional materials	b. Hartford moved into Year 2 of the 3-Year <i>Curriculum Development & Instructional Improvement Plan</i> , continued the Literacy Leadership Team, launched a STEM Leadership Team, implemented two comprehensive CCSS-focused contracts for ELA and mathematics including curriculum, materials, and professional development, and implemented a robust model of Communities of Practice. In addition, Hartford is developing a comprehensive curriculum repository.
c. Professional development and teacher evaluation	c. Hartford created a district Professional Learning Framework that identifies CCSS implementation as a core goal. The plan articulates specific objectives that support major district initiatives such as the ELA and math district-wide professional development initiatives. In addition, the Hartford teacher evaluation process is based on the Framework for Teaching (FFT), a rubric that identifies research-based effective teacher practices that support CCSS implementation.
d. Technology, accountability and assessment	d. Hartford continued the implementation of the District Intervention Plan which is the district SRBI model. This includes training, supporting, and utilizing building-based data teams, implementing the SBAC field test and building knowledge around the comprehensive assessment system, and ensuring technical capacity to administer assessments and enhance Common Core-aligned instruction.
e. Graduation rate: HPS continues to increase the cohort graduation rate	e. Four-year cohort graduation rate: <ul style="list-style-type: none"> • 2010: 57.2 • 2011: 63.2 • 2012: 64.8

<p>f. Post-secondary application process: As part of the HPS SOP, all seniors are required to complete 4 college applications. This increase is also due to the increase of college-level rigor in high school courses.</p>	<p>f. HPS Graduates College Acceptance</p> <ul style="list-style-type: none"> • 2012: 65.7% • 2013: 72.5%
<p>g. Early College and Advance Placement opportunities: the number of students participating in early college experiences courses has increased due to a renewed focus on college partnerships.</p>	<p>g. AP/ECE/DE enrollment per school year</p> <ul style="list-style-type: none"> • 2011-2012: 431 students • 2012-2013: 491 students
<p>h. Financial literacy: in addition to the parent and community outreach that has occurred, HPS has also been participating in the US Department of Education FAFSA Completion Project.</p>	<p>h. FAFSA Completion rate</p> <ul style="list-style-type: none"> • 2012: 36% • 2013: 51%
<p>i. College enrollment: Numerous district-wide strategies and initiatives have bolstered efforts in the area of college readiness. The result is a 4% increase in post-secondary enrollment.</p>	<p>i. College enrollment immediately following graduation:</p> <ul style="list-style-type: none"> • 2011: 50% • 2012: 51% • 2013: 55%
<p>3. Culture and Climate:</p>	
<p>a. Implementation of Culture and Climate surveys</p>	<p>a. We are now in Year 3 of implementation and plan to add questions next year as a result of experience to date.</p>
<p>b. A district Safe School and Climate Coordinator is in place</p>	<p>b. The Coordinator supports school culture/climate improvement; in 2014-15, this role will be expanded to support chronic absenteeism.</p>
<p>c. Engagement of parents around CT core standards and school course offerings</p>	<p>c. A Family Engagement Plan has been created and implemented to guide outreach to families.</p>

d. A rubric and process have been implemented for evaluation of after-school programs	d. NIOST (National Institute on Out-of-School Time) standards have been adopted for after-school programs; program providers are receiving training.
e. Improved school climate and culture	e. Climate training for principals and PBIS training for staff have been expanded.
f. Revision of student code of conduct	f. The new student code of conduct places an emphasis on a restorative justice approach and culturally competent discipline.
4. Operations:	
a. School-based budgeting practices	a. All budgets are developed collaboratively and signed off on by School Governance Councils.
b. Extended learning time	b. Partnerships with many community organizations make it possible to provide rich after-school offerings.
c.. School operations	c. Planning and operations are centralized in order to serve schools; a new transportation company has been selected at a considerable saving.
d.. Collaborative staff planning time	d. Many schools have common planning time built into their schedules.
e. Technology integration	e. We have developed and opened the Intranet; there is widespread use of MyLearning Plan; the universal Parent Portal has been implemented; data systems in academics, transportation, etc. are in place and providing valuable information.

Growth Areas:	Explanation and Data to Substantiate:
1. Talent:	
a. Principal pipeline and recruitment of school administrators	a. There is a continued need for qualified principals and other administrators.
b. Recruitment of teachers for high-need areas	b. Recruitment of teachers for high-need areas
c. Teacher retention	c. Turnover of teachers throughout the system raises challenges.

<p>2. Academics:</p>										
<p>a. Continued development and implementation of CC-aligned curriculum and academic rigor</p>	<p>a. Hartford will be moving into Year 3 of the <i>Curriculum Development & Instructional Improvement Plan</i>.</p>									
<p>b. Continued embedded professional development and support for CC-aligned instruction</p>	<p>b. Hartford will continue to connect professional development to the district Professional Learning Framework that identifies CCSS implementation as a core goal. The plan articulates specific objectives that support major district initiatives such as the ELA and math district-wide professional development initiatives. Year 3 will focus on expanding the ELA work from grades 6-8 to grades K-5 as well as focus on middle school math.</p>									
<p>c. Continued focus on K-3 literacy, particularly literacy fundamentals</p>	<p>c. Hartford will focus on the fundamentals of reading instruction for grades K-3.</p>									
<p>d. Continued support and monitoring of implementation of SRBI framework for all students that includes data-driven instruction and research-based interventions informed by a comprehensive assessment system</p>	<p>d. Hartford will continue to strengthen the data team process and review our assessment practices to align with the work being done at SDE with the Assessment Inventory.</p>									
<p>e. SAT performance: although HPS has been strategic in providing SAT embedded PD for teachers, we continue to face challenges concerning the increase in the district mean SAT score.</p>	<table border="1"> <tr> <td>e. SAT mean at or above 400</td> <td>April 2012</td> <td>April 2013</td> </tr> <tr> <td>Critical Reading</td> <td>38%</td> <td>42%</td> </tr> <tr> <td>Math</td> <td>37%</td> <td>40%</td> </tr> </table>	e. SAT mean at or above 400	April 2012	April 2013	Critical Reading	38%	42%	Math	37%	40%
e. SAT mean at or above 400	April 2012	April 2013								
Critical Reading	38%	42%								
Math	37%	40%								
<p>f. Dropout prevention: establishing an early warning system to identify at-risk students and implement targeted interventions is a priority.</p>	<p>f. Data unavailable from CT SDE</p>									

<p>g. Cohort Graduation: although we have experienced gains, subgroups and intervention schools continue to experience declines.</p>	<p>g. Class of 2013 graduation data unavailable from CT SDE</p>
<p>h. Student Success Plans</p>	<p>h. 100% of HPS schools have received PD and/or in-service training on SSPs. In addition, all schools containing 6-8 grades have implemented SSPs. However, 9-12 grades are in need of additional support.</p>
<p>i. College and Career Counseling Curriculum</p>	<p>i. Moving from the pilot phase to the full implementation phase has faced challenges due to competing priorities on Advisory time during the school day (e.g. advisory vs. intervention block)</p>
<p>3. Culture and Climate:</p>	
<p>a. Student concerns around school safety</p>	<p>a. Consistently, students report more incidents of feeling unsafe in schools than parents report.</p>
<p>b. Inconsistent family and community engagement across schools</p>	<p>b. Parents continue to report that some schools are unwelcoming.</p>
<p>c. Increased awareness/issues around cultural competence</p>	<p>c. We receive ongoing complaints from families regarding issues of cultural sensitivity.</p>
<p>4. Operations:</p>	
<p>a. Student enrollment and registration.</p>	<p>a. HPS does not have a centralized registration system – registration is done at the school level.</p>
<p>b. Facilities upkeep</p>	<p>b. Maintenance is an ongoing challenge because of the many school buildings and their varying age, along with limited resources.</p>
<p>c. Technology infrastructure</p>	<p>c. There is a need to improve wiring, access, and availability of devices, as well as systems integration.</p>

2. Talent Section		
<p>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.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input checked="" 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 type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <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. 		
<p>HPS has made significant progress and will continue to align its district-wide educator evaluation with professional development offerings to improve instruction as aligned with the CCSS. In the 2014 – 2015 school year, classroom teachers will be in the third year of being evaluated under the Danielson Framework For Teaching (FFT) that is aligned with the CCSS. Although teacher performance data for the 2013 – 2014 is not yet available, HPS will be analyzing progress against the 2012 – 2013 baseline year and setting new metrics for the 2014 – 2015 school year. HPS non-classroom (specialist) teachers are currently in their baseline year with this being the first year the “specialist” rubrics have been utilized for teacher evaluation. Student learning and parent engagement objectives were introduced to classroom teachers in 2013 – 2014 and will be added for non-classroom teachers in 2014 – 2015.</p> <p>HPS will continue its administrative calibration observation program by adding an annual requirement for all previously certified administrators in 2014 – 2015. The program requires co-calibration observations and the passing of a calibration assessment through TeachScape. HPS will expand their complementary observer model from three to six schools. This model requires a complementary observer to work with administrators and teachers to effectively implement pre and post conference protocols.</p> <p>Districtwide, HPS teachers report an increased satisfaction of feeling the evaluation process was beneficial to their professional growth from 56.6%</p>		

2. Talent Section

(2012-2013) to 70% (January 2014).

A close analysis of the data that correlates with teacher evaluation observations informs the professional learning that is planned to support teachers and administrators in the development and delivery of lessons aligned with the Common Core State Standards and the Danielson Framework for Teaching. These supports are provided through a variety of platforms including job-embedded onsite lesson study, peer coaching, and online delivery of professional learning delivered via video, webinars, and other means that can be accessed 24-7 by teachers and administrators.

