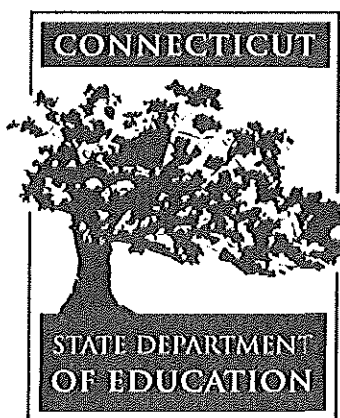


FINAL APPLICATION  
EAST HAVEN

CONNECTICUT STATE DEPARTMENT OF EDUCATION

BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS  
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

**Application is due no later than 4:00 p.m. on August 15, 2012**

**Submission of applications by the early deadline of July 13, 2012 is encouraged**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**STEFAN PRYOR  
COMMISSIONER OF EDUCATION**

**Nondiscrimination Statement**

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

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

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

## Part I: Submission Instructions

### A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Clearly label all attachments as specified in the application.

### B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

### C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: [lol.fearon@ct.gov](mailto:lol.fearon@ct.gov).

<u>Mailing Address:</u>	<u>Overnight Mailing and Hand Delivery Address:</u>
Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief

**D. Timeline**

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

**E. Application Approval Notice**

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

**F. Questions**

All questions regarding the Alliance application process should be directed to:

Lol Fearon  
Bureau Chief  
Bureau of Accountability and Improvement  
Connecticut State Department of Education  
Telephone: (860) 713-6705  
Email: [lol.fearon@ct.gov](mailto:lol.fearon@ct.gov)

## **Part II: Alliance District Overview**

### **A. Introduction**

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts \$39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district’s receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district’s overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

### **B. Eligibility Requirements**

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

### **C. Responsibilities of Approved Applicants**

Each approved applicant must:

1. work cooperatively with the CSDE team;
2. provide any information that the CSDE requests in a timely manner; and
3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

### **D. Review of Applications**

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

## **E. Application Procedure**

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

### Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

### Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

### Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

## **F. Use of Evidence and Data**

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

## **G. Substantial Majority Requirement**

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

## **H. Menu of District Reform Initiatives**

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

## **I. Competitive Opportunities**

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Connecticut State Department of Education  
Alliance District Application: 2012-13  
COVER SHEET

Name of District: East Haven School District		
Name of Grant Contact: Anthony R. Serio, Superintendent		
Phone: 203-468-3262	Fax: 203-468-3918	Email: aserio@mail.east-haven.k12.ct.us
Address of Grant Contact: 35 Wheelbarrow Lane East Haven, CT 06513		
Name of Superintendent: Anthony R. Serio		
Signature of Superintendent:		
Name of Board Chair: Thomas Hennessey		
Date:		
Signature of Board Chair:		
Date:		
Please indicate if plan approved by local board of education: No		
Date of Approval:		
If not, please indicate date at which plan will be presented to local board of education: September 11, 2012		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		



## Part III: Application

### Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

#### **A. Overall Strategy and Key Reform Initiatives: Narrative Questions**

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

East Haven's overall approach toward improving student performance and closing the achievement gap includes the following 3 key reform initiatives:

#### **1. DEVELOP A SYSTEM FOR DISTRICT-WIDE ACCOUNTABILITY**

This key initiative is grounded in development of a structure for accountability through the development of a comprehensive district-wide strategic plan, systematic analysis of student achievement, and the supervision and evaluation of adult actions.

Accountability begins with a clearly articulated 5-year strategic plan for East Haven through a results-based approach with a quality-gap analysis to help East Haven examine our current practice and establish goals for sustained success. The process is transparent and open so that all stakeholders (Mayor, Town Council, Board of Finance, Students, Teachers, Administrators, Parents, Community Partners, Support Staff) have input and generates data that is folded into the process and development of the plan. This will be the guiding document for our desired outcomes as an educational community and a tool to evaluate as we are moving towards and attaining our set benchmarks.

This key initiative also includes creating a three-tiered approach to high-functioning data teams. This will include the establishment of a district data team and strengthening existing school/grade-level based data teams. Through the support of ACES PDSI consultants, we will utilize the CALI data team training series and require a focus team from each school to attend. This team will then work closely with the ACES consultant to elevate the functioning of these teams at each school. We will utilize the CSDE Data Team Survey and Rubric for establishing and assessing our data teams at all levels and use the results to ensure teams are moving towards functioning at an exemplary level.

The development of a new evaluation system for teachers and administrators will be part of the development of the accountability system. CSDE evaluation criteria will be used to guide the revision of the evaluation system.

## **2. IMPROVE TEACHERS LITERACY INSTRUCTIONAL CAPABILITIES**

The single most influential factor on student achievement is the teacher's instructional capacity. This key initiative is focused on improving teachers' core reading instruction and assessment practices through focused job-embedded professional development through the use of Literacy How consultants and our internal reading specialists/LA consultants. We have identified key strategies to meet this reform initiative including utilizing Literacy How to build the capacity of our reading teachers and refocusing the efforts of these individuals from solely providing interventions to providing teachers with job embedded PD to impact teachers' core instructional practices to ensure 85% of our students are responding to classroom teachers' core instruction.

This initiative also includes the scale up of our Wireless Generation work through providing explicit PD and on-site job-embedded learning experiences so teachers and administrators can effectively utilize the mCLASS reporting feature to systematically analyze data to drive instruction. East Haven seeks to deepen our current work with Wireless Generation and begin to utilize the data to change core and intervention instructional practices to better meet the needs of students and increase students' academic achievement. We will contract with Wireless Generation to engage in a Taking Action with Data PD series that will include: Linking mCLASS assessments (DIBELS and text reading comprehension) to the Common Core State Standards, analyzing the data for core and intervention services, helping teachers understand what to do next when a student masters a skill, reinforcement of literacy in all content areas, the construction of data rooms, information sessions for family and community members to explain assessment expectations, and how to utilize the at home support documents.

Additionally, we will engage all our building-level leaders and support staff in learning experiences that will help create a data-driven culture with a relentless focus on student achievement. These sessions will assist building leaders in navigating the mCLASS reporting and analysis system, use aggregate reporting to help address data needs, sort results (by school, grade-level, class, time of year, demographics), identify PD opportunities based on results, use reports to maintain fidelity in implementation of progress monitoring, and consider action steps based on school data.

## **3. FOCUS ON TIER II AND III STUDENTS HAVING DIFFICULTY WITH MATERING CURRICULUM DURING THE REGULAR SCHOOL DAY:**

Expanding the number of days, hours, and scope of services (inclusive of ELL support and behavior interventions) provided to students in need of academic, language, and social/emotional intervention will allow us to reach more students at a frequency and intensity level that makes a dramatic impact on their targeted need at an accelerated pace. This will include a program for ESL students to help accelerate their English language and literacy skills while ensuring content is comprehensible. Additionally, this will provide time to support a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion.

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

East Haven's CMT reading and math student performance (see attached document #1) has been declining at a rapid rate over the past three years. We have seen some growth from the 2011-2012 CMT results and while there are several variables that can impact this, we are confident that our existing Wireless Generation initiative and work with Literacy How is a key variable. The above-prioritized reform initiatives specifically address the elements that have a direct impact on improved student performance. Indicated below are the rational strategies and related data for each of the identified reform initiatives:

### **DEVELOP A DISTRICT-WIDE SYSTEM FOR ACCOUNTABILITY**

East Haven is in need of a well-articulated strategic plan with a clear alignment between strategy, performance goals, and comprehensive PD planning to ensure sustained success. Utilizing a results-based accountability planning model, inclusive of a gap analysis and multiple forms of stakeholder input, will clearly identify key goals and specific outcomes for which to measure our District's growth and success.

