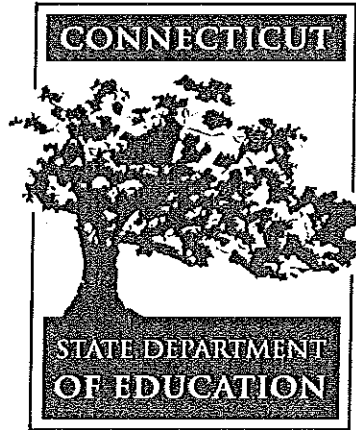


**HARTFORD
FINAL APPLICATION**

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**

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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.

<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

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: Hartford Public Schools		
Name of Grant Contact: Dr. Alexander Nardone, Chief of Staff (Please see information below re backup contact)		
Phone: (860) 695-8425	Fax: (860) 722-8501	Email: alex.nardone@hartfordschools.org
Address of Grant Contact: Hartford Public Schools, 960 Main St., 8 th Floor, Hartford, CT 06103		
Name of Superintendent: Christina M. Kishimoto, Ed.D.		
Signature of Superintendent:		
Name of Board Chair: Matthew K. Poland		
Date:		
Signature of Board Chair:		
Date:		
Please indicate if plan approved by local board of education: ____		
Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <u>Aug. 28, 2012</u>		
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.		

Second contact (due to vacation schedules): Eduardo V. Genao, Asst. Superintendent for Early Literacy and Parent Engagement; Telephone: (860) 695-8740; Fax: (860) 722-8501; email: genae001@hartfordschools.org

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?

The overall approach of Hartford Public Schools toward improving student performance and closing the achievement gap includes two components: a portfolio system of schools and a managed performance empowerment model. As one of 16 Portfolio School Districts partnered with the Center on Reinventing Public Education at the University of Washington, HPS has adopted a portfolio strategy that consists of 7 components:

1. High-level options and choices for all families
2. School autonomy
3. Student-based funding
4. Talent management approach
5. Theme-based partnerships
6. Performance-based accountability for schools
7. Extensive public engagement

Under the Managed Performance Empowerment strategy, the school district defines its relationship with each school on the basis of performance, using the Overall School Index (OSI), an index developed to measure school performance and growth.

- Relatively high performing and/or significantly improving schools will be given considerable programmatic autonomy and freedom from bureaucratic operating constraints.
- Chronically low performing schools that fail to improve will be subject to district intervention, redesign, closure or replacement with higher performing school models.
- Schools in the mid-range will be provided with "defined autonomy" relative to program and operations to build their capacity for improvement.

Using a diverse provider strategy, Hartford Public Schools will evolve over time to a total system of choice schools. Two choice models will be employed: inter-district choice schools will provide regional opportunities for the integration of city and suburban students and intra-district choice schools will provide preference to students in their neighborhood with remaining seats available to other Hartford schools. Students will be equitably funded according to their needs and these funds will follow the child to their school of choice. A number of effective programmatic choices would be optimized through K-12 feeder patterns. Within the portfolio, parents would have choices within transportation zones from a greater number of schools available through external providers or

public/private partnerships.

The reform initiative in Hartford Public Schools began in 2006. To continue the reform trajectory, Superintendent of Schools Christina Kishimoto launched the second phase of reform aimed at strategic alignment and focused on three goals:

1. Third Grade Promise: All students who enter a Hartford Public School at grade Pre-K or K will read at or above grade level by the end of third grade.
2. Middle Years Redesign: All middle grades students will demonstrate a sustained performance gains that will prepare them for the rigor of a college-ready high school curriculum.
3. College Readiness: All students earning a Hartford Public School diploma will demonstrate college readiness.

Specific strategies, measures and timetables have been developed to support these goals. In addition, the district is planning or implementing a number of initiatives that cut across these goals in areas including talent development, student supports and teacher evaluation.

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.

In 2006, Hartford Public Schools embarked on the first phase of an ambitious reform initiative, based on a Managed Performance Empowerment Theory of Action and an All Choice System of Schools. From 2006 to 2011, the district opened 26 redesigned schools and made significant progress in achievement growth, including the following:

- 3rd grade reading as measured by the CMT showed a 22.3% growth
- 4th grade mathematics as measured by the CMT showed a 20.9% growth
- On the CAPT, Reading scores increased by 7.7% and writing by 13.9%
- The graduation rate showed a 25.4% increase
- Post-secondary enrollment grew by 4.3%