HPS continues to strengthen its recruitment, selection, and retention practices of highly effective teachers and principals. HPS will be analyzing progress against the previous two school years and utilizing new metrics for the 2014-2015 school year. These metrics will allow HPS to self-assess our current status and progress towards being a strategic support to the district in the area of teacher and principal quality. With the analysis of the ELL, HPS will be able to determine gaps in functionality and update the strategic plan to close those gaps.

Note: The section below has been extensively revised – particularly in the area of progress metrics.

In support of shifting the principal role from manager of the school to instructional leader of the school, the Alliance budget includes funding for an Operations Coach and 3 Operations Managers (\$299,537 plus fringe).

ELL is a district priority and a major driver for budget priorities. Expenses under the Alliance District grant include ELL Consultancy Services including access to superior language programs, professional development, and related materials. Services include creation of online curriculum (curriculum development), professional development, and teacher support materials to improve the Level 1 and Level 2 ELL outcomes for HPS' students in two grade cohorts. The Talent section of the Alliance District budget includes funding 11 ELL coaches who build capacity by providing support to principals, teachers, paraprofessionals and parents to ensure the successful implementation of ELL literacy initiatives.

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. Educator Evaluation and Support: Continue training of all administrators and teachers on the improvements and additions to the teacher and administrator evaluation systems using the TeachScape platform that will be in the third year of implementation	<ul style="list-style-type: none"> Overall 100% participation in variety of training methods (webinars, screencasts, user guides, turnkey / face to face) 	X	X	X	X
2. Educator Evaluation and Support: Continue training of all administrators and teachers on Danielson FFT 2013 Edition as aligned with the Common Core State Standards (CCSS) for all classroom observations in the second year of implementation	<ul style="list-style-type: none"> 100% participation Administrator and teacher professional learning sessions aligned with 2013 edition and 	X	X	X	X

2. Talent Section					
	CCSS				
3. Educator Evaluation and Support: Continue training of Danielson Specialist Effective Practice Rubrics 2011 (school counselors, school psychologists, instructional specialists, library media specialists, and therapeutic specialists) for all non-classroom teacher observations in the second year of implementation	<ul style="list-style-type: none"> 100% participation Administrator and teacher professional learning sessions on Review of Practice observations 	X	X	X	
4. Educator Evaluation and Support: Include student learning objectives and parent engagement objectives with all non-classroom teachers in their evaluation for the first time.	<ul style="list-style-type: none"> Administrator and teacher professional learning sessions focusing on determining IAGD's for non-classroom teachers 	X	X		
5. Educator Evaluation and Support: Analyze non-classroom teacher performance baseline data on Danielson FFT specialist rubrics from the 2013 – 2014 school year and align with district, school and individual professional learning plans.	<ul style="list-style-type: none"> Once data is available, establishment of 14-15 non-classroom teacher performance metrics and alignment with professional learning needs 	X	X	X	X
	<ul style="list-style-type: none"> 100% of building administrator summative evaluations to reflect FFT specialist rubric identified areas 	X	X	X	X
6. Educator Evaluation and Support: Analyze classroom teacher performance data on Danielson FFT from 2012 – 2013 and	<ul style="list-style-type: none"> Once data available, determine progress of 	X			

2. Talent Section					
<p>2013 – 2014 school years and align with district, school and individual professional learning needs</p>	<p>metrics of 13-14 data:</p> <p>District average on 3b has decreased from 2.84 average in 2012-2013 to 2.75. 3c has decreased from 2.95 average to 2.92. 3d has decreased from 2.90 to 2.85</p>				
	<ul style="list-style-type: none"> 14-15 teacher performance metrics and align professional learning needs 	X	X	X	X
	<ul style="list-style-type: none"> 100% of building administrator summative evaluation to reflect FFT specialist rubric identified areas 	X	X	X	X
<p>7. Educator Evaluation and Support: Continue second year of implementation of pre and post conference protocols to ensure teacher evaluation process is beneficial to their professional growth.</p>	<ul style="list-style-type: none"> Through teacher survey in 2012 – 2013, 56% of teachers felt the evaluation process was beneficial to their professional growth. At mid-year point 2013 – 2014, the % was 70. Analysis of feedback data in June 2014 and set new metric 	X			

2. Talent Section					
	For 2014 – 2015				
	<ul style="list-style-type: none"> Expansion of complimentary observer model from 3 to 6 schools (includes school and individualized professional learning, co-calibration observations, video recording of exemplar pre and post conferences) 	X	X	X	X
	<ul style="list-style-type: none"> Administrator professional learning sessions on administrator / teacher relationship building by applying pre and post conference protocols 	X	X	X	X
8. Educator Evaluation and Support: Implement new annual observer calibration program using TeachScape Focus. Program requires additional components for previously calibrated administrators	<ul style="list-style-type: none"> Required 100% pass rate on initial TeachScape calibration test for all newly hired administrators 	X	X	X	X
	<ul style="list-style-type: none"> Required co-observations for all administrators 	X	X	X	X
	<ul style="list-style-type: none"> Required passing of annual modified TeachScape 	X	X	X	X

2. Talent Section					
	calibration assessment for current administrators (1 st year of implementation)				
9. Educator Evaluation and Support: Develop central office administrator evaluation model aligned with CSDE core requirements for 2015 – 2016 school year.	<ul style="list-style-type: none"> Submission of a model for CSDE for approval 	X	X	X	
10. Professional Learning: Collaborate with other HPS departments and Portfolio Team Directors to provide professional learning aligned with the Hartford Strategic Operating Plan	<ul style="list-style-type: none"> A 5% increase in student growth as measured by the MAP assessment 	X	X	X	X
	<ul style="list-style-type: none"> 100% of the professional learning ½ day sessions that are developed by HPS departments are aligned with the SOP and CT Core Standards 		X	X	X
	<ul style="list-style-type: none"> Professional Learning Steering Committee meets 4 times per year to focus on the identification of areas of need for teachers and leaders in correlation with the SOP 	X	X	X	X
11. Professional Learning: Provide support for teacher and leader	<ul style="list-style-type: none"> Developed Hartford specific graduate and leadership programs with a minimum of 4 	X	X	X	X

2. Talent Section					
development that leads to the retention of effective educators	local and online Universities				
	<ul style="list-style-type: none"> A minimum of 2 cohorts of Hartford teachers involved in graduate and leadership programs that meet on the HPS campus 	X	X	X	X
	<ul style="list-style-type: none"> Developed Hartford specific graduate and leadership programs with a minimum of 4 local and online Universities 		X	X	X
12. Professional Learning: Coordinate with local and online universities to provide meaningful graduate and educational leadership programs that support the unique needs of the Hartford Public Schools	<ul style="list-style-type: none"> Developed Hartford specific graduate and leadership programs with a minimum of 4 local and online Universities 	X	X	X	X
	<ul style="list-style-type: none"> A minimum of 2 cohorts of Hartford teachers involved in graduate and leadership programs that meet on the HPS campus 	X	X	X	X
13. Professional Learning: Develop ongoing opportunities for teacher leaders to share best practices	<ul style="list-style-type: none"> An increase in the number of HPS educators who are crossed endorsed in ELL 	X	X	X	X
14. Professional Learning: Develop ongoing opportunities for teacher leaders to share best practices	<ul style="list-style-type: none"> A 10% increase in attendance at professional learning opportunities managed by teachers for teachers 		X	X	X
	<ul style="list-style-type: none"> Developed cohort of teacher leaders who turn-key district trainings at the building level 		X	X	X

2. Talent Section

15. Recruitment: Develop strategic approach to human capital development that increases the number of effective and highly effective teachers and principals who are hired and retained	<ul style="list-style-type: none"> Developed and implemented protocol for peer coaching model 	X	X	X	X
	<ul style="list-style-type: none"> Increased % of hired teachers and principals with effective or higher ratings at the end of years 1-3 by pathway 	X	X	X	X
	<ul style="list-style-type: none"> Analyzed 100% data to determine: <ul style="list-style-type: none"> Number of high performers retained/promoted Retention rate of highly effective teachers and principals by high- and low-need schools 	X	X	X	X
	<ul style="list-style-type: none"> Increased by 100% of principal & principal supervisors satisfaction by 10% with the applicant pools 	X	X	X	X
	<ul style="list-style-type: none"> Modified recruiting efforts to those that yield the best return on investment 	X	X	X	X
	<ul style="list-style-type: none"> Built on recruitment challenges and trends from previous recruiting season 	X	X	X	X
	<ul style="list-style-type: none"> Updated pipeline building plan for each subject area and school design 	X	X	X	X
	<ul style="list-style-type: none"> Analyzed 100% of data from exit interviews to determine 	X	X	X	X

2. Talent Section					
	departure reasons <ul style="list-style-type: none"> ○ Tracked number of low performers & high performers exited 				
	<ul style="list-style-type: none"> ● Implemented different strategies for exit interviews 	X	X	X	X
	<ul style="list-style-type: none"> ● Collected data to determine the % of teacher vacancies filled by month to determine trends 	X	X	X	X
16. Recruitment: Align recruitment strategy approach to portfolio model to increase number of highly effective educators	<ul style="list-style-type: none"> ● Allocated resources to increase number of recruiters to become subject area (math, science, SPED/LSH, administration, world languages, ELL/TESOL, bilingual, early childhood, elementary, English, reading, social studies, specials) and theme-based (IB, Montessori, Expeditionary Learning) experts 	X	X	X	X
	<ul style="list-style-type: none"> ● Increased positive and consistent communication and outreach with strong candidates 	X	X	X	X
	<ul style="list-style-type: none"> ● Designed interview and selection toolkit using school-specific desired competencies and rigorous interview techniques (develop sample lesson 	X	X	X	X