East Haven has been conducting data team meetings for more than four (4) years and has experienced small pockets of success based on data team minutes, but we have not been able to replicate this success at a district-wide level. The true nature of having the data team is to have less of an influence on small pockets of student achievement and more of an impact on a change in adult instructional behaviors that impact achievement levels district-wide. UNH interns will play a critical role in assisting with providing teachers with consistent and quality classroom coverage.

We will utilize the ACES PDSI unit to help create a district-level data team representative of all stakeholders (central office staff, teachers, administrators, parents, BOE members) and this power team will monitor all district alliance reform efforts, as well as, the school-based data teams' progress (adult actions) and student achievement levels. ACES has provided technical assistance to our classroom level data teams in four (4) of our nine (9) schools. East Haven intends to continue this level of support and expand it to include the support (or establishment in some schools) of the school and grade-level/content area-based data teams within all our schools in District. A frequent challenge of effective data teams is the adult practice of assuming that the one-time assessment will be successful in leading students mastering what is required. The changes in adult behaviors we are seeking through the data team process is to provide multiple opportunities to improve where the consequence for poor performance is not a bad grade and discouragement, but more work, improved performance, and respect for teacher feedback. Given the Wireless Generation data, it is imperative to have seamlessly-tiered, exemplary-functioning data teams (district, school, and classroom) that impact a change in adult actions and yield high levels of academic success as measured by the CSDE data team rubric and our student achievement results on internal (benchmark/progress monitoring) and external assessments.

East Haven has a strong desire to comply with the new CSDE evaluation criteria. As such, we find it imperative to begin redesigning our current evaluation system to include such criteria. Initially, we will begin with placing our current evaluation documents in a platform that is compatible with an ipad so, while revisions on our evaluation documents are being revised, we can begin collecting data about teachers' instructional practices. We will provide principals with extensive PD to ensure they are

equipped with Google doc accounts and understand the connection between our current evaluation documents and the data that will be routed and populated to the Excel sheet in their Google doc account. The evaluation will focus on collecting data related to differentiation and the use of effective teaching strategies, integration of technology, and high levels of questioning. Principals will be provided PD on how to analyze this data and translate it into work at their school levels. This will enable a principal to identify and present to teachers data on how many teachers are efficiently and effectively differentiating their instruction within a specific time period. The data will inform principals as to the collaborative work or level of supports a teacher or groups of teachers may need to ensure they are addressing all the needs of students in their classroom, inclusive of ELL, and special education students in particular. We will seek to revise the evaluation plan in accordance with CSDE guidelines for 2013-2014 implementation.

### **IMPROVE TEACHERS LITERACY INSTRUCTIONAL CAPABILITIES**

East Haven has a rigorous and extensive internal assessment structure (both homegrown assessments and Wireless Generation assessments) with the ability to provide real-time data regarding students' specific academic progress and performance. During the 2011-2012 school year, we purchased 220 ipads and contracted with Wireless Generation to implement this systematic and electronic platform district-wide for our K-5 population. We have a 99% completion rate across the district with accurate data that reflects students' guided-reading level through text reading comprehension (running records), and dynamic indicators of basic early literacy skills (DIBELS). The next level of work for East Haven is to scale up the implementation of the Wireless Generation assessments and provide leadership and teachers with the knowledge of how to navigate the reporting platform to access the necessary data to make informed decisions to meet students' needs more precisely. This work will support leaders and teachers in their data analysis experiences in order to generate reports, aggregate data (by subgroups, teacher, grade-level, etc.) to systematically and accurately analyze the data, monitor student growth over time, drive data team meetings, inform instruction, and positively impact student achievement.

The District has large percentages of students receiving Tier II and Tier III interventions at all grade levels. Our end of year mCLASS DIBELSnext and Text Reading Comprehension (TRC) data (see attached document #2 & #3) indicates that 10% of our K, 19% of grade 1, 18 % of grade 2, 17 % of grade 3, 24% of grade 4, and 18% if grade 5 students are receiving Tier III interventions. Our reading teachers are spending too much time providing interventions because core instructional practices are weak, lack differentiation and are missing effective use of research-based instructional strategies. It is imperative that we refocus the role of our reading teachers from only providing student interventions to strengthening teachers' core instructional practices through strategic coaching, job-embedded PD and modeling, and helping to increase the amount of time our teachers plan, reflect, and engage in instructional dialogue collaboratively at grade-level meetings.

This key initiative also includes the need to continue working with reading consultants from Literacy How. In 2010-2011, Literacy How Consultant Wendy North worked with all our grade 2 teachers on developing more rigorous classroom instruction with a focus on reading comprehension. Our grade 3 CMT scores for 2011-2012 have increased significantly from last year indicating that teachers' instruction has impacted students' achievement levels greatly. Wendy North worked with all our

public and private Pre-K teachers during the 2011-2012 school year, and we have students now entering kindergarten with solid foundational literacy and language skills. It is our desire to continue utilizing Literacy How in Kindergarten in 2012-2013 (grade 1 in 2013-2014, grade 2 in 2014-2015, grade 3 in 2015-2016 grades 4-5 in 2016-2017) to build the content and pedagogical capacity of our internal reading consultants and classroom teachers and further elevate the level of rigor and focus for which our teachers deliver reading instruction in the primary grades.

The K-5 data we have generated utilizing Wireless Generation mCLASS software has been so critical in providing real-time data and identifying areas of strength and weakness, we seek to expand our grade-level assessment to include Pre-K. Adding the CIRCLE assessment component of Wireless Generation for Pre-K as an accountability measure will provide kindergarten teachers with a common set of data for the curricular, instructional planning, and placement of incoming kindergarten students. East Haven contracted with Margie Gillis and Literacy How during the 2011-2012 school year and provided all our public and private Pre-K centers in district with systematic literacy professional development, including monthly on-site, job-embedded coaching and modeling by consultant Wendy North. The outcome of this work is a streamlined host of Pre-K centers, in- and out-of-district, with clear expectations for our Pre-K students and a set of developmentally appropriate strategies for student success. The missing component to this work is a common assessment that measures critical Pre-K expectations. Therefore, the acquisition of the mCLASS CIRCLE assessment will provide us with the evaluation and ongoing monitoring of socio-emotional development, book and print awareness, early writing, early math and early literacy skills, including vocabulary development, letter ID, and phonological/phonemic awareness skills through the one-to-one interaction between child and teacher. We have been granted 14 additional School Readiness slots and have submitted an expression of interest for the expansion of the FRC program. This work will ensure a seamless alignment of expectations and assessment data for all our Pre-K programs both within our District and the Town of East Haven.

East Haven is one of four (4) selected sites by Wireless Generation for a 6-8 curriculum pilot project with a focus on a one-to-one tablet device initiative. The pilot, fully funded by Wireless Generation, will run for integrated LA/Social studies during the 2012-2013 school year; however, we anticipate, based on what we have seen from connections to CCSS, the engaging electronic platform and high levels of technology integration, a positive response from students and staff. The pilot will be available in final format for the 2013-2014 school year, and as a stakeholder in its final development stages, we anticipate the integration of this new curriculum platform to be a critical element of our future Wireless Generation initiatives.

As we transition to the CCSS, it is imperative to increase opportunities for teacher collaboration facilitated by reading specialists on a grade-level and vertical-team model. Additionally, our participation in the ACES Curriculum Consortium will yield critical model units at all grade levels that are closely tied to the CCSS expectations and assessment models. Teachers will need time to discuss gaps in student performance when held to the rigor of the CCSS in the developed units and watch modeled lessons from the reading specialist to translate the units into effective instruction. As such, UNH interns provide optimal coverage for such purposes.