Between 2007 and 2011, the percentage of students achieving at/above goal on the CMT and CAPT increased by 10.1% - higher than the state average – and Hartford was no longer the lowest achieving district in Connecticut. Nevertheless, Hartford still trails the state average in all these measures. In order to close the gap between Hartford's students and students statewide, in 2011, HPS launched the second phase of the reform initiative aimed at strategic realignment, and a new Strategic Operating Plan was developed for the next five years. The major goals of the new SOP – Third Grade Promise, Middle Years Redesign and College Readiness – along with the cross-cutting initiatives of Talent Development, the School Quality Approach and Student Support through Scientific Research Based Interventions, form the backbone of the reform plan presented in this proposal. All six initiatives are founded on research and on the school district's experience:

- The critical importance of reading on grade level is well recognized. In Hartford's schools,

many third-grade students have not achieved this goal, as indicated by the fact that only 52.6 scored proficient or above on the 2010-11 CMT.

- Nationally, the middle grades tend to be a time when student achievement slows compared to elementary school. This trend is evident in Hartford, along with a trend towards increased behavioral problems.
- Long-term earnings prospects are significantly higher for people with a college degree, compared with a high school diploma, and Connecticut’s economy depends on an educated workforce, yet Hartford’s students still have a proportionally lower rate of college enrollment and completion than their peers statewide.
- There is considerable research supporting the critical importance of having highly effective teachers and school leaders, especially in struggling schools. Our Talent Development Initiative is aimed at increasing the number of these teachers and leaders in our schools.

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?

Progress on these metrics is monitored through the School Quality Process, which is fully described in the School Quality Initiative included in Section B: **Key District Initiatives**.

1. K-3 Reading Readiness – the percentage of students enrolled in grades K-3 completing each grade reading on grade level as measured by DRA2.

2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
56.3%	60.3%	64.3%	68.3%	72.3%	76.3%

2. 3rd Grade overall reading at or above proficient, CMT and MAS

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-15 target
3 rd grade attending same school, K-3 cohort	54.5%	63.6%	72.7%	81.8%	90.9%	100%
3 rd grade attending any HPS school, K-3 cohort	55.9%	59.9%	63.9%	67.9%	71.9%	75.9%
All grade 3 students at or above proficient	50.8%	54.8%	58.8%	68.6%	78.5%	88.3%

3. 6th grade matched cohort:

Overall Reading Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 5 to Grade 6

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	33.1-55.6					
Reading index change	22.5	+4	+4	+4	+4	+4

Overall Achievement Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 5 to Grade 6

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	49.5-60.0					
Reading index change	10.5	+4	+4	+4	+4	+4

4. 7th Grade matched cohort:

Overall Reading Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 6 to Grade 7.

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	57.5-59.0					
Reading index change	1.5	+4	+4	+4	+4	+4

Overall Achievement Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 6 to Grade 7

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	61.9-57.8					
Reading index change	-4.1	+4	+4	+4	+4	+4

5. 8th Grade Matched Cohort

Overall Reading Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 7 to Grade 8.

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	53.7-51.7					
Reading index change	-2	+4	+4	+4	+4	+4

Overall Achievement Index change, using Standard and MAS Reading CMT scores, ranging from 1-100 for students scores matched from Grade 7 to Grade 8

	2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Index using Standard and MAS CMT scores	53.9-48.8					
Reading index change	-5.1	+4	+4	+4	+4	+4

6. 10th grade overall reading index using Standard and MAS Reading CAPT scores ranging from 0-100.

2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
48.1	52.1	56.1	60.1	64.1	68.1

7. 10th grade overall math, science and writing index using Standard and MAS CAPT scores ranging from 0-100:

	2010 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
Math	48.5	52.5	56.5	60.5	64.5	68.5
Science	44.7	48.7	52.7	56.7	60.7	64.7
Writing	61.0	65.0	69.0	73.0	77.0	81.0

8. SAT: overall critical reading index, overall mathematics index, and overall writing index – an index weighting Connecticut NCE percentile performance for each measure of the SAT for Grade 11 students. Percentile scores enter the model directly as the SAT student weight. This number is summed, then divided by the number of scores. A baseline was established in 2011-12; targets will be determined for subsequent years.

9. NGA graduation rate, based on number of 4-year graduates divided by first time 9th grade students four years previous, less transfers out, plus transfers in:

2010-11 baseline	2011-12 target	2012-13 target	2013-14 target	2014-15 target	2015-16 target
59.9%	62.7%	65.5%	68.3%	71.1%	73.9%

10. Post-secondary enrollment, based on National College Clearinghouse data – historically obtained in December/January based on October post-secondary enrollment for the current school year.

Targets to be determined.