2. Talent Section					
	evaluation rubric aligned to desired hiring criteria)				
	<ul style="list-style-type: none"> Screened for specific skills required for each school's unique theme 	X	X	X	X
	<ul style="list-style-type: none"> Identified potential vacancies early and start recruiting and hiring high quality candidates 	X	X	X	X
17. Recruitment: Coordinate HPS Diversity Recruitment Strategy to increase the number of diverse teachers and principals to break down barriers, close the achievement gap, and prepare our students for success in college and beyond.	<ul style="list-style-type: none"> Implemented HPS Diversity Recruitment Marketing Plan (social media, webinars, online advertising, job boards, etc.) 	X	X	X	X
	<ul style="list-style-type: none"> Increased diversity pipeline (10% increase in number of candidates of Color who are interviewed for positions; 5 new publications focused on people of Color; 50 new contacts of Color added to Candidate Management System) 	X	X	X	X
	<ul style="list-style-type: none"> Attended and recruited at minority educator conferences, i.e., Hispanic Association of Colleges and Universities, Historically Black Colleges and Universities 	X	X	X	X
	<ul style="list-style-type: none"> Established relationships with university minority teacher associations 	X	X	X	X
18. Recruitment: Coordinate school recruiting plans that support the Managed Theory of Action approach and unique needs of	<ul style="list-style-type: none"> Hosted interactive events online and in person 	X	X	X	X

2. Talent Section					
theme-based schools (Montessori, Expeditionary Learning, STEM, etc.)	(webinars, resume writing workshops, info sessions, open houses, student teacher receptions, etc.)				
	<ul style="list-style-type: none"> Used resource groups to identify external talent (LinkedIn, Facebook, Twitter, professional organizations, etc.) 	X	X	X	X
	<ul style="list-style-type: none"> Identified & initiated outreach to high performers in other district 	X	X	X	X
	<ul style="list-style-type: none"> Developed and initiated strategy to recruit highly effective teachers and proven administrators for hard-to-staff schools and subject areas 	X	X	X	X
	<ul style="list-style-type: none"> Increased participation of principal focus groups by 10% and examined results of principal focus groups (school design specific needs and future goals) 		X	X	X
	<ul style="list-style-type: none"> Determined staffing trends – thriving areas, shortage areas, theme-based skill set requirements 	X	X	X	X
	<ul style="list-style-type: none"> Developed recruiting plans that align with each schools' design specifications and student achievement goals 		X	X	X

2. Talent Section					
	<ul style="list-style-type: none"> Increased principal capacity as human capital managers (70% of principals to attend or host at least one recruitment event) 	X	X	X	X
19. Recruitment: Provide support for recruiter learning and development that leads to the hire and retention of highly effective teachers and administrators	<ul style="list-style-type: none"> Solicited best practices from high profile urban districts, i.e., Urban Schools Human Capital Academy and Portfolio School District Network member districts 	X	X	X	X
	<ul style="list-style-type: none"> Thought partnered and shared best practices with high performing recruiting organizations (TFA and Achievement First) on human capital strategies 	X	X	X	X
	<ul style="list-style-type: none"> Attended professional growth opportunities for recruiting initiatives, i.e., National Conference on Diverse Teacher Recruitment and Outreach 	X	X	X	X
20. Recruitment: Develop systematized internal referral system that increases the capital management mindset in the district	<ul style="list-style-type: none"> Developed year-round referral system to solicit top talent from internal employees 	X	X	X	X
	<ul style="list-style-type: none"> Marketed referral system to all employees through incentive plan 	X	X	X	X
21. Recruitment: Develop robust candidate management system that tracks the full lifecycle of candidates and hires	<ul style="list-style-type: none"> Implemented new online applicant tracking systems that support recruitment, 	X	X	X	X

2. Talent Section					
	selection, and retention best practices, and intelligent data decision making				
	<ul style="list-style-type: none"> Tracked life cycle of pre-candidates, candidates, and hires (onboarding) to assess recruiting challenges and trends 	X	X	X	X
	<ul style="list-style-type: none"> Analyzed quantitative and qualitative correlations (applicants of Color, applicants by recruiting source, highly rated applicants, etc.) to determine recruiting initiatives that support the hiring of highly effective teachers and administrators 	X	X	X	X

3. 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 checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input checked="" 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>School Quality Process; College Readiness</u>
Summary: Briefly describe the district’s academic-related reform priorities, as indicated above. <ul style="list-style-type: none"> • 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. 		
ALLIANCE DISTRICT PRIORITIES		
<u>Common Core Strategy</u>		
<p>The Common Core Planning Team, formed in January, 2013, is an intra-district collaborative group. It is comprised of district administrators, school principals, and teachers who are significantly involved in leading and supporting the long term development of the district. The team exists to support the progress and integration of the Hartford Public Schools Common Core Implementation Plan. The CCPT provides a forum for information sharing, idea dissemination, and progress monitoring to sustain and propel effective application of the theoretical, methodological, and practical application of Common Core State Standards throughout the district. The HPS CCSS Implementation Plan establishes a clear plan to infuse Common Core State</p>		

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Standards in district curriculum, instructional practice, and assessment. It documents the scope and progress of Common Core infusion in the HPS Strategic Operating Plan. The plan ensures a K-12 focus that culminates in college and career readiness for all Hartford students. The District Common Core Team (DCCT), formed in March 2013 is a component of the Memorandum of Collaboration with the State of Connecticut Department of Education. This team consists of varied stakeholders. Team members are a point of contact for state information on Common Core State Standards and assessment. District coaches participate in state-led professional development and data specialists administer SBAC- like assessment to acclimate the district to the new generation of assessments.

Five objectives exemplify the wide-ranging institutionalization of CCSS in Hartford Public Schools. The objectives maintain coherence and encompass the broad reach of the plan. Goal statements operationalize the action steps to address the objectives.

1. Stakeholder Information and Access-Design and establish effective systems of communication and build awareness to empower stakeholders.
2. Aligning Curriculum and Instructional Materials-Develop curriculum and provide instructional materials fully aligned to the CCSS.
3. Professional Development and Teacher Evaluation-Build internal capacity to lead CCSS implementation and create a comprehensive Teacher Evaluation Plan aligned to CCSS.
4. Technology, Accountability, and Assessment-Convert the district to a new generation of CCSS aligned assessment to guide instruction, inform professional development, and establish accountability for student achievement.
5. Transition to College-Embed a college going culture by connecting Common Core learning with higher education to propel college access and success.

The HPS Common Core Implementation Plan goals are strengthened by objectives. Action steps constitute the specific work that occurs at the district level to satisfy the objectives. The transformation to Common Core in Hartford Public Schools is surmised in three stages which represent deepening practice over time.

1. Knowledge-District focuses on information and awareness to expose stakeholders to the standards and build information channels to increase capacity to implement.
2. Conversion-District evaluates current curriculum, assessment, and instructional materials. Alignments of curriculum to the Common Core, teacher professional learning, and the increase of technology for the new generation of assessments emerge as district priorities.
3. Implementation-District provides fully aligned Common Core curriculum and activates instructional best practices which reflects quality, broad-based professional development that compliments a comprehensive teacher evaluation system. All schools are engaged in formative and summative assessment that measures CCSS progress. Extended collaboration with higher education and community based stakeholders strengthens the implementation of Common Core instruction and bolsters student outcome district wide.

The Hartford Public Schools started a comprehensive district curriculum development process in 2008, before the CCSS were adopted by the CT State Department of Education. After the CT adoption of the CCSS in July 2010 initial efforts were made to align district curriculum with CCSS from July 2010 to June 2012, but the primary focus was developing an understanding of CCSS and the impact on teaching and learning. In the fall of 2013, an internal curriculum audit was conducted resulting in the development of a 3 year Curriculum Development and Instructional Implementation Plan. The plan

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serves as the framework for district curriculum development priorities based on development status of courses, current level of CCSS alignment, targeted areas of need based on district data, and courses that are identified as graduation requirements. The plan is also in alignment with statutory requirements. **The budget request includes funding for 2.5 school counselors, 3.85 Kindergarten teachers, 1.5 Pre-K teachers, 1 English/Reading teacher, 5.5 Reading teachers, 3 Resource teachers, 2 TESOL/ELL teachers, 8 Intervention teachers, 1 Foreign Language teacher, 1 Culinary teacher, and 5 Regular classroom teachers (plus fringes).**

The Hartford Public School Department of Professional Learning partners with district and school leadership and staff to providing high-quality professional learning experiences that include educators as active partners in determining the focus of their learning, how their learning occurs, and how they evaluate its effectiveness. Support for the integration of the CCSS into teaching and learning is provided in accordance with individual school's identified needs. Communities of practice across the district have been formed so educators are able to share "best practices" with each other.

The Alliance budget includes \$448,496 in longer school day differentials for all teachers at SAND (K-8) in order to support instruction around the Common Core. It also includes funding to support content professional development (\$15,000) at Sanchez School, two teachers at Clark School as part of the turnaround plan with CREC (\$148,004 plus fringe), a PT Dean at Expeditionary Learning at Moylan School (\$44,920 plus fringe), and computer equipment throughout the district to support CCSS implementation and the transition to SBAC assessments. Funding for a PT Guidance Counselor at OPPortunity High School (\$40,514 plus fringe) supports the development of individualized programs that capture would be drop-out students and put them on the track to high school graduation.