This year we had ten (10) interns, and there is no funding allocated in our approved BOE budget for

2012-2013 in this line item. The interns were used to substitute for teachers, as well as provide coverage for teachers so they could participate in job embedded PD, collaborative meetings (including using real student work for collaborative scoring), participate in coaching sessions, and engage in effective data team meetings. This roughly translated into our interns providing 6,000 hours of collaboration time for 280 teachers. Mathematically, this calculates to each teacher receiving 21 hours of collaboration time as a result of the strategic use of our interns who do not compromise loss of quality instruction for our students. Furthermore, we will use this as a talent recruitment strategy. We have had UNH interns who are now highly-effective teachers in East Haven. When a talented UNH intern is identified, we will seek out student teaching placement in East Haven with a highly-qualified East Haven teacher. We will seek to retain this individual in District as a teacher (in one of our lowest tiers of schools) for an East Haven existing teacher who would benefit the District as part of the expansion of our math coach team. Currently, our math coaches cover 2 or 3 schools each and we seek to expand this team so that all our schools have access to a full-time, highly-qualified math coach. UNH interns provide time for teachers to collaborate, and talent to add to our teaching staff in low-ranking tiered schools.

#### **FOCUS ON TIER II AND III STUDENTS HAVING DIFFICULTY WITH MATERING CURRICULUM IN THE REGULAR SCHOOL DAY:**

East Haven currently offers before- and after-school programming in a very limited capacity. Less than 300 K-12 students attended the programming this past year. K-5 schools only received between \$2,000-\$3,000 to run their programs this year; the grade 6-8 school received \$15,000; and our high school received \$20,000. It is our intent to expand the funding at all levels to provide not just interventions, but extended school-day opportunities that will enable our schools to provide another layer of enrichment, reading/math interventions, ESL support and/or developmental counseling for students outside of their regular school day. East Haven has several schools that have been cited for the over-identification of students in District (Ferrara School, DC Moore School and Hays School). As a preventative structure, this key initiative will be designed to decrease the number of students identified for special education services.

We will utilize the work of the Early Intervention Team (EIT) as a resource for assisting in the identification of students who need more academically or behavioral supports in an extended day program. The principal, classrooms teachers, support staff (Reading teachers, Math coaches), School Psychologist and other key individuals will be part of the EIT that examines multiple measure of data to determine students who will be targeted to attend the extended day program. This team will also help to identify the skills and content students need the greatest support with. We will also utilize CMT performance data and individual student performance indices, internal district assessments and DIBELSnext data to identify students in need of academic support. This data will pinpoint those students in need of skill based interventions (such as phonemic awareness, decoding, fluency, phrasing), as well as, interventions related to comprehension and writing as aligned to the common core state standards. While we will target students in most need of additional supports outside of the traditional school day, we will also not discourage students who are performing at high levels from participating, as we remain committed to moving students across all performance bands.

East Haven is experiencing a drastic increase in students coming to our community with limited English proficiency levels and a deficiency of understanding cultural norms. Our non-English

speaking population has grown from 190 students in 2004 to 344 students in 2011. Extended-day services to help support our ELL population would ensure students have more opportunities to develop their English language skills and support them in their core content areas to ensure their overall success. We will strive to have our ELL teachers and district ELL facilitator, Claire Scalici, providing ELL students with supports after school due to their extensive knowledge of second language acquisition. In the event ELL certified staff are not able to provide the support to students in the program we will utilize them to provide PD to all individuals working with ELL students to ensure they have the tools, critical strategies for making content comprehensible and comprehensive understanding of second language acquisition so they are effectively providing ELL students with high quality supports and instruction.

The Wireless Generation BURST Intervention Program works in tandem with our core Wireless Generation assessment system. As such, this will enable teachers and students a seamless flow of progress monitoring data between the two systems for literacy. The system is explicit and strategic in nature and can be utilized by both certified teachers, teachers in training, or highly-qualified paraprofessionals. Furthermore, we will utilize the Naviance software system to help elicit student and parent feedback to organize student groups based on interest, behavioral supports, or developmental guidance counseling sessions.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our East Haven schools that have established PBIS with integrity and durability, have teaching and learning environments that are less reactive, aversive, dangerous, and exclusionary, and more engaging, responsive, preventive, and productive, address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior), improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and most importantly, maximize academic engagement and achievement for all students. We will continue to support the implementation of PBIS in all our schools and seek to expand the programming through our before/after-school programming. School social workers and school psychologists will be targeted to provide before/after-school counseling sessions with groups of students dealing with significant issues such as loss of a parent, attendance issues, behavioral issues, reasonable decision-making, communication skills, building positive attributes or coping through emotional distress to ensure that children are successful throughout various stages of development. Several schools' SET evaluations indicate a need for continued PBIS development and implementation as well as demonstrated success.

East Haven has submitted an expression of interest to open an additional FRC program at our identified Review School, Momauguin School (grades 3-5). We currently house an FRC at our K-2 School DC Moore (which is the sister school to Momauguin) and have over thirty (30) 3- and 4-year old students on a waiting list for this program. A key component of the FRC is positive youth development (PYD). Before- and after-school activities across the District can support a range of recreational and educational opportunities targeted under the PYD component of this grant to children. Although activities will depend on the established FRC's related-school design, the target population will be students in grades 3-5. Activities will be offered to children that complement their regular school-day activities and school/community achievement goals. All activities will emphasize responsible decision-making, communication skills and building positive attributes that children need in order to be successful throughout various stages of development.



3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

**DEVELOP A DISTRICT-WIDE SYSTEM FOR ACCOUNTABILITY:**

- The development of a comprehensive district-wide strategic plan (2012-2013) with a system to monitor and evaluate the attainment of set goals and desired outcomes over the 5-year plan (2013-2018).
- 2012-2013: 65% of students will meet the end-of-year DIBELS next and Text reading comprehension benchmark. 2013-2014: 75% of students will meet the end-of-year DIBELS next and Text reading comprehension benchmark. 2014-2017: 85% of students will meet the DIBELS next and Text reading comprehension benchmark.
- Documented meetings and meeting outcomes/summaries of academic achievement of district, school, and classroom data team meetings
- DPI and SPI increase of five (5) points annually.
- Closing the achievement gap will be evaluated through a chart that shows the percentage and number of students of different ethnicities with Well-Below Benchmark, Below Benchmark, and Benchmark on Wireless Generation mCLASS assessment and district internal assessments. The data answers questions such as: What subgroups have the greatest number of students in need? How have different student populations changed over time? Should additional resources be focused on a specific student population?
- All teachers will set annual goals for 2012-2013, 2013-2014 and 2014-2017 in alignment with key district reform initiatives.
- Logged hours of UNH intern coverage for data team meetings, collaborative, grade-level and job-embedded PD literacy and math opportunities. Number of interns that conduct student teaching in East Haven and are hired as teachers.

**IMPROVE TEACHERS LITERACY INSTRUCTIONAL CAPABILITIES**

- Wireless Generation Data will show the percentage and number of students in each grade who are reading above or below DIBELS and TRC proficiency levels. The data answers questions such as: Where are students in need? How have different student populations changed over time? On which grades should resources be focused? This data will also enable the district to find students in need and monitoring teachers: Data will show the number of students who are Below or Well-Below Benchmark, and in need of intervention. We will analyze which grades, schools, or teachers have the greatest number of students at risk.

- All principals will utilize mCLASS data as part of their annual goal setting and will make a presentation of student achievement based on mCLASS and internal district assessments at their mid-year/end-of-year evaluation meetings with Central Office. The mCLASS data will be K-5 DIBELSnext data (first sound fluency, nonsense word fluency, oral language fluency, comprehension, phoneme segmentation fluency) and student reading achievement data (guided reading level). Principals will set targets based on our district benchmark goals at each grade level for the beginning, middle and end of year.
- Collected evidence of teachers utilizing effective teaching strategies, high levels of questioning and differentiating will be used to ensure the following percentage of teachers performing at an acceptable level performance: 2012-2013 baseline data collected with a goal of 60%; 2013-2014, 75 % ; 2014-2015, 85%; 2015-2017, 95%
- Logged hours of UNH intern coverage for data team meetings, collaborative, grade-level and job-embedded literacy PD opportunities.
- Establishment of K Standards-based Reporting Tool by October 2012 for use in 2012-2013 school year; Grade 1 and 2 development in 2012-2013 for implementation in 2013-2014 school year; Grade 3 development in 2013-2014 school year for implementation in 2014-2015; and Grade 4 & 5 development in 2014-2015 for implementation in 2015-2016.