Adult Performance Targets:

The number of teachers who are rated as “proficient” or above on a validated evaluation instrument will increase each year to the target of 100% by 2018, with the annual increase to be determined after the establishment of a baseline in the first year.

95% of all certified administrators will be qualified on a validated evaluation instrument by September 2012 with the remaining 5% certified by December 2012.

**Connecticut State Department of Education
CMT District Performance Targets for the 2012-13 School Year - Hartford**

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	56.0	54.1	56.9
DPI: Students with Disabilities	100.0%	29.5	27.9	30.9
DPI: Eligible for Free or Reduced Price Lunch	100.0%	53.1	51.7	54.7
DPI: Black	100.0%	57.2	55.8	58.5
DPI: Hispanic	100.0%	50.0	48.6	51.6
DPI: English Language Learners	100.0%	33.6	33.5	36.5
DPI Subject: Reading	99.0%	55.2	50.7	53.7
DPI Subject: Mathematics	100.0%	56.1	56.8	59.4
DPI Subject: Writing	99.0%	62.1	60.2	62.5
DPI Subject: Science	99.1%	47.4	44.3	47.3

**Connecticut State Department of Education
CAPT District Performance Targets for the 2012-2013 School Year - Hartford**

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	99.9%	45.0	45.8	48.8
DPI: Students with Disabilities	100.0%	17.8	20.4	23.4
DPI: Eligible for Free or Reduced Price Lunch	99.9%	40.6	42.5	45.5
DPI: Black	99.8%	43.8	45.7	48.7
DPI: Hispanic	100.0%	37.7	39.0	42.0
DPI: English Language Learners	100.0%	24.7	26.5	29.5
DPI Subject: Reading	99.5%	50.4	50.3	53.3
DPI Subject: Mathematics	99.9%	44.5	44.6	47.6
DPI Subject: Writing	99.5%	63.3	60.3	62.6
DPI Subject: Science	99.5%	42.8	43.6	46.6
The Four-Year Graduation Rate is the percentage of students who received a standard diploma within four years.		Graduation Rate	Baseline Graduation	Grad. Rate Performance

The "extended graduation rate" refers to any student not reported in the "other" category.	(2010-11)	Rate (2-year Avg.)	Target (2012-13)
District 4-year Cohort Graduation Rate	63.2	61.5	64.2
District 4-year Cohort Graduation Rate: Students with Disab.	43.8	42.3	45.3
District 4-year Cohort Graduation Rate: Eligible for F/R Lunch	60.8	57.6	60.6
District 4-year Cohort Graduation Rate: Black	70.7	68.3	70.4
District 4-year Cohort Graduation Rate: Hispanic	53.4	52.0	55.0
District 4-year Cohort Graduation Rate: ELL	47.1	48.0	51.0
District Extended Graduation Rate	74.7	73.7	75.6
District Extended Graduation Rate: Students with Disabilities	65.6	64.6	67.2
District Extended Graduation Rate: Eligible for F/R Lunch	72.9	70.9	72.9
District Extended Graduation Rate: Black	80.2	78.7	80.1
District Extended Graduation Rate: Hispanic	67.3	66.8	69.2
District Extended Graduation Rate: English Language Learners	61.1	61.9	64.7

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)?

Resource alignment and management are key components of sustaining reform. HPS' resource management involves a commitment to our strategic long-range plan that ensures that all resources available to the district and our schools are directed towards and aligned with our reform efforts.

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.

A number of different stakeholders have participated in the development of the district's new Strategic Operating Plan, which is the foundation of the Alliance District Plan. These include:

- Members of the Hartford Board of Education, who considered and approved the SOP
- Teachers and school leaders of Hartford Public Schools, who have been represented on the SOP work groups.
- HPS Central Office staff, who have participated on and provided leadership to the SOP work groups.
- Other participants on the SOP work groups have included representatives of higher education

In addition, Superintendent of Schools Dr. Christina Kishimoto has held a series of Community Forums to present and discuss the Strategic Operating Plan with parents and community member throughout Hartford, which provided opportunities for questions and comments from a wide range of people.

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

K-3 Literacy Interventions (linked to HPS strategic goal #1: Third Grade Promise)

New or Existing Reform? New Existing

Overview:

One of the strategic goals of the new HPS strategic operating plan is the Third Grade Promise, which is a promise to the community, with the community, that all students who enter a Hartford Public School at Grade PreK or K will read at or above grade level by the end of 3rd grade. Five objectives support this goal:

1. Every PreK student will be fully prepared to read in kindergarten.
2. Every kindergarten student will be fully prepared for grade 1 level work
3. Every grade 1 student will be fully prepared for grade 2 level work.
4. Every grade 2 student will be fully prepared for Grade 3 level work
5. Every grade 3 student will be fully prepared to transition from “learning to read” to “reading to learn” in grade 3.