K-3 Literacy

- The district will align all K-3 Literacy curriculum to the Common Core State Standards. Professional development will take place for K-3 teachers and coaches to ensure fidelity to the implementation of the curriculum including, text dependent questions, close reading, robust vocabulary development, listening and speaking skill enhancement, discussion, the ability to form an opinion, analyze a point of view, taking a stand and completing performance tasks as assessments to determine mastery of concepts and level of comprehension.
- The district will focus K-3 professional development on ensuring k-3 grade teachers and coaches are prepared to take the state Foundational Skills of Reading Assessment. Teachers will be supported with professional development for implementing foundational skills of reading instruction including; phonological awareness, phonics, phonemic awareness, comprehension, vocabulary, fluency and motivation.

The district will align all K-3 assessments to the expectations of the Common Core State Standards, DRA2 and end of year promotional expectations will be determined and aligned throughout the district. For example: DRA2 end of kindergarten level will be increased to 8 for proficiency. Academic, social and emotional benchmarks for Pre-K will be established and aligned for report cards, Performance Plus data entry and the Pre-kindergarten Assessment Framework (PAF) so that expectations and levels are consistent throughout the district.

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The budget for K-3 literacy includes \$21,368 in longer school year differentials for kindergarten teachers at Burns. It also supports \$467,111 to provide part-time teacher support for building-based literacy and math tutoring, ELL tutors, extra pay for curriculum writing and professional development, tutors in the New Vision program, Summer School tutors, and before and after school programs.

INITIATIVES FOR PSD FUNDING

Initiative 1. Create or expand innovative programs related to dropout prevention

Rationale:

High school completion is a priority for Hartford Public Schools. During Phase I of school reform, many strategies were implemented, which resulted in an increase in the district's graduation rate. Through a focus on promotion rates, course grading trends, and graduation requirements, our 4 year graduation rate increased from 33.4% for the Class of 2007 to 55.3% for the Class of 2010. As work continues in Phase II, and although the Connecticut State Department adopted the NGA Cohort graduation rate calculation, Hartford students' continue to graduate at an increasing rate. Additional initiatives have been implemented to strengthen the work of the past as well as to incorporate research based interventions into our efforts to ensure that more remain enrolled and attain a high school diploma. With an additional gain of 1.6%, the NGA Cohort Graduation Rate now 64.8% for the class of 2012. However, in spite of our impressive gains and noteworthy efforts, much work remains to be done to ensure that our most at-risk students receive the much needed supports to ensure that they, too, graduate from high school.

An increased focus on the unique educational, instructional, and personal-social needs of our Special Education and English Language Learner populations is warranted. According to the Connecticut State Department of Education, the graduation rates for the class of 2012 were 42.7% and 46.3%, respectively. Based on this data, Hartford Public Schools has earmarked a portion of Priority School District funds to expand innovative programming related to the dropout prevention of both subgroups as well as other at-risk students. Reengagement is a key component in decreasing the dropout rate. According to the National Dropout Prevention Center/ Network, 86.2% of dropouts interviewed stated they left due to a dislike for the school or teachers. Students who are engaged in school feel a strong connection with a caring adult and have positive feelings towards the school⁶. Therefore, Hartford Public schools has appropriated funds to the following areas with the goal of decreasing the dropout rate and increasing the graduation rate: Staffing, Professional Development, and Resources and Materials.

Staffing:

In order to ensure at-risk students are receiving the academic and social/emotional supports they need, Hartford Public Schools has increased learning opportunities by increasing the number of support staff members in key schools who provide direct support to parents as well as organizer wrap around services for at-risk students-School and Family Support Providers, School Social Workers, and tutors. Increasing classroom based interventions through SRBI has also been implemented. In addition, district level leadership has been designated to work closely with high schools to provide direct support in the areas of blended learning, credit recovery, and to develop progressive pathways to high school completion for unique populations such new

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arrivals/immigrants and state adjudicated youth.

Professional Development:

Developing Professional Learning Communities, strengthening data teams, and increasing the level of awareness of the distinctive needs of at-risk students are a few of the areas of focus for teacher and staff professional development. Training on instructional strategies and cultural proficiency are also including in Professional Development as Hartford prepares its staff to effectively engage at-risk youth.

Resources and Materials:

Credit recovery resources, technology, and SRBI resources are examples of the types of student centered instructional materials needed to support students who struggle to achieve academic success in a traditional setting. Resources that augment a student centered approach to teaching and learning allow for an increase in individualized learning, an increase in student buy-in and an increase in course completion, which leads to high school graduation.

Alternative pathways to diploma attainment

Opportunity High School (OHS) is a program which allows over aged, under credited students to reenroll and complete all high school graduation requirements through an accelerated program of study with wrap around services provided by a community based organization. The CBO partner, Our Piece of the Pie (OPP), is instrumental in engaging students in order to mitigate the barriers that hinder high school completion. These funds will allow HPS to strengthen and expand upon this program.

Initiative 3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer

Please see attached Appendix C: PSD Extended School Hours Grant.

PSD Initiative 4. Develop or expand extended-day kindergarten programs.

Hartford Public Schools will develop/expand extended-day kindergarten programs in order to increase academic performance, increase ability to self-regulate behaviors and to interact in a social setting so children will enter first grade ready to meet the CCSS as measured by DRA2 and district assessments. **All Hartford Public Schools within our portfolio district currently have full-day kindergarten classrooms, with half of the school day being funded by the state and the remaining half funded by the district.**

PSD Initiative 5. Develop or expand early reading intervention programs which include summer and after-school programming

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Hartford Public Schools will provide the Early Start Intervention program, a summer school program for students who are deficient or substantially deficient in reading.

Please see also attached Appendix D: PSD Summer School Grant

PSD Initiative 6. Enhance the use of technology to support instruction or to improve parent and teacher communication

The district will continue to enhance the use of technology to support instruction and to improve parent and teacher communication. Through the use of parent portal, parents/guardians will have access to real-time information including attendance, grades, assignments, school information, etc. With this tool, parents will continue to participate fully in their children’s progress and teachers will be able to continue to communicate regularly with parents.

The district will begin implementation of the online learning modules and projects developed with Middlebury Interactive Languages for ELL students.

The PSD budget covers expenses for Performance Plus, Smarter Balance Assessments, SAS Institute, College board, Hartford Performs, STEM units and CT Science Center contracts.

OTHER OPTIONAL REFORMS

Other optional reforms 1 and 2: Supports for special populations/SRBI and academic interventions

Hartford Public Schools will continue to improve its low-performing schools through student supports including continued implementation of SRBI, NWEA/MAP screening to identify student needs and track progress, the Early Start Summer Program, and ongoing professional development.

Other optional reforms 3: School Quality Approach

Hartford Public Schools will continue to implement and refine its School Quality Approach to ensure fidelity, monitor progress and assure accountability. Operating under the Office of the Chief Portfolio Director, the School Quality Process includes six School Quality teams that work directly with school principals and school data to identify areas of good practice and areas of difficulty and develop strategies and activities to address issues.

The Portfolio Director position was created based on the study “Central Office Transformation for District-Wide Teaching and Learning Improvement,”

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done by the center for the Study of Teaching and Policy at the University of Washington. In an effort to transform the central office into a support system to help all schools improve the quality of teaching and learning, Portfolio Directors serve as central office administrators specifically focused on helping every school principal become a stronger instructional leader. Their responsibilities include providing ongoing coaching and guidance, as well as supervision and evaluation to a group of seven to nine principals.

Portfolio Directors focus on building the capacity of school principals to lead for instructional improvement within their schools. This includes modeling for principals how to think and act like an instructional leader; developing and using tools that support principals' engagement in instructional leadership, and brokering external resources to help principals become more powerful instructional leaders. Portfolio Directors are expected to provide different supports to individual school principals based on their ongoing assessment of the principals' capacity for instructional leadership.

Portfolio Directors also lead a team of central office administrators and support staff in applying a case management and project management approach to supporting schools. Each team includes: a Director of Special Education, an ELL Resource Teacher, an Intervention Specialist and a Curriculum Director. Each team works to become experts in the specific needs, strengths, goals and character of each individual school in their case load and works to provide high-quality, responsive services appropriate to their individual schools.

Portfolio Directors work with their teams to focus their work on better understanding: Who are the individual principals in the schools I am responsible for? What are these school principals and their staff trying to do to improve teaching and learning? What kinds of resources do they need and how can I help them secure them? Portfolio Directors and their teams hold School Quality Meetings and Walkthroughs throughout the school year to monitor each school's progress towards meeting their goals as identified in their School Improvement Plan.

Other Optional Reforms 4: College Readiness

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

1. Every high school student will demonstrate college-ready skills in reading, writing and math.
 2. Every high school student will have access to a college-level course.
 3. Every high school student will complete a rigorous college-ready curriculum, including a Capstone experience.
 4. Every high school student will be prepared to successfully complete the college application process, including the development of a financial management plan.
 5. Every high school graduate who enrolls in college will successfully complete his/her freshman year.
- By 2018, over 60% of all jobs will require some college experience – associate's degree, bachelor's, vocational, etc. To prepare our students to be part of the global economy, HPS must equip them for success in entering and completing college.