**FOCUS ON TIER II AND III STUDENTS HAVING DIFFICULTY WITH MASTERING CURRICULUM IN THE REGULAR SCHOOL DAY:**

- Reduction in students identified for special education on a yearly basis with a target of 11% by 2016.
- Number of students participating in before/after school programs
- Reduced percentage of Students in need of Tier II and III interventions from benchmark to benchmark through a DIBELS effectiveness formula. We will utilize data that evaluates student movement from one risk level to another. Each column will represent students at risk levels in a given period. Each bar will then show how those same students did the following benchmark period. This data will help us answer questions like: Is our instructional program effective at moving students from high risk to low risk? Of the students who were at most risk last period, how many have moved up to Tier II or are meeting benchmark this period? Of the students who were at benchmark last period, how many have fallen back to Tier II or III this period?
- We will also use attendance lists of students who receive counseling services with identified focus for sessions and link their attendance in this program with their behavioral referrals, in-school suspensions, and expulsion rates.

- Data that reflects the number of students restoring loss of credit (for academic or attendance) and recovering grades during before/after-school programming, and data related to students who no longer need to access the programming because of changes in academic behaviors.
- Adequate Progress Monitoring Fidelity will be evaluated through a bar chart that allows the District to track progress monitoring fidelity based on the outcome of the prior DIBELS or TRC benchmark assessment. The color of the bar will represent student outcomes on the latest benchmark, the intensity of the bar shows students who have been progress monitored at rate, below, or not at all. Answers questions like: Are students in need getting appropriate progress monitoring? Which schools or teachers need to help in getting progress monitoring up to the appropriate rate? We expect 60% of students in 2012-2013 to be adequately progress monitored; 70% in 2013-2014; 80% in 2014-2015; and 95% in 2015-2017.

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

#### **DEVELOP A DISTRICT-WIDE SYSTEM FOR ACCOUNTABILITY**

We will use School Readiness funding to purchase the ipads for the Pre-K program so that teachers have the tablet to use to conduct the CIRCLE Pre-K assessment on all FRC, School Readiness, and Title I Pre-K children.

We will seek to use Title II funding to work with Teachscape to begin to provide all administrators with the training necessary to ensure understanding of an evaluative framework and competencies for conducting effective evaluations with critical feedback.

### **IMPROVE TEACHERS INSTRUCTIONAL LITERACY CAPABILITIES**

While Wireless Generation will provide the software and tablet devices for the one-to-one pilot curriculum initiative, East Haven will fund (through our general education budget) the purchase of ipad carts and LCD projector carts to deploy at our middle school for those grades not in the pilot to ensure technology integration and platforms for delivering content in a variety of mediums.

We will use local funding to continue our participation in the ACES curriculum consortium to continue to add high-quality CCSS units to our curriculum documents.

Local funding will be used to support the development of the standards based report cards, inclusive of the tool being integrated into our PowerSchool system.

Title III funding will be used to work with Naomi Migliaci (from SCSU's TESOL Department) to construct a PD plan for all staff on Sheltered Instruction Observation Protocol (SIOP)

### **FOCUS ON TIER II AND III STUDENTS HAVING DIFFICULTY WITH MASTERING CURRICULUM IN THE REGULAR SCHOOL DAY**

We will utilize Title III funding to work towards the establishment of a Newcomer Center to add to the level and intensity of ESL support for non-English speakers before, during and after the school day.

We will utilize local funding to support the continued phase in of PBIS in the final three (3) schools across the District and for the SWIS data system that tracks behavior discipline referrals.

We will utilize local funding for the purchase of the Naviance software. This software will assist in developing before/afterschool groups and programing based on students' identified interests, need and career pathway.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

The District consulted with the following stakeholders and obtained the below feedback and input:

- **Building Principals** – Using the Wireless Generation reporting feature to analyze data, addressing core instruction, providing support personnel (math coaches and reading consultants, social workers) to provide interventions and work with staff to address the needs of at-risk students.

- **Director of Pupil Services** – Working with general education teachers to meet the needs of special education students in the general education setting. Core classroom teachers rely too much on special education teachers to provide accommodations and modifications for students. There is a need to build classroom teacher capacity to meet these students’ needs.
- **Teachers** – development of a standards-based report card, opportunities for observing other teachers, time to plan collaboratively.
- **BOE** – strategic planning with clearly identified goals, new evaluation plan with higher levels of accountability, recruitment of talented, highly-effective administrators.
- **ELL Facilitator** – translating district documents, development of an ELL New Comer Center or dual language program, helping to educate general classroom teachers on how to effectively differentiate for ELL students.
- **Instructional leaders** – Revised curriculum documents and cohesive assessment schedule, increased technology for higher levels of engagement, moving evaluation documents to electronic platform to collect data about instructional strategies and practices.
- **Reading and Math Coaches** – time to meet with grade-level teachers, more effective ways to model for more than one teacher at a time, better qualified interventionists, more effective data teams, better ways to use Wireless Generation data and progress monitoring data.
- **District PTO Committee** – make report cards clearer and more comprehensive, provide information in English and Spanish, give parents more information on how to support their children at home, positive feedback on the wireless generation reports, parents like the red, yellow, green coding and would like to know more about assessments and what they assess.
- **Teachers’ Union** – Not supportive of Project Opening Doors. Favorable initiatives are to expand those initiatives (such as Wireless Generation) that the District has already begun.

## B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes that the District will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview:** Please describe the initiative briefly including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

If proposing to expand an existing reform, and the existing reform has in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

If proposing to expand an existing reform, and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five-Year Strategies and Implementation Steps:** List the steps the District will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

**Key District Initiative: DEVELOP A DISTRICT-WIDE SYSTEM OF ACCOUNTABILITY**

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?       New      Existing

**Overview:**

This key initiative is grounded in development of a structure for accountability through the development of a comprehensive district-wide strategic plan, systematic analysis of student achievement and the supervision and evaluation of adult actions.

This initiative addresses the following items from Section H, "Menu of District Reform Initiatives:"

- Develops a talent strategy to attract, retain, promote and bolster performance of staff
- Incorporates training for school leaders and other staff on new teacher evaluation model
- Supports improvements in student learning by demanding a laser-like focus on standards and instruction, effective use of data, intervention strategies, and professional development targeted to teacher needs

### **Five-Year Strategies and Implementation Steps:**

Continuation of and recommitment to data-driven decision-making at the District, school, and instructional level.

- Partner with Wireless Generation to take action with mCLASS data by Linking mCLASS assessments (DIBELS and TRC) to the Common Core State Standards, analyzing DIBELS and TRC data to group students and provide individualized instruction, guide teachers understanding on what to do next once a student has mastered a skill, and reinforce the importance of literacy in all content areas. We will also look to establish data rooms through the guidance of Wireless Generation consultants.
- Partner with consultants from ACES Professional Development and School Improvement unit to strengthen existing collaborative data-driven mechanisms and processes in order to support strong school leadership and, in turn, be informed by it.
- Monitor multi-year comprehensive District Strategic Plan, including long-term professional development and curriculum revision plans, informed by data from multiple sources.

Monitor the implementation and attainment of desired benchmarks and outcomes of the District's 5-year Strategic Plan.

Develop a new evaluation system in alignment with CSDE criteria that will provide a comprehensive structure for bringing together the two major initiatives of Core Standards implementation and Teacher Evaluation to create cohesive, systemic reform.

- Professional development for all teachers and evaluators on aligning teacher practice rubrics in new teacher evaluation system with instructional practices necessitated by Core Standards implementation.
- Professional development on how to align non-standardized measures with the Core Standards, and explore the role that formative assessment practices play in providing information about student progress and instructional decisions.
- Coaching of individual teachers related to identified areas of need, based on analysis of student learning indicator data, and evidence from teacher evaluation process.
- Differentiated professional development for small groups of teachers identified by areas of need according to analysis of data gleaned from teacher evaluation process.