Major activities include alignment of curriculum with common core state standards; the use of multiple assessment measures and a structured data team process to monitor progress; a School Quality approach that includes analysis of data at the central office level that serve as a basis for principal supervisors’ actions; a district intervention specialist focused on K-3; professional development focused on high impact strategies such as explicit vocabulary development and on the use of assessments; extended kindergarten (total of 5 weeks in the summer) for students who need additional time and a longer school day for all students; establishment of the Betances Early Reading Lab school that serves as a center for professional learning in literacy; increase in PreK seats at the district level; creation of afterschool standards to enhance providers’ support for the school curriculum; development of family-friendly literacy modules for use by Family Resource Aides in helping families support literacy at home.

HPS anticipates increased success as a result of this initiative due to several factors, primarily the fact that the planned activities – from curriculum alignment to assessment to increased learning time – are research-based and data-driven. In addition, the activities are tightly focused on grades PreK-3 and are internally coherent in order to ensure integrity and coordination in their implementation.

We believe our talent development strategies will also contribute to the growth through this initiative. The Hartford Public Schools is committed to talent management as a key reform strategy with the belief that the talents of teachers and school leaders represent the strongest levers to improve student learning. Our theory of action underscores the belief that every student will achieve at a high level as the result of receiving highly effective instruction in every class. In order to serve all students well, the school system seeks to provide differentiated professional learning, clearly defined accountability systems, and varied professional growth opportunities in order to “ensure quality, reward talent, and leverage it to drive student learning and school improvement.” (Curtis, 2010)

Five Year Strategies and Implementation Steps:

Six key strategies will support each of the HPS strategic goals. These six strategies and major action steps to achieve them in the area of PreK-3 literacy are listed below, with activities that were initiated in 2011-12 indicated by an asterisk:

1. Relevant Curriculum

- a. Provide K-3 literacy curriculum and resources aligned to the Common Core State Standards.*
- b. Conduct universal reading screenings in May of the Preschool year.*
- c. Conduct universal reading screenings in kindergarten* and first grade.
- d. Increase number of seats for Pre-K.
- e. Implement college and career counseling program curriculum appropriate for grade levels.

2. Quality Instruction

- a. Provide an extended kindergarten school year to all K students who are not meeting DRA2 reading level expectations by May.*
- b. Conduct research-based analysis and action research to determine effective vocabulary instruction in kindergarten.*
- c. Conduct research-based analysis and action research to determine effective vocabulary instruction in 1st grade.
- d. Conduct research-based analysis to determine effective homework practices for K-3 students.*
- e. Provide professional development on implementation of homework guidelines for K-3.

3. Innovative Leaders

- a. Recommend the establishment of a K-3 Literacy Assessment Team in all schools with an OSI below goal to include classroom teacher, instructional coach, special education staff, reading teachers and literacy coach. In successive years, this Team will focus on kindergarten literacy data,* followed by 1st grade, followed by 2nd grade.
- b. Establish a literacy support work group at the Betances Early Reading Lab School composed of special education teacher, speech/language pathologist and reading teacher for the purpose of creating and field-testing differentiated vocabulary and reading comprehension strategies for struggling readers, ELLs, Sped and language-delayed students.*

4. School Design Fidelity

- a. Use the Betances Early Reading Lab School to develop a teaching video-library of research-based instructional literacy strategies to be used to improve reading instruction in grades K-3.*

5. Family/Community Engagement

- a. In successive years, create family-friendly literacy modules for kindergarten,* then first grade, then second grade, then third grade, to be implemented district-wide through school-based resources including FRC, after-school programs, etc.

6. Capacity Building

- a. Feasibility study on increasing PreK seats.*
- b. Improve the reliability and accuracy of DRA2 scoring.*
- c. Create plan for implementation of After School Standards.*
- d. Establish an Early Literacy Implementation Team (internal and/or externally sourced).*
- e. Increase the number of afterschool programs using existing resources (e.g. Waterford and Success Maker) and other literacy supports.
- f. Schedule professional development in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis, beginning with kindergarten teachers,* followed in successive years by first, second and third grade teachers.
- g. Increase capacity for preschool teachers to administer Universal Reading Screens in May of the Preschool year.*
- h. Increase capacity for preschool teachers to input data into the Performance Plus Management system.*
- i. Provide professional development for K-3 administrators in the Common Core State Standards and effective literacy instruction with follow-up site visits for schools that are below 50% DRA2 goal, beginning with a focus on first grade, then second grade, followed by third grade in successive years.
- j. Provide professional development for afterschool providers on the Common Core State Standards and effective literacy instruction.