The strategic operating plan articulates a range of research-based action steps designed to support students in this preparation. While the primary focus

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is on academics, these activities also include the soft skills of resilience, tolerance, self-advocacy, etc.					
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
ALLIANCE DISTRICT PRIORITIES					
Note: The section below has been extensively revised – particularly in the area of progress metrics.					
Priority Area I: Common Core Strategy					
1. Continue the process of aligning core curriculum to Common Core State Standards	<ul style="list-style-type: none"> • Curriculum as specified in Year 3 of the plan is developed • Comprehensive, high quality professional development sessions and embedded PD are attended by 80% of schools 	X	X	X	X
2. Build internal capacity to lead CCSS implementation through high-quality training for leaders	<ul style="list-style-type: none"> • Administrator PD includes sessions focused on developing leadership capacity around CCSS 		X	X	X
3. After-school professional learning opportunities for CCSS for teachers.	<ul style="list-style-type: none"> • After-school PD Sessions planned, scheduled, implemented, and attended at 80% or above capacity level 		X	X	X
4. Though District Coaches and building-level teacher leaders, turn-key the Systems of Professional Learning modules developed by SDE	<ul style="list-style-type: none"> • Every school creates a customized PD plan that includes a plan for embedding the SPL module 		X	X	X

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	content				
5. Identify high quality models for CCSS-aligned instruction by continuing Communities of Practice (CoPs) sessions.	<ul style="list-style-type: none"> • CoPs are sustained and expanded 		X	X	X
6. Implement Curriculum & Instruction repository of teaching and learning resources that includes teacher-submitted lessons/ resources and online CoP sessions	<ul style="list-style-type: none"> • Repository is launched and all teachers are provided an overview of the resources and opportunities to collaborate 		X	X	X
Priority Area II: K-3 Literacy Strategies Note: The section below has been revised – particularly in the area of progress metrics.		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Implementation of a Pre-K to grade 3 curriculum aligned to the Common Core State Standards with a focus on fidelity to the standards and implementation of a high quality, rigorous curriculum.	Site visits to schools to monitor and support curriculum implementation including new Grade 3 curriculum and K-2 pilot curriculum. Ongoing professional development for coaches offered and attended by 80% of schools. District and school based assessments completed.		x	x	x
2. Intensive and strategic vocabulary development with a focus on both Tier 2 words and academic content specific vocabulary (Mathematics, Science, Social Studies).	Monthly Progress monitoring completed. Writing Performance Tasks completed. Common Formative Assessments reviewed at data teams. Classroom environment that supports vocabulary development through the use of interactive word walls, base (morphology) and root word analysis with the use of prefixes, suffixes, antonyms and synonyms. Purposeful		x	x	x

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	print rich environment. Increased use of tier 2 vocabulary in both oral discussion and written work.				
3. Continued use of Fly Leaf Decodable text to support specific and explicit reading skills, comprehension, fluency and vocabulary development. This decodable text is used for small group on grade level instruction in first grade, for enrichment in pre-kindergarten and kindergarten, and for intervention in grade 2. Universal screenings are used to place students in the appropriate decodable text.	Site visits to schools to monitor and support curriculum implementation. Ongoing professional development for coaches, administrators and teachers. Use of exemplary teachers within the district to share implementation strategies. Ongoing analysis of data and school based progress monitoring of students.		x	x	x
4. Use of computer programs: I Read, I Ready, Waterford, Success Maker and MyOn reading to support and supplement reading instruction during small group, independent reading time, homework, for enrichment or as a tier 3 intervention for struggling readers.	Usage is monitored by the district and reports are submitted monthly to both administrators and coaches. Coaches then share usage information with teachers and review student progress.		x	x	x
5. Oral language and both verbal and written communication skills will be developed thorough discussion and performance tasks aligned to Depth of Knowledge Questions (Cognitive Rigor Matrix) and CCSS in speaking and listening skills.	Classroom visitations to observe and support student engagement, student debates and discussions related to topics/themes of ELA curriculum. Performance tasks completed.		x	x	x
6. Focus on reading comprehension, retell, and fluency	Kindergarten and grade one universal screenings DRA2 assessment 3 times a year.		x	x	x
7. Universal screenings in kindergarten and first grades	Used to determine initial placement and progress throughout the year in grades k and 1.		x	x	x

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8. Social Skills and Self-Regulation/Executive Functioning.	PBIS referrals and suspension reports reviewed. Student engagement and school climate are areas of focus. School mantra and positive behavioral expectations are key strategies.		X	X	X
PRIORITY SCHOOL DISTRICT INITIATIVES		Summer 2014	Fall 2014	Winter 2015	Spring 2015
PSD Initiative I: Dropout Prevention					
Provide opportunities for credit recovery through blended learning and summer learning programs	<ul style="list-style-type: none"> • Increase in the total number of credits recovered during each school year as measured by Power School • Increase in number of students who are promoted to next grade level as measured by Power School 	X	X	X	X
Strengthen and expand upon alternative pathways to high school diploma attainment	<ul style="list-style-type: none"> • Increase in NGA 4 year cohort graduation rate as measured by the CT SDE 		X	X	X
Expand internal capacity of school based teachers and staff to establish effective relations with students who are at-risk of becoming non-completers through Professional Development on topics relevant to the unique needs of at-risk youth: cultural competence, de-escalation techniques, Student Success Plan training, anti-bullying strategies, relationship building, and school climate & culture	<ul style="list-style-type: none"> • Increase in satisfactory rating score for factors #2- Peer Climate and #5-School Safety as measured by the School Climate and Connectedness Survey 			X	X
Increase noncertified support staff who provide direct services and supports for wraparound services	<ul style="list-style-type: none"> • Increase in number of students who receive support services as measured by Community Schools data • Increase in average daily attendance as measured by Power School 		X	X	X

3. Academics Section					
	<ul style="list-style-type: none"> Decrease the out of school suspension rate as measured by Power School 				
PSD Initiative 3: Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.		Summer 2014	Fall 2014	Winter 2015	Spring 2015
Please see also Appendix C: PSD Extended School Hours Grant					
Through a competitive process of the Extended School Hours Grant solicit applications from qualifying entities that follow specified criteria under Public Act 94-6	Completion of a successful RFP and review committee process with selected entities to provide high-quality after-school programs		X		
Ensure contractual compliance and alignment between school day and after-school programs	Completion of scope of services and contracts that are aligned to school accountability plans and HPS goals		X	X	
Monthly monitoring of programs (reports and site visits) tracking student attendance and academic achievement with mid and final report evaluations	Tracking report on student attendance, parent participation, and data on student progress during the day Participation of proper after-school program staff in school's staff and teachers weekly data teams Completion of internal reports on progress of programs and final report to CSDE		X	X	X

3. Academics Section					
Provide workshops as part of the Partnership for Excellence Series to community-based agencies providing after school summer programs with information on ways to integrate learning strategies and common core standards into their programs	Schedule workshop as part of the Partnership for Student Excellence workshop series and ensure proper HPS staff from participation Attendance of community entities		X	X	X
PSD Initiative 4: Develop or expand extended-day kindergarten programs.		Summer 2014	Fall 2014	Winter 2015	Spring 2015
Letter, sound and print knowledge	Universal Screenings	x	x	x	x
Intensive and strategic vocabulary development	Kindergarten Entrance Inventory Results Progress monitoring Writing Performance Tasks	x	x	x	x
Oral Language development /communication skills	Kindergarten Entrance Inventory Results DRA2	x	x	x	x
Reading comprehension/retell	DRA2 Writing Performance Tasks	x	x	x	x
Social Skills and Self- Regulation	PBIS referrals and suspension reports		x	x	x
PSD Initiative 5: Develop or expand early reading intervention programs which include summer and after-school programming.		Summer 2014	Fall 2014	Winter 2015	Spring 2015
Please see also Appendix D: PSD Summer School Grant					
1. Early Start Intervention: Determine criteria for student participation and communicate to families. Expand criteria from State DOE to include students who are below proficient (deficient in addition to substantially deficient)	Students in need of intervention attend Early Start. Attendance records.	X			

3. Academics Section					
Determine procedures for staffing.					
2. Early Start Intervention: Establish curriculum and purchase materials.	Walkthroughs by district intervention specialists to monitor the effective use of curriculum materials.	X			
3. Early Start Intervention: Establish an electronic progress monitoring tool for students and train teachers.	Data collection on the use of the Progress Monitoring Tool in <i>Performance Plus</i> . Training participation and satisfaction with PD.	X	X	X	X
4. Early Start Intervention: Train teachers in the use of effective teaching strategies aligned to common core state standards (close read, math discourse, etc)	Training participation and satisfaction with PD. Teacher use of strategies (walkthroughs).	X	X	X	X
5. Early Start Intervention: Establish a system to monitor and evaluate the program.	NWEA MAP data and progress monitoring data	X			
PSD Initiative 6: Enhance the use of technology to support instruction or to improve parent and teacher communication		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Increase the number of schools that prepare and are ready to effectively participate in the use of Parent Portal (i.e. scheduling their students and updating Power School information)	Parent portal monthly report	X	X		
2. All schools will provide parents with access to Parent Portal (training, parent portal letter, free email accounts)	Log-in Data		X	X	X
3. All schools in the district increase the usage of parent portal by parents	Log-in Data – Monthly Reports		X	X	X

3. Academics Section					
4. Train staff to monitor and analyze parent portal usage and effectiveness in maintaining two-way communication with families	School-Level Weekly Reports Monthly District Reports		X	X	X
5. Provide all teachers in grades 4-8 with training on the effective implementation of the MIL modules	On-site professional development meetings with MIL and ELL coaches		X	X	X
6. ELL coaches monitor implementation of the MIL modules and provide classroom support to teachers and to data teams	Classroom observations and feedback from ELL coaches. ELL coaches participation in data team meetings		X	X	X
OTHER OPTIONAL REFORMS		Summer 2014	Fall 2014	Winter 2015	Spring 2014
Other optional reforms 1 and 2 – Supports for special populations/SRBI and academic interventions					
SRBI and other student interventions 1. ELL coaches hired and assigned to low-performing schools with high rates of English Language Learners, reflecting a district priority. 2. Three additional district intervention specialists hired to support SRBI practices in the schools. 3. Ongoing PD, including additional work in differentiation and monitoring student progress. 4. Support Read 180 teachers through: addressing technology needs; creating district goals on Read 180 and creating a structure for new teachers to visit model Read 180 classrooms; implementing Read 180 district-with professional development. 5. Create recommendations for ELL students to enter Scholastic Intervention programs. 6. Further develop the early warning system along with focused interventions for various indicators (academic and non-academic). 7. Continue to develop data systems so that teachers can monitor student progress to inform instruction.	1 and 2. Increase in District ELL Staff and District Interventionist Staff. 3. Professional Development 4. Read 180 data Reports- analysis of schools achieving district targets. Teacher participation and satisfaction with PD. Level of fidelity to the Read 180 Program (walkthroughs) 5. Eligible ELL students identified and services provided 6. Data Reports reflecting use of the early warning system to identify students in need of intervention.	√ √	√ √ √ √	√ √ √	√ √ √