### **Year 1 Implementation Steps Description:**

Use the consulting services of ACES PDSI to develop a district-wide strategic plan. This process will allow East Haven to examine our current practice, values/beliefs, renewed mission, establish goals, and generate short- and long-term plans for success. Analyze teacher evaluation data and other adult action and student outcome data in order to develop a cohesive professional development plan that extends over time, is focused, and results in meaningful long-term learning for teachers and administrators. See attached proposal for ACES PDSI Year-One Strategic Planning Support and Timeline (document #1)

Improve teacher and leader quality and retention through the development of a comprehensive teacher evaluation model in alignment with CSDE criteria.

- Participate in teacher evaluation workshops offered by the RESCs for non-pilot districts
- Develop a district leadership team inclusive of all necessary stakeholders and representation from the teachers union that will examine CT core requirement for CT educators and the state model in order to design its own model.

Continuation of and recommitment to data-driven decision-making at the District, school, and instructional level. District, school, and instructional-level data teams are integral to ensuring the continuous improvement of all aspects of District work. Our analysis of the more successful pockets of practice across the District strongly suggests that sufficient time and commitment from District and school administration, and a laser-like focus on adult actions, will result in more consistent success across the District and improved learning for all.

- Procure ACES PDSI consultants to coach/facilitate the work of leadership and teacher teams as they analyze adult action and student outcome data related to implementation of units of instruction aligned to Core Standards and identify strategies to improve teaching and learning. In addition, ACES PDSI consultants will work with building leadership to ensure that said strategies are high-quality, evidence/research-based and targeted to identified needs.
- Enlist ACES PDSI consultants to collaborate with building principals and leadership teams to strengthen the alignment between and among district data and school data teams. Consultants will also work with principals on effective, high-leverage ways to respond to data and to identify and support improvements in instructional practice.
- Enlist ACES PDSI consultants to work with school leadership team to analyze current use of time, explore options for maximizing existing time, and work collaboratively with school leadership to implement changes.
- Secure a cohort of 10-15 UNH interns for 2012-2013 to provide quality teacher coverage for collaborative planning, data team meetings, grade-level meetings, and job-embedded PD.

**Years of Implementation:**

- X Year 2
- X Year 3
- X Year 4
- X Year 5

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**Key District Initiative: IMPROVE TEACHERS INSTRUCTIONAL LITERACY CAPABILITIES**

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?     New     Existing

**Overview:**

This key initiative is grounded in defining the key literacy expectations and standards at the K-5 level and building core classroom teachers' instructional literacy capabilities through effectively utilizing Wireless Generation data and building the capacity of our reading teachers through the support and guidance of Literacy How to ensure reading mastery at the K-5 level.

This initiative addresses the following items from Section H, "Menu of District Reform Initiatives":

- Provisions for the cooperation and coordination with Early Childhood Education providers to ensure alignment with District expectations for student entry into kindergarten.
- The strengthening of the foundational programs in reading to ensure reading mastery in K-5 with a focus on standards, instruction, proper use of data, intervention strategies and PD for teachers
- Supports improvements in student learning by demanding a laser-like focus on standards and instruction, effective use of data, intervention strategies, and professional development targeted to teacher needs.

## Five Year Strategies and Implementation Steps:

In 2010-2011, Literacy How Consultant Wendy North worked with all our grade 2 teachers on developing more rigorous classroom instruction with a focus on reading comprehension to ensure grade 2 students were entering grade 3 achieving at higher levels. Our grade 3 CMT scores for 2011-2012 have increased significantly (raw data: 54.0% proficient and above in 2011 to 61.6% in 2012) from last year indicating that teachers' instruction has impacted students' achievement levels greatly.

- Literacy How consultants will work with classroom teachers to ensure instruction is aligned to the rigor of the CCSS and instructional practices are meeting the needs of students. They will build teachers content and pedagogical knowledge through a sequence of job-embedded PD working directly in classrooms with teachers and students. Grade 1 in 2013-2014; grade 2-3 in 2014-2015; grade 4-5 in 2015-2016.

Secure a cohort of 10-15 UNH interns (at least one per school) district-wide on a yearly basis to assist with quality teacher coverage for collaborative planning, data team meetings, grade-level meetings, and job-embedded PD.

Utilize the services of Wireless Generation to create "living, breathing" data rooms in all schools based on a needs' assessment conducted on the onset of implementation. This data room will be home to a variety of data sources (summative, interim/benchmark, formative, attendance/behavior) and may include CCSS alignment/goal setting. The data room is a place for teachers, coaches, principals, and other staff members to come together for data meetings and collaborative planning sessions. It is the space where problems are solved and new ideas are generated—where the most important work in the school is done so teachers can be prepared and confident when they enter their classrooms each day. The data-informed decisions that take place in the room are designed to spread throughout the building and into the classrooms of each teacher, ensuring they optimize every instructional minute in order to increase student outcomes.

- Work with principals and building leadership to identify a suitable space for the data room
- Provide PD on the necessary materials, data, and guidelines for the room
- Work with staff on the development of the room and cycles of data posted

Develop a K-5 standards-based reporting system defining standards of expectations at each grade level

- Research standards-based grading tools and models
- Create a phase-in timeline for implementation K: 2012-2013; grades 1 & 2: 2013-2014; grade 3 & 4: 2014-2015; grade 5: 2015-1016
- Formulate grade-level committees to determine priority CCSS and rubric for reporting system
- Identify the technology to assist with the development of the reporting tool
- Provide all teachers with PD on standards-based reporting and use of technology for recording and reporting
- Collaborate and communicate with parents on rationale and implementation of standards-based report cards

Develop teachers' understanding of differentiation through definition and design and ensure they apply this knowledge to their own general education practices

- Send a team of individuals (technology teachers, reading specialist, math coach, principal, teacher and social worker/school psychologist) to CALI differentiated instruction training
- Organize teams of trainers to provide each school staff with DI training to build a common understanding of best practices to improve DI
- Construct school-based schedules for collaborative walkthroughs to observe DI in practice during teachers lessons
- Ensure evaluation documents include documentation on teachers' ability to differentiate

**Year 1 Implementation Steps Description:**

- Use the consulting services of Wireless Generation to provide district leaders, principals, and building-level leaders explicit PD on creating a data-driven culture with a relentless focus on student achievement. Principals will learn to navigate the mCLASS reporting and analysis system, use aggregate reporting to help address data needs, sort results by school, grade level, and class, by time of year and demographics, plan for school-wide professional development opportunities based on results, use reports to maintain fidelity in implementation of progress monitoring, consider actions and reform planning steps based on their school data.
- Contract with Literacy How to build district reading teachers content and pedagogical knowledge so they are able to more effectively support classroom teacher's core instructional reading practices.
- Literacy How consultants will work with kindergarten classroom teachers to ensure instruction is aligned to the rigor of the CCSS and instructional practices are meeting the needs of students. They will build teachers content and pedagogical knowledge through a sequence of job-embedded PD working directly in classrooms with teachers and students.
- Train Family Resource Center, School Readiness teachers, Title I Pre-K teachers, private Pre-K centers, and East Haven Little Jackets Pre-K teachers on the CIRCLE assessment. Put a testing schedule and structure in place. Provide Pre-K teachers with PD on how to utilize the results of the assessment to design quality Pre-K lessons and deliver developmentally appropriate instruction aligned with NAEYC standards.
- Secure a cohort of 10-15 UNH interns for 2012-2013 to provide quality teacher coverage for collaborative planning, data team meetings, grade-level meetings, and job-embedded PD. We have found interns to be of great value for this as they become part of the school community and develop relationships with staff and students that go far beyond a traditional substitute.