3. Academics Section					
8. Increase the use of programs available to schools for intervention (Math 180, Odyssey, etc.) 9. Continue implementation of I-Ready by expanding to other schools; I-Ready report to standards-based report card; building capacity of I-Ready data usage and report; develop SRBI model with each school. 10. PBIS Professional Development and support provided to 27 schools.	7. Data Reports reflecting the use of the Intervention Module in Performance Plus to monitor student progress.	√	√	√	√
	8. Data Reports reflecting student usage and progress of achievement.	√	√	√	√
	9. Data Reports reflecting student usage and progress achievement.		√	√	√
	10. Teacher and administrator satisfaction with PD. Fidelity to Program (SET and TIC evaluations)		√	√	√
Other optional reforms 3 – School Quality Process		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. School Quality Reviews	School Quality Review meeting notes with relevant data and action steps		X	X	X
	Data reports on identified improvement areas within School Improvement Plans	X	X	X	X
	Learning walk notes		X	X	X
Other Optional Reforms 4: College Readiness		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. College Readiness: Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.	Action Plan developed and implemented	X	x	x	x
2. College Readiness: Select and pilot College and Career Counseling Curriculum that includes classroom and counseling components for grades 6-8.	Pilot College and Career Counseling Curriculum selected and implemented		x	x	x

3. Academics Section					
3. College Readiness: Implement, monitor and evaluate a college and career counseling curriculum for grades 9-12.	College and Career Counseling curriculum for grades 9-12 implemented and monitored		x	x	x
4. College Readiness: Monitor and evaluate implementation and effectiveness of College and Career Counseling Framework at intervention schools.	Pilot College and Career Counseling Curriculum selected and implemented			x	x
5. College Readiness: Quality Instruction-Embed SAT prep into instructional practices as part of the adoption of the CCSS. (continuing)	SAT prep embedded into instructional practices	x	x	x	
6. College Readiness: Quality Instruction-Create PD modules to increase vertical teaming opportunities to ensure alignment of high school instructional strategies to higher education/college level expectations.	College readiness PD modules developed and implemented	x	x	x	x
7. College Readiness: Quality Instruction-Provide PD on implementation of homework guidelines.	College readiness PD modules developed and implemented	x			
8. College Readiness: Quality Instruction-Conduct PD with a focus on PSAT score report review and PSAT-embedded prep.	College readiness PD modules developed and implemented	x	x	x	x
9. College Readiness: Quality Instruction-Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.	Technological options for homework management including online assignments, parent portal for info and engagement, etc. selected and implemented	x			
10. College Readiness: Innovative Leaders-Continue researching local best practices to develop a plan to implement the foundations needed to create and nurture a college-going culture.	Use the portfolio directors structure to increase innovative leaders	x	x		
11. College Readiness: Innovative Leaders-Develop plan for hosting National Academy Foundation student leadership regional conference.	Plan for hosting National Academy Foundation student leadership regional conference developed	x			
12. College Readiness: School Design Fidelity-Ensure that documented college readiness strategies and action steps are integrated and are reflective of school themes and incorporated into instructional practices as part of School Accountability Plans.	College readiness strategies and action steps incorporated in School Accountability Plans	x	x	x	x
13. College Readiness: School Design Fidelity-Examine effectiveness of Pre-K-12 pathways in preparing students to be college-ready and explore connections to post-secondary areas of study.	Pre-K-12 pathways examined for effectiveness and aligned with connections to post-secondary areas	x	x	x	x

3. Academics Section					
	of study				
14. College Readiness: School Design Fidelity-Design, implement and monitor the District School Design Framework (ongoing).	District School Design Framework implemented	x	x	x	x
15. College Readiness: Family/Community Engagement-Develop and implement a workshop for 9th grade parents and students on financing a college education. Connect with Family Support Services Providers and Family Resource Aides to share information.	Developed and ongoing		x		
16. College Readiness: Family/Community Engagement-Develop and implement a financial literacy and scholarship awareness workshop for parents and students (ongoing).	Completed and ongoing		x		
17. College Readiness: Family/Community Engagement-Develop a plan for sustaining and expanding high school athletic programs including researching under and over-used athletic facilities city-wide to ensure optimal usage for program growth.	Athletic facilities review conducted	x			
18. College Readiness: Family/Community Engagement-Develop family capacity by making resources available; providing opportunities to network with other families for college readiness; building relationships and making connections with teachers, professionals, leaders.	Community conversations on CCSS and CCR conducted	x	x		
19. College Readiness: Family/Community Engagement-Continue to develop and implement a college visit program for parents.	Conducted during College Career Awareness Month		x		
20. College Readiness: Family/Community Engagement-Design a college awareness course to be taught in the parent training institute	Completed and taught	x			
21. College Readiness: Capacity Building-Provide PD to identified staff in areas designed to support students' college application process, including FAFSA training (ongoing).	School Counselor and College Career Specialist PD designed and taught		x		
22. College Readiness: Capacity Building-Assess results of pilot, revise standards, and implement revised After-School Standards.	After-school standards implemented	x			
23. College Readiness: Capacity Building-Continue to develop new partnerships with businesses and community-based organizations to increase internship opportunities.		x			
24. College Readiness: Capacity Building-Review current options for extracurricular and enrichment activities to develop a plan for increased			x		

3. Academics Section					
opportunities geared toward the high school student population.					
25. College Readiness: Capacity Building-Coordinate and facilitate the systematic implementation of Student Success Plans (ongoing).	ongoing PD, school-based supports, reviewing and refining document		X	X	X
26. College Readiness: Capacity Building- Increase higher ed. Partnerships and strengthen existing ones	CCSU Jr. Academy established; UHART collaborations increased	X			

4. Culture and Climate Section		
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.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Dropout prevention: See “Academics” <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology: See “Academics” <input checked="" 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>Middle School Redesign</u>
Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>PSD INITIATIVES</p> <p><u>Family engagement</u></p> <p>The district will increase family engagement by:</p> <ul style="list-style-type: none"> • Providing training to School Governance Councils, PTO’s, FRA’s and FSSP’s in the how welcoming is your school protocols • Providing training to school staff and administrators on all school policies that deal with family engagement • Providing administrators, teachers, and parents with toolkits on how to increase family engagement • Ensuring the parents are aware of and complete the School Climate Survey <p>OTHER OPTIONAL REFORMS</p> <p><u>Other optional reforms: Positive behavior management (including Crisis Prevention Invervention and Bullying Prevention)/Wraparound strategy/Attendance</u></p> <p>Hartford Public Schools (HPS) presently has 29 schools implementing Positive Behavior Interventions and Supports (PBIS). An additional 3 schools are implementing Capturing Kids Hearts, one school implementing 2nd Step and the remainder of the schools in the district implementing school based programs focusing on character education to encourage a positive school climate and culture.</p>		

4. Culture and Climate Section

PBIS is a scientifically based, and data driven systems approach to behavior management. The main components of PBIS are systems for responding and reporting behavioral violations, recognizing positive behavior, and data driven decision making using the district Office Discipline Referral form and the School Wide Information System (SWIS) that is the database that houses behavioral data and is used for reporting school-wide trends as well as able to drill down to grade level and student based decision making.

PBIS has been in place since 2008 with 8 schools implementing Check-In Check-Out (CICO) which is a Tier II strategy that systemically embeds a Behavioral Intervention Plan for students with higher needs within the PBIS framework. There are currently 12 schools training to implement CICO during the 2014-2015 School Year. The remaining 9 schools are in their first and second year of implementation.

HPS has 7 “Community Schools” that house a Community Based Organization. These partnerships foster additional supports for parents and students as well as offer wrap around services to students. These partners include The Village for Families and Children, COMPAS Youth Collaborative, Catholic Charities, and the Boys and Girls Clubs of Hartford. These partnerships are able to provide students with services that include mental health and physical well being, social work, community outreach, and socialization for the school and surrounding community members. In addition the other HPS schools are receiving in-service professional development that focuses on making referrals for Families With Service Needs, mobile crisis, extended day treatment, and follow up services that extend beyond the school day.

HPS has developed a committee to revise The Attendance Manual for the district. This team has been charged in revising the existing document to make it current to present state statutes and district policy as well as to make it a practical tool that can be used at the school level to assist with attendance tracking, manual reporting, data analysis, and intervention strategies to improve attendance overall and assist families with barriers that affect attendance and could lead to chronic absence. HPS has also partnered with The United Way to reduce chronic absenteeism with several departments working together to increase attendance overall.

HPS is currently conducting on-going training and technical assistance for Crisis Prevention Intervention (CPI). It is a curriculum that focuses on recognizing the triggers to crisis for students and staff members in order to proactively intervene. It trains school staff members in antecedent factors that cause behaviors, the verbal escalation continuum, the physical crisis model, proxemics, kinesics, and in emergency situations, physical control techniques. This course teaches staff that may engage in a restraint and seclusion in safe and appropriate control techniques to reduce the potential for injury but focuses mainly on verbal de-escalation, as well as the appropriate way to report physical interventions and unusual incidents. This initiative has been on-going since October of 2012 and is required training for all Behavioral Technicians in the district and other staff deemed appropriate by the district and/or building administrators. HPS has trained over 70 people in 27 schools in CPI.