**Years of Implementation:**

- Year 2
- Year 3
- Year 4
- Year 5

**Key District Initiative: FOCUS ON TIER II AND III STUDENTS HAVING DIFFICULTY WITH MASTERING CURRICULUM IN THE REGULAR SCHOOL DAY**

Please copy template on the following pages for each additional reform initiative.

New or Existing Reform?     New     Existing

**Overview:**

Expand the number of days, hours and scope of services (inclusive of ELL support and behavior interventions) provided to students in need of academic, language, and social/emotional intervention. This preventative structure will assist us in reaching more students at a frequency and intensity level that makes a dramatic impact on their targeted need at an accelerated pace.

This initiative addresses the following items from Section H, "Menu of District Reform Initiatives:"

- Provisions for the cooperation and coordination with Early Childhood Education providers to ensure alignment with District expectations for student entry into kindergarten;
- The strengthening of the foundational programs in reading to ensure reading master in K-5 with a focus on standards, instruction, proper use of data, intervention strategies and PD for teachers;
- Supports improvements in student learning by demanding a laser-like focus on standards and instruction, effective use of data, intervention strategies, and professional development targeted to teacher needs; and
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services.

### **Five-Year Strategies and Implementation Steps:**

Students who arrive in East Haven Schools with no English ability or literacy skills have little immediate access to the standard curricula, and schools have few resources to provide the intensive, beginning literacy instruction these students require. The development of a Newcomer Center focuses on the unique needs of language learners, including introducing them to content instruction, while also familiarizing them with the atmosphere and expectations of American school settings.

- Utilize the consulting services of The Center for Applied Linguistics to develop a welcoming and respectful environment to meet the unique linguistic, academic, and social/emotional needs of ELLs who are at the beginning stages of English proficiency and in their first year of instruction in a US school.

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. It is critical that we provide our teachers and staff with the knowledge and strategies to acknowledge, respond to, and celebrate fundamental cultures to offer full, equitable access to education for students from all cultures and linguistic backgrounds. Our teachers need to understand culturally-responsive teaching through definition and design and apply this knowledge to their own general education practices:

- Train all administrators on culturally responsive environments and pedagogy through CALI
- Define culturally responsive teaching at each school through school-based PD opportunities
- Administrators provide PD for staff on culturally-responsive teaching
- Create a structure for teachers and administrators to watch modeled lessons focused on culturally-responsive instructional practices
- Revise evaluation documents to include documentation related to culturally-responsive strategies

**Year 1 Implementation Steps Description:**

A common goal for all schools is to develop and implement PBIS-based initiatives that support a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion. East Haven has taken a phase-in approach to implementing PBIS in all its schools. The final three (3) schools will be starting Year 1 of implementation during the 2012-2013 school year. We have already seen drastic reductions in behavior referrals in schools that have implemented with intensity and integrity. We wish to leverage the existence of strong PBIS frameworks and extend the practices beyond the scope of the traditional school day including:

- Utilize PBIS SWIS data, loss of credit data, attendance data, LAS links data, and academic data to identify students in need of additional supports beyond the traditional school day;
- Collaborate with The Family Resource Center to provide critical range of before/afterschool recreational and educational opportunities for positive youth development;
- Create budgets for each school's program;
- Develop policies and programming around the restoration of credit and attendance (grades 6-12);
- Determine before/afterschool staffing needs at each school and hire cohort of highly qualified individuals to provide appropriate targeted services
- Train interventionist on mCLASS BURST system for providing reading interventions to students;
- Develop system for tracking student attendance and desired area of targeted growth; and
- Acquire and structure Naviance to support identification of student focus groups and developmental programming to align with student interests.

**Years of Implementation:**

- Year 2
- Year 3
- Year 4
- Year 5



## Section II: Differentiated School Interventions

### **Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement**

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

#### **1. Phase I: Interventions in Focus Schools – 2012-13**

As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

#### **2. Phase II and III: Low Performing Schools – 2013-14 and 2014-15**

Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require

a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

### 3. Differentiated School Intervention Timeline

<b>Stages of School Improvement</b>	<b>Date</b>
<b><i>Phase I Interventions: Focus Schools (2012-13)</i></b>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
<b><i>Phase II Interventions: Other low performing schools (2013-14)</i></b>	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
<b><i>Phase III Interventions: Other low performing schools (2014-15)</i></b>	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

#### A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district’s schools as Turnaround, Focus, or Review, these schools must be included in the “Schools that require most significant support and oversight” category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district’s schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district's schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

**NOTE: This data will be updated with the release of the 2011-2012 CMT and CAPT scores**

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier												
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p><b>East Haven Academy</b></p> <p>Whole School FRL</p> <p>Whole school Economically Disadvan.</p>	<p><b>DIBELSnext Data - % of students at benchmark*:</b></p> <table border="1"> <thead> <tr> <th>Sept.</th> <th>Jan.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>66%</td> <td>78%</td> <td>79%</td> </tr> </tbody> </table> <p><b>Baseline SPI 90.7</b> <b>Baseline SPI 88.7</b></p> <p><b>East Haven Academy 2011 CMT AYP Results</b></p> <table border="1"> <thead> <tr> <th>Math</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>99.6%</td> <td>93.9%</td> </tr> <tr> <td>100%</td> <td>94.4%</td> </tr> </tbody> </table>	Sept.	Jan.	June	66%	78%	79%	Math	Reading	99.6%	93.9%	100%	94.4%	<p><b>Leadership:</b> PD on utilizing iPad to capture instructional data related to teachers frequency and degree of differentiation and instructional strategies</p> <p><b>Instruction/Teaching:</b> Job-embedded PD through outside consultants, reading specialists and math coaches to impact a change in instructional practices to meet CCSS expectations</p> <p><b>Effective Use of Time:</b> Provide resources for before/after school programming for interventions and credit recovery</p> <p><b>Curriculum:</b> Provide and support implementation of CCSS units developed from ACES Curriculum Consortium</p> <p><b>Use of Data:</b> Provide PD on use of Wireless Generation reporting feature and improve quality of data team meetings</p> <p><b>School Environment:</b> Provide PBIS training and support from district PBIS coach</p> <p><b>Family and Community:</b> Work with District PTO and District E.H. Cares Program for increased family involvement and knowledge of how to support student learning at home</p>
Sept.	Jan.	June													
66%	78%	79%													
Math	Reading														
99.6%	93.9%														
100%	94.4%														

<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p><b>Joseph Melillo Middle School</b> Whole School Hispanic White Economically Disadvantaged Students w/disabilities</p> <p><b>East Haven High School</b> Whole School White Economically Disadvantaged</p> <p><b>Overbrook School</b> <b>DC Moore School</b> <b>Deer Run School</b></p>	<p><b>2011 CMT AYP Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>Math</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>80.6%</td> <td>83.3%</td> </tr> <tr> <td>Hispanic</td> <td>85.5%</td> <td>85.7%</td> </tr> <tr> <td>White</td> <td>81.7%</td> <td>85.0%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>76.7%</td> <td>78.8%</td> </tr> <tr> <td>Students w/disabilities</td> <td>45.2%</td> <td>52.8%</td> </tr> </tbody> </table> <p><b>Baseline SPI 69.9</b> <b>Baseline SPI 33.0</b> <b>Baseline SPI 64.7</b></p> <p><b>2011 CAPT AYP Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>Math</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>84.4%</td> <td>93.9%</td> </tr> <tr> <td>White</td> <td>86.4%</td> <td>95.5%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>77.5%</td> <td>86.8%</td> </tr> </tbody> </table> <p>Graduation Rate = 90%</p> <p><b>SPI 72</b></p> <p><b>DIBELSnext Data - % of students at benchmark*:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Sept.</th> <th>Jan.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Overbrook School</td> <td>62%</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>DC Moore School</td> <td>49%</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>Deer Run School</td> <td>59%</td> <td>59%</td> <td>71%</td> </tr> </tbody> </table> <p>*note that benchmark target increases over time</p> <p>DIBELS measures for K-2 Schools are Phoneme Segmentation Fluency, First Sound Fluency, Letter ID, Nonsense Word Fluency, Oral Reading Fluency</p>		Math	Reading	Whole School	80.6%	83.3%	Hispanic	85.5%	85.7%	White	81.7%	85.0%	Economically Disadvantaged	76.7%	78.8%	Students w/disabilities	45.2%	52.8%		Math	Reading	Whole School	84.4%	93.9%	White	86.4%	95.5%	Economically Disadvantaged	77.5%	86.8%		Sept.	Jan.	June	Overbrook School	62%	60%	67%	DC Moore School	49%	50%	61%	Deer Run School	59%	59%	71%	<p><b>Leadership:</b> PD on utilizing ipad to capture instructional data related to teachers frequency and degree of differentiation and instructional strategies</p> <p><b>Instruction/Teaching:</b> Job-embedded PD through Instructional Leaders to impact a change in instructional practices to meet CCSS expectations</p> <p><b>Effective Use of Time:</b> Provide resources for before/after-school programming for interventions and credit recovery/attendance recover</p> <p><b>Curriculum:</b> Development of LA/social studies units under the guidance and supervision of four (4) content area instructional leaders, math coaches, and reading teachers</p> <p><b>Use of Data:</b> Provide PD on use of Wireless Generation reporting feature and improve quality of data team meetings</p> <p><b>School Environment:</b> PBIS , culture and climate surveys</p> <p><b>Family and Community:</b> Work with District PTO and District E.H. Cares program for increased family involvement and knowledge of how to support student learning at home</p>
	Math	Reading																																															
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<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or</p>	<p><b>Ferrara School</b></p> <p>Whole School Special Education</p>	<p><b>DIBELSnext Data - % of students at benchmark*:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Sept.</th> <th>Jan.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>56%</td> <td>53%</td> <td>56%</td> </tr> </tbody> </table> <p><b>Baseline SPI 66</b> <b>Baseline SPI 35.2</b></p>		Sept.	Jan.	June	Whole School	56%	53%	56%	<p><b>Leadership:</b> [ ]</p> <p><b>Instruction/Teaching:</b> [ ]</p> <p><b>Effective Use of Time:</b> [ ]</p> <p><b>Curriculum:</b></p>																																						
	Sept.	Jan.	June																																														
Whole School	56%	53%	56%																																														

Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).			
		<b>CMT AYP Results</b>	Use of Data:
		<b>Math Reading</b>	
	Whole School	78.1% 60.9%	School Environment:
	Hispanic	85.1% 59.6%	
	White	83.2% 66.5%	Family and Community:
	Economically Disadvant	77.3% 61.2%	
	<b>Momauguin School</b>	<b>DIBELSnext Data - % of students at benchmark*:</b>	Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.
		<u>Sept. Jan. June</u>	
		44% 48% 57%	
School Wide	<b>Baseline SPI 62.6</b>		
SWD	<b>Baseline SPI 33</b>		
	<b>CMT AYP Results</b>		
	<b>Math Reading</b>		
Whole School	75.1% 66.0%		
Hispanic	79.2% 70.9%		
White	79.2% 70.8%		
Economically Disadvant	73.8% 64.0%		
<b>Tuttle School</b>	<b>DIBELSnext Data - % of students at benchmark*:</b>		
	<u>Sept. Jan. June</u>		
	41% 54% 50%		
Whole School	<b>Baseline SPI 63.4</b>		
SWD	<b>Baseline SPI 31.9</b>		
	<b>CMT AYP Results</b>		
	<b>Math Reading</b>		
Whole School	71.3% 66.2%		
Hispanic	75% 48.6%		
White	74.7% 78.5%		
Economically Disadvant	64.4% 56.9%		
	*note that benchmark increases over time DIBELS measures for grade 3-5 schools are Oral Reading Fluency and DAZE		

**B. Interventions in Low Performing Schools**

**1. Phase I – Focus Schools (2012-13 School Year)**

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School:	Grades Served:	# of Students:
<b>Diagnosis</b>		
a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)		
<i>Please note that this should be informed by assessment data and qualitative assessments.</i>		
<input type="text"/>		
b. What are the reasons for low performance in this school? (Please provide evidence)		
<input type="text"/>		
<b>Performance Targets<sup>1</sup></b>		
a. How will the district measure the success of the intervention?		
<input type="text"/>		
b. How will the district monitor school progress?		
<input type="text"/>		
<b>Areas of School Redesign</b>		
What actions will the district and school take to ensure:		
a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?		
<input type="text"/>		
b. That teachers are effective and able to deliver high-quality instruction?		
<input type="text"/>		
c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?		
<input type="text"/>		

<sup>1</sup> Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

- e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

- f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

- g. That ongoing mechanisms are in place which provide for family and community engagement?

**Funding**

- a. How much funding will be made available for the interventions in this school?

- b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

**2. Phase II: Subset of other low performing schools (2013-14 School Year)**

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

**Selection of Schools**

- Please list the subset of low performing schools that will be part of the Phase II cohort.

*Ferrara School*  
*Momauguin School*  
*Tuttle School*

**Data Examination**

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?

*Included in the District Plan will be a protocol for establishing a District data team and school-*

based data teams. The District team will be responsible for the overall assessment of strengths, weaknesses, threats, and opportunities that are indicative of the District. The school-based team will follow a similar protocol but be focused on the overall school environment. Additionally, a results-based accountability model will be implemented at the school level to assist the individual schools with identifying focus areas in correlation with the data and developing a plan that will include strategies that have a reasoned chance of working in order to increase student achievement.

The District will continue to provide support for the use of the Wireless Generation assessments for Reading and the district universal common assessments and benchmarks for Math and Writing.

The District Technology Department will provide support for individual schools so access to pertinent student information including demographics and absentee rates will be readily available through the Power School portal.

### Diagnosis

- What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

School Connectedness Survey  
CSDE Curriculum Development Guide  
EHPS Walkthrough Protocol  
SRBI Self-Assessment Protocols  
Victoria Bernhardt Surveys

- Which person(s) will be responsible for conducting the needs assessments?

District Assistant Superintendent  
Building Principals  
Reading Coaches  
Math Coaches

### Goal Setting

- How will you provide support for schools in the goal-setting process?

The school-based data teams will present their goals to the District data team to ensure they are in alignment with the identified needs of the school. The RBA protocol will be used so schools will look at their anticipated outcomes before setting their goals. This will assist them in being more strategic in their goal setting and their corresponding plan.

### Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

Reading interventions for grade 3-5 students not achieving reading mastery will be recommended. These interventions will be delivered by highly-qualified staff during a designated targeted instructional block and will focus on the Tier II and III students.



*Additionally, Professional Development on the components of a balanced literacy program will be designed and implemented. This will provide teachers with the essential knowledge needed to present high-quality instruction using research-based strategies that are aligned with the core curriculum.*

*The extension of the traditional school day will also be recommended. A before and/or afterschool program will be initiated and designed to provide services for all learners. Highly-qualified instructors will provide an Enrichment Academy for those students who are identified as at or above goal in Reading and/or Math. Also, a separate learning opportunity will be available for students who have not yet achieved goal in Math and/or Reading. They will receive interventions aligned with their individualized student achievement plan and delivered by highly-qualified instructors. This will be in addition to the core instruction and interventions they will already be receiving during the targeted intervention block.*

*Additionally, wraparound services that include family engagement will be recommended. We will utilize the Parent Educator at the DC Moore FRC to assist in expanding the Families in Training through the Parents as Teachers Program. This is an essential component to increasing student achievement. Opportunities will be provided for families to interact with the school community around academic and youth development topics such as how to provide reading and math support in the home environment and activities to assist parents in emphasizing responsible decision-making, communication skills and building positive attributes that children need in order to be successful throughout various stages of development.*

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

*The school-based data teams will present their intervention plan to the District data team to ensure they are in alignment with the identified needs and goals of the school. The RBA protocol will be used so schools will look at their anticipated outcomes before deciding on the interventions. This will assist them in being more strategic in designing their intervention plan and strategies for implementation.*

### **Planning for Implementation**

- How will you support schools in the development of comprehensive implementation plans?