Bullying: HPS has a full time coordinator charged with providing on-going support to schools for bullying prevention strategies, state reporting of verified bullying incidents, bullying reporting and investigations, as well as parent forums to relate how to report and prevent bullying. September has been deemed Positive Behavior Intervention and Supports month and Safe School Climate Awareness day has been created so schools are able to

4. Culture and Climate Section

highlight bullying prevention and character education for their students.

HPS has partnered with Panorama Education to administer and report the Hartford School Climate Survey. The surveys are administered to students, parents and staff and they focus on evaluating how each feels about their respective school’s climate and its ability to foster a safe and nurturing learning environment. The reports will then be used for strategic school-based decision making based on survey results.

Other Optional Reforms: Middle School Redesign

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

This goal is supported by five objectives:

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

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

Both budget requests – Alliance and PSD – support the following positions: climate coach, social workers, behavioral techs, project and program facilitators, program assistants, full-time support staff, in-school suspension para, part-time and overtime support staff, school and family support services providers, family resource aides, special police overtime, community specialists, program coordinators, comprehensive intervention specialists, prevention intervention specialists.

	<p>Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.</p>	<p>Timeline: Place an “X” indicating when strategies will occur.</p>			
		<p>Summer 2014</p>	<p>Fall 2014</p>	<p>Winter 2015</p>	<p>Spring 2015</p>

4. Culture and Climate Section					
PRIORITY SCHOOL DISTRICT INITIATIVES					
Family Engagement					
1. Provide training on the how welcoming is your school protocols	Number of schools that attend the training and conduct the walkthrough		X	X	X
2. Discuss district policies that deal with family engagement at monthly meetings of SGC's, PTO's, FRA/FSSP	Collect post-meeting assessments of knowledge of policies		X	X	X
3. Distribute and provide training to principals , teachers, and parents on the family engagement toolkit	Number of administrators, teachers, and parents trained on the contents and use of the toolkit	X	X	X	X
OTHER OPTIONAL REFORMS		Summer 2014	Fall 2014	Winter 2015	Spring 2015
Other optional reforms 1, 2, and 3: Positive behavior management/Wraparound strategy/Attendance					
1. Implement PBIS at a high level.	School-wide Evaluation Tool (SET) scores				X
2. Reduction in Office Discipline Referrals	SWIS, average ODR per day per month data, per school			X	X
3. Reduction in restraint and seclusions	Unusual Incident Reports			X	X
4. Reduction in Verified Bullying Incidents	State Report ED166, bullying logs			X	X
5. Effective wrap around service referrals for students	Referral data, case turnover/closure, community school partner qualitative data				

4. Culture and Climate Section					
6. Increase parent responses to School Climate Surveys	School Climate Survey data reports	X	X	X	X
Other Optional Reforms: Middle School Redesign		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Middle School Redesign: Develop a multi-year implementation plan to provide access to students to participate in Algebra 1 in 8th grade	Algebra I Implementation Plan developed and implemented			X	x
2. Middle School Redesign: Create a five-year funded systemic academic intervention plan for literacy and math (ongoing).	Academic Intervention Plan for literacy and math developed and communicated		x	x	x
3. Middle School Redesign: Define library research skills and computer literacy for middle years students including organizational skills.	Middle Years Best Practices Handbook developed		x		
4. Middle School Redesign: Create Middle Years Best Practices Handbook and implement design standards.	Middle Years Best Practices Handbook developed		x		
5. Middle School Redesign: Provide professional development on implementation of homework guidelines.	Middle Year Design Standards audit conducted		x	x	x
6. Middle School Redesign: Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.	Middle Years Redesign PD modules developed and implemented			x	x
7. Middle School Redesign: Create a training module for existing and emerging leaders specific to middle level school leadership.	Middle Years Redesign PD modules developed and implemented			x	x
8. Middle School Redesign: Create a plan to systematically develop formal structures and processes for increasing youth leadership.	Implementation Plans established			x	x
9. Middle School Redesign: Implement PD for principals on the Middle Years Design Standards and process for the development of Middle	Middle Years Redesign PD modules developed and implemented			x	x

4. Culture and Climate Section					
Years Implementation Plans.					
10. Middle School Redesign: Conduct an audit of Middle Years Design Standards for middle years structure (continuing).	Middle Years Design Standards audit conducted			X	X
11. Middle School Redesign: Assess and develop plans to build schools' capacity to track school connectedness activities.	Implementation Plans established		X		
12. Middle School Redesign: Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.	Middle Years Redesign PD modules developed and implemented			X	X
13. Middle School Redesign: Provide differentiated PD to schools that need support in their middle years design implementation in collaboration with partners.	Middle Years Redesign PD modules developed and implemented		X	X	X

5. Operations Section

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

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

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

Hartford Public Schools is not including any Operations priorities in its Alliance District proposal.

5. Operations Section					
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. N/A					
2.					
3.					
4.					
5.					
6.					
7.					



6. School Turnaround Strategy

Instructions: 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>.

HARTFORD SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Americas Choice at SAND	Turnaround	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Batchelder School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Burns Latino Studies Academy	Turnaround	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Asian Studies Academy	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
M. D. Fox Elementary School	Focus	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Kennelly School	Focus	<input type="checkbox"/> Commissioner’s Network



		<input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
McDonough Expeditionary Learning School	Turnaround	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Dr. James H Naylor/CCSU Leadership Academy	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Parkville Community School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
M. L. King School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Sarah J. Rawson Elementary School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Jumoke Academy Honors at Milner Elementary School	Turnaround	<input checked="" type="checkbox"/> Commissioner's Network <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
West Middle School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Fred D. Wish Museum School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Burr School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Clark School	Review	<input checked="" type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Simpson-Waverly School	Focus	<input type="checkbox"/> Commissioner's Network



		<input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Dr. Ramon E. Betances Early Reading Lab School	Turnaround	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Sanchez School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Expeditionary Learning Academy at Moylan School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Breakthrough II Elementary School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Global Communications Academy	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Dr. Ramon E. Betances STEM Magnet School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Dr. Joseph Bellizzi Middle School	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
Culinary Arts Academy	Focus	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Bulkeley High School Lower School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Bulkeley High School Upper School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
HPS Academy of Engineering and Green Technology	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
HPS Law and Government Academy	Focus	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> School Improvement Grant (SIG)



		<input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
HPHS Academy of Nursing and Health Science	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
High School Inc.	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Journalism and Media Academy Magnet School	Review	<input type="checkbox"/> Commissioner's Network <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
OPPortunity High School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant
Great Path Academy Middle College High School at MCC	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant



7. Budget Instructions

Please see attached budget workbook.

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.

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

Family and Community Engagement Task Force Members:

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



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

Hartford Campaign for Grade Level Reading Work Group:

Hartford Public Schools: Eddie Genao, Jamie Olander

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

Post-Secondary Planning College Supports Work Group

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

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

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

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



PART III: APPENDIX SECTION

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

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:	Signed document is attached
Name: <i>(typed)</i>	_____
	Dr. Christina M. Kishimoto
Title: <i>(typed)</i>	_____
	Superintendent of Schools
Date:	_____
	March 27, 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.

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.

The type of academic enrichment and support activities in the Extended School Hours (ESH) programs are described as combining academic support such as tutoring, homework support and academic enrichment

activities with social, cultural, and recreational enrichment. Hartford Public Schools envisions a system of extended school day programs that are coordinated and aligned with the instructional programs offered during students' regular school day. These combined experiences will provide opportunities for Hartford students to participate in supportive developmental experiences, broaden their skills, acquire new ways of seeing the world and achieve their highest potential. Examples of the 2013-2014 ESH programs include:

- College and career connection programs for high school students
- Tutoring /mentoring programs for elementary and middle school students
- Homework support
- Dance and Jazz
- Vocabulary strengthening focus programs for Pr-K and elementary students
- Horsemanship training
- Technology supports
- Parent/family activities and workshops
- Book clubs/reading circles
- Culinary arts for students with disabilities
- Theater/production
- Project based learning – peer group

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

ESH programs are expected to provide a range of activities designed to spark students' imaginations and promote self-discovery through educational enrichment, arts, recreation, socialization, cultural enrichment, service learning, character education, and leadership development activities. In addition, ESH programs are also to provide a variety of enrichment activities that promotes health and nutrition. In the past recreational activities offered included: play writing; acting; yoga/exercise; basketball games; chess games/tournaments; culinary arts; gardening; drawing/painting; cultural dancing; and choirs.

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

Services must be open to all resident students of the District. Priorities may be established within individual schools or programs, which serve those most in need. Programs may range from 2 to 6 times a week during after-school hours. Schools have different dismissal times; thus, hours of operation depend on when students are released.

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

Hartford Public Schools will require careful data collection and will monitor the program's progress. Programs are required to cooperate by providing monthly reports and a mid-year and end-of-the-year review and may be required to restructure accordingly. The program must also be supported by the principal and staff of the school where services will be rendered to ensure communication and alignment of the academic goals of the school.

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

Hartford Public Schools solicits a Request for Proposals (RFP) from qualified non-profit organizations in the community to provide extended day programs in Hartford's Public Priority Schools. Extended school day programs will be selected by a review committee based upon criteria approved by the Commissioner of Education.