*The District will support schools in the development of the comprehensive implementation plans by providing RBA strategic planning coaches to assist them in the process. Early release time and classroom coverage by interns and/or substitutes will also be provided to ensure the school-based team has enough opportunities to meet in order to develop a cohesive plan that is aligned with the identified goals and interventions.*

### **Monitoring**

- How will you monitor schools to ensure that interventions are implemented?

*Administrators will gather data on implementation with fidelity of reading interventions in part through the use of classroom visits. Predetermined indicators will be identified to ensure alignment with the intervention. Analysis by the school-based data team of progress*

monitoring data such as Wireless Generation benchmark and progress-monitoring assessments, district benchmarks, and anecdotal notes from classroom teachers and interventionists will also be included.

The before and after-school learning programs will be monitored through site visits by Central Office and school administrators. A protocol will be developed to ensure that curriculum and interventions presented to students during this time are aligned with the CCSS and the students' needs. Analysis by the school-based data team of progress monitoring data such as wireless generation assessments, district benchmarks, and anecdotal notes from program teachers and interventionists will also be included.

The family engagement intervention will be monitored by building administrators to ensure that gatherings are meaningful, and aligned with students' academic and social/emotional needs. The school-based data team will approve programming and topics. Data will be gathered through the use of sign-ins and completed evaluation questionnaires that will be distributed at the end of every session to determine if the program/activity objectives were achieved. Discipline behavior referrals, suspensions/expulsions data will be examined quarterly.

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

Data gathered and presented by the school-based data team will be examined by the District data team to determine if the interventions have accomplished their identified objectives. Also analysis of progress monitoring data such as CMT/SBAC, Wireless Generation assessments, district benchmarks, and anecdotal notes from teachers and interventionists will also be included.

### Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

**August 2012:** ACES Data team and RBA consultants identified, schedule identified, contract signed

**September 2012:** District and schools establish Data Teams, beginning of year benchmarks administered, students needing interventions identified

**September 2012 – November 2012:** needs assessment surveys administered

**October 2012 – May 2012:** before/afterschool programs running, data teams meeting monthly

**October 2012 – March 2012:** Results-Based Accountability reform work that leads to the establishment of a draft strategic plan

**November 2012:** School-based data teams report to district data teams

**January:** Middle-of-year benchmarks administered, school-based data teams report to district data team

**February 2013:** Mid-year review evaluations with principals of phase 2 schools

**March 2013:** School-based data teams report to district data team

**April 2013:** Schools present draft RBA reform plans to Central Office

**April-June 2013:** Schools revise RBA reform plans for final review in June

**May 2013:** End-of-year benchmarks administered, data analyzed for student growth

**June 2013:** School-based data teams report to district data team, end-of-year evaluation with phase 2 school principals, final reform plans approved by BOE

**Section III: Budget (See accompanying budget materials)**

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
  
2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
  
3. **Budget for Alliance District Funding for Other Purposes**
  - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
  
  - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2012-13 in electronic format only)*

*Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).*

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

**List of Appendices:**

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

**Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding**

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

## **Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform**

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any

guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.



**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** East Haven Alliance Application

**THE APPLICANT:** Anthony Serio                      **HEREBY ASSURES THAT:**  
East Haven School District  
(insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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

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

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

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

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

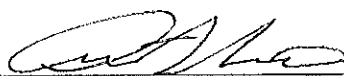
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut,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

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

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

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

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

Superintendent Signature:   
\_\_\_\_\_  
Name: *(typed)* Anthony R. Serio  
\_\_\_\_\_  
Title: *(typed)* Superintendent of Schools  
\_\_\_\_\_  
Date: August 15, 2012  
\_\_\_\_\_

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. District-wide Accountability System	Data Team (Aces) \$25k; Strategic Planning \$30k; UNH Interns \$40k	\$95,000	Title II - Evaluation training for school leadership \$15k; School Readiness Competitive Grant - Ipad carts \$10k; Ipad carts \$10k; (for pre-k circle assessment); Evaluation	\$50,000	\$145,000
2. Instructional Literacy Capabilities	Wireless Generation \$50k; Literacy How \$30k; Language Arts Consultants \$122k (see page 10 & 13 in Application); UNH Interns \$40k	\$242,000	Powerschool - Report cards - \$8k; Aces curriculum consortium \$10k; In-kind Wireless Generation Curriculum pilot with 1 to 1 devices \$200k; Ipad carts for technology integration for developed ACES units \$200k (GE Lease)	\$418,000	\$660,000
3. Tier II and Tier III Student Support	ELL Support (before and after school) \$122,867; UNH Interns \$40k	\$152,867	Title III -Newcomer Program startup fees \$10k; Local PBIS CERC (3 schools x \$3500) \$10,500; SWTS Data System (3 schools x \$1300) \$3,900; Naviance Data \$7k; Instructional Supplies - \$1k	\$32,400	\$185,267
4.				\$0	\$0
5.				\$0	\$0
8				\$0	\$0
	<b>Total</b>	<b>\$489,867</b>		<b>\$500,400</b>	<b>\$990,267</b>

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-15.

I. Reform Initiative: District-wide Accountability System

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$65,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$30,000
Other Objects	0.00	\$0
<b>Total</b>	<b>0.00</b>	<b>\$95,000</b>

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries				
Personal Services-Benefits				
Purchased Professional Services				
Purchased Property	\$65,000	\$65,000	\$65,000	\$65,000
Other Purchased Professional Services				
Supplies				
Property	\$30,000	\$30,000	\$30,000	\$30,000
Other Objects				
<b>Total</b>	<b>\$95,000</b>	<b>\$95,000</b>	<b>\$95,000</b>	<b>\$95,000</b>

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

**II. Reform Initiative: Instructional Literacy Capabilities**

Element	Positions	Amount
Personal Services-Salaries	4.00	\$122,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$40,000
Purchased Property	0.00	\$30,000
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$50,000
Other Objects	0.00	\$0
<b>Total</b>	<b>4.00</b>	<b>\$242,000</b>

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$125,050	\$128,176	\$131,380	\$134,665
Personal Services-Benefits	\$40,000	\$40,000	\$40,000	\$40,000
Purchased Professional Services	\$31,950	\$28,824	\$25,620	\$22,535
Purchased Property				
Other Purchased Professional Services				
Supplies				
Property	\$45,000	\$45,000	\$45,000	\$45,000
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$242,000</b>	<b>\$242,000</b>	<b>\$242,000</b>	<b>\$242,000</b>

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

III. Reform Initiative: Tier II and Tier III			
Element	Positions	Amount	
Personal Services-Salaries	0.00	\$112,867	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$40,000	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
<b>Total</b>	<b>0.00</b>	<b>\$152,867</b>	

b. Years 2 through 5: Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$112,867	\$112,867	\$112,867	\$112,867
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$40,000	\$40,000	\$40,000	\$40,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$152,867</b>	<b>\$152,867</b>	<b>\$152,867</b>	<b>\$152,867</b>



4. Budget for Total Alliance District Funding

District: East Haven Board of Education

Town Code: 044

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$234,867
200	Personal Services/Employee Benefits	\$0
300	Purchased Professional Services	\$145,000
400	Purchased Property Services	\$30,000
500	Other Purcahsed Professional Services	\$0
600	Supplies	\$0
700	Property	\$80,000
890	Other Objects	\$0
	TOTALS	\$489,867

**3. Budget for Alliance District Funding for Other Purposes**

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
<b>Total</b>	<b>0.00</b>	<b>\$0</b>	

Addendum to East Haven Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved BSEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring: The district will work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Compliance: The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,

  
Superintendent of Schools