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

All programs must work in partnership with the school principal to enrich children’s school-day experiences through non-school hours programming. This link helps in the coordination of operations and activities at each school to ensure there is no unnecessary duplication of services. Organizations providing programs must sign a School /Community Based Agency Agreement with the principal to ensure all existing partnerships can work in harmony to enrich the array of services needed for students’ success.

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

All programs must comply with a set of program requirements/core components that encompasses parental involvement in program planning. These programs provide to the District a description of strategies to incorporate parental involvement and the use of parents as advisors and volunteers in the extended school day program.

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.

All programs must work in partnership with the school principal and sign conjointly an agreement called School /Community Based Agency Agreement.

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

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:

Dependent on the program structure and focus, student performance (progress) may be assessed by pre and post tests on subject area of program(s), homework completion, grades, attendance and etc. These are types of measures that are taken by program staff through the duration of the grant period. HPS tracks this through an Outcome Measurement Framework matrix that is evaluated pre and post the life of the grant.

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

Dependent on the program structure and focus, student performance (progress) may be tracked through pre and post tests on subject area of program(s), homework completion, grades, attendance and etc. These are types of measures that are taken by program staff through the duration of the grant period. HPS tracks this through an Outcome Measurement Framework matrix that is evaluated pre and post the life of the grant.

Budget Narrative:

CODE	OBJECT	Amount
100	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.	\$ 20,501
200	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.	\$ 9,082
300	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. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	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.	\$

CODE	OBJECT	Amount
500	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. Summer School funding cannot be used for Tuition and Travel.	\$ 374,764
560	TUITION	
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.	\$
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	\$ 404,347

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?)

Hartford Public Schools requires the students who are deficient in reading as well as students who are substantially deficient in reading to attend Early Start Intervention (summer school). Therefore, all students who are below proficiency on the DRA2 are required to attend Early Start Intervention. Below is a chart to clarify our district’s mandate versus the state mandate.

Students who fall below proficiency according to our guidelines are mandated to attend Early Start Intervention.

Grade	District: Below Proficiency DRA2	State –Substantially Deficient DRA2
K	Below 6	A or lower
1	Below 18	10 or lower
2	Below 28	18 or lower
3	Below 38	28 or lower
4	NWEA(MAP) Below 40%	
5	NWEA(MAP) Below 40%	
6	NWEA(MAP) Below 40%	

Connecticut State Law requires that students in our district in grades 1-3 take the Development Reading Assessment – Second Edition (DRA2) three times a year, in the fall, winter and spring. The DRA2 measures how well a student can read aloud and retell a story. It helps the teacher determine independent reading level and provides information for planning instruction. The DRA2 is administered to each student on an individual basis.

The state law requires that students who score substantially deficient on the May administration of the DRA2 attend Early Start and demonstrate growth in reading performance in order to be promoted to the next grade. In Hartford, we begin to plan for both the students who are substantially deficient and deficient based on the January assessment. In May, we review the scores and make adjustments in the plans for students. Teachers use the DRA2 progress monitoring tool to measure student progress through the five weeks of Early Start Intervention.

The Hartford Public Schools also administers a District Universal Screener, Northwest Evaluation Association Measures of Progress (NWEA MAP) three times a year, in September, January and May.

The NWEA MAP measures how well students can comprehend independently; communicate conventions of language and answer mathematical problems. This assessment helps the teacher determine the proficiency level of students in reading, writing and math and provides important information for planning differentiated instruction. Students who fall below the 40% on the May MAP assessment are in need of further assistance in reading. Each School uses these scores and multiple measures to determine whether students in grades 4-7 are required to attend Early Start.

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

The process for teacher selection for Early Start Intervention 2013 included recruiting teachers for Early Start Intervention 2013 summer school positions. The Hartford Public Schools consistently seeks to employ teachers that are highly qualified; hold a Connecticut Teacher Certification with appropriate grade level endorsements; have the instructional ability to teach, assess, and reflect on student learning and progress monitoring. First, teachers who are already a full-time employee at Hartford Public Schools may have been selected for an Early Start position for the summer. Then, there is an internal posting that is emailed to all Hartford Public School teachers. Teachers, who are full-time employees at Hartford Public Schools during the school year, are encouraged to continue on to teach summer school, so the students could have a sense of continuity, and teachers could continue to work on necessary and important skills and standards with students to continue through the fall of the next school years. After all the internal postings are exhausted, Hartford Public Schools Office of Talent Management releases an external posting for Elementary Early Start Teachers. The Office of Talent Management to fill any school teacher vacancies. The Office of Talent Management hires a centralized early start coordinator to screen and recommend potential hires to principals so that they may conduct interviews with the external applicants.

3. Criteria for establishing the curriculum for the summer program.

Early Start Intervention curriculum focuses on two key areas: effective intervention practices and strategies and Common Core shifts in teaching and learning in both reading and math. Each portfolio intervention specialist collaborates with school based principals and Early Start point people to develop an Early Start SAP plan. The Early Start SAP plan is the instructional plan designed to support and accelerate Tier II and Tier III student progress in reading and math.

School based professional development occurs before the end of June for Early Start teachers. Each Early Start teacher is provided with a handbook which includes general information and expectations for Early Start and resources for instruction.

While instructional materials may vary building to building, the structure of English Language Arts instruction will include whole group lessons that emphasize building comprehension through practice of close read strategies that focus on the author's central message, theme, etc. and small group targeted intervention based on individual learning needs.

English Language Arts small group curriculum materials include leveled texts with lessons to accelerate student reading progress. Teachers use leveled fluency passages with explicit lessons for phonics to use in small group and in literacy stations. Computer programs during literacy station time include Waterford, Keyboarding, Successmaker and I-ready.

Early Start Intervention Math curriculum focuses on targeted CCSS standards for each grade level. Teachers use the *Contexts for Learning Mathematics* series by Catherine Fosnot. This supports our goal to increase student math discourse. Lessons include opportunities for students to practice math fluency with math strings, solve real-life problems collaboratively, participate in a math gallery and hold

a math congress. Teachers also use SmartBoard Toolkit activities aligned with Ready Common Core Math lessons.

3. Program Evaluation

Schools offering summer program	Grade level offered	Days /times offered 5 days per week July 8th – August 9th	Number of weeks offered
America’s Choice at Sand	K-7	M-F 7:30-11:45	5
Asian Studies Academy	K-7	M-F 8:30-12:45	5
Batchelder	K-7	M-F 8:00-12:15	5
Betances	K-7	M-F 7:30-11:45	5
Breakthrough II	K-3	M-F 8:00-12:15	5
Breakthrough Magnet School	K-7	M-F 8:00-12:15	5
Latino Studies @ Burns	K-7	M-F 8:30-12:45	5
Latino Studies @ Burns	K	*additional time June 17 th – June 28 th	2
Burr	K-7	M-F 8:30-12:45	5
Clark	K-7	M-F 8:00-12:15	5
Global Communications	K-7	M-F 8:30-12:45	5
Hooker Environmental Studies	K-7	M-F 8:30-12:45	5
Kennelly	K-7	M-F 7:30-11:45	5
Kinsella Magnet School	K-7	M-F 7:30-11:45	5
Latino Studies Academy at Burns	K	M-F 7:30-11:45	5
McDonough	6-7	M-F 7:30-11:45	5
MD Fox CommPACT School	K-6	M-F 8:00-12:15	5
ML King	K-7	M-F 7:30-11:45	5
Montessori at Fisher	K-3	M-F 8:00-12:15	5
Moylan (ELAMS)	K-7	M-F 8:00-12:15	5
Moylan Montessori Magnet	K-5	M-F 8:00-12:15	5
Naylor	K-7	M-F 8:30-12:45	5
Noah Webster	K-7	M-F 8:00-12:15	5
Parkville	K-7	M-F 8:00-12:15	5
Rawson	K-7	M-F 8:30-12:45	5
Sanchez	K-5	M-F 7:30-11:45	5
Simpson Waverly	K-7	M-F 8:00-12:15	5
STEM at Fisher School	K-7	M-F 8:00-12:15	5
West Middle	K-7	M-F 8:30-12:45	5
WISH	K-7	M-F 8:00-12:15	5

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.



The progress of students who attend Early Start Intervention will be assessed and tracked during the school year through multiple summative and formative assessments. Please see the table below for an outline of the types of measures and timelines for the assessments. All assessments will be entered into Performance Plus, the Hartford Public Schools assessment data system.

Assessment Name	Grade	Type of Measure	Timeline
NWEA MAP	1 st -8 th	Summative-Math & Language Arts	3x year, Fall, Winter, Spring
DRA2 Benchmark	K-3 rd	Summative- Reading	3x year, Fall, Winter, Spring
Quick Phonics Screener	K-4	Formative- Phonics	Based on Intervention Plan
Phonemic Awareness Screener	K & 1 st	Formative- Phonemic Awareness	Based on Intervention Plan
DIBELS	1 st -8 th	Formative- Fluency	Based on Intervention Plan
DRA2 Progress Monitoring NWEA MAP	K-8	Formative- Reading	Based on Intervention Plan

Budget Narrative: To provide summer learning opportunities for academically underperforming students. Grant will be used to support wages for PT summer school teachers, PT School Security Officers , and PT Nurses during summer school hours.

CODE	OBJECT	Amount
100	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. PT Teachers \$322,931 PT Nurses \$49,705 PT Security \$89,471	\$462,108
200	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. PT Teachers Certified Fringes (1.45%) \$4,683 PT Nurses Non-Certified Fringes (7.65%) \$3,803 PT Security Officers Non-Certified Fringes (7.65%) \$6,844	\$15,330
300	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.	\$

CODE	OBJECT	Amount
	UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	
400	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.	\$
500	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. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
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.	\$
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	\$477,438