Year 1 Implementation Steps Description:

HPS began to implement its Strategic Operating Plan in 2011-12, so it is now in its second year of implementation. In the first year, many of the action steps focused on kindergarten; in 2012-13, first grade will be a major focus. Scheduled implementation steps for 2012-13 are:

1. Relevant Curriculum

- a. Conduct Universal Reading Screenings in first grade.
- b. Increase number of seats for Pre-K

2. Quality Instruction

- a. Conduct research-based analysis and action research to determine effective vocabulary instruction in first grade.
- b. Provide professional development on implementation of homework guidelines for K-3.

3. Innovative Leaders

- a. K-3 Literacy Assessment Team focus on first grade literacy data.

4. School Design Fidelity

(No new steps implemented in second year)

5. Family/Community Engagement

a. Create family-friendly literacy modules for first grade to be implemented district-wide through school-based resources including FRC, after-school programs, etc.

6. Capacity Building

a. Increase the number of afterschool programs using existing resources (e.g. Waterford and Success Maker) and other literacy support.

b. Provide professional development for K-3 administrators in the Common Core State Standards and effective literacy instruction, focused on first grade, with follow-up site visits for schools that are below 50% DRA2 goal.

c. Provide professional development for afterschool providers on the Common Core State Standards and effective literacy instruction.

d. Schedule professional development for all first grade teachers in the Common Core State Standards, measures of success for the Third Grade Promise, and effective assessment analysis.

Years of Implementation:

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

Key District Initiative

Talent Development Strategy

New or Existing Reform? New Existing

Overview: Recognizing the research showing the importance of effective teachers and school leaders to school reform, the Office of Talent Management will support HPS's reform initiative by fulfilling the components of its mission statement, which is:

"The Office of Talent Management will ensure that each school is led by an effective leader and that each leader has the support to develop and retain highly effective teachers from recruitment to induction and ultimately throughout their career path development.

"We will employ effective, efficient and collaborative processes and systems for staffing of effective educational personnel; collection and communication of employee performance data; guidance and support with performance management; and recruitment, induction, and retention of new talent."

Process to inform the selection and development of teacher leaders:

Teachers will be invited to apply to become teacher leaders. The application will consist of questions that will help the reviewers understand the applicant's commitment to education and his or her qualifications to go through the process of being part of the teacher leader cohort. These applications will be reviewed by a committee using a rubric aligned with the application. In addition, applicants' classroom observations, based on Charlotte Danielson's *Framework for Teaching* (2011) and student achievement data, will be considered.

The cohort will attend monthly meetings where they will receive training in the content area they will be supporting, as well as work collaboratively to design training they will use to assist teachers. This support will occur during data team meetings, PLCs, district- and school-based PD meetings, and faculty meetings. Cohort members will be given a stipend, and meetings will occur at the end of the school day and in the summer so instruction is not interrupted. This process is intended to build teacher capacity and help retain the most effective as HPS teachers.

Embedded professional development/teacher evaluation:

The district has begun to prepare for the new state-wide job embedded professional learning model through the calibration and certification of administrators in Charlotte Danielson's *Framework for Teaching* (2011) via the *Teachscape* platform. With the refinement of leaders' observational skills, administrators will be able to use reliable data from classroom observations to inform individualized, job embedded professional learning. To support this shift further, during the 2012-2013 school year, a peer coaching model is being designed in correlation with the work of Jim Knight. This will be rolled out in a pilot school that will eventually serve as a laboratory site for teachers. The Hartford Public Schools is working in cooperation with CREC and the Blended Solutions program to bring this to fruition. Additionally, a cohort of aspiring leaders will be trained in instructional coaching by the National Institute for School Leaders. This will help to further inform school leaders as to the specific needs of individual teachers and the type of professional learning that will help to increase their effectiveness in the classroom.

Five Year Strategies and Implementation Steps:

1. Recruitment: Recruit highly effective teachers and administrators to fill open positions

- a. Develop a robust recruitment and selection system that is highly effective as evidenced by principal satisfaction with teacher candidates
- b. Establish an infrastructure and Pipeline for dean, assistant principal, and principal recruitment, selection, and matriculation
- c. Build a diverse talent pipeline with emphasis on attracting educators of color, and educators with Connecticut roots
- d. Collect and analyze data to identify trends on new hires (especially those that are successful in classroom) to inform recruitment efforts

2. Staffing: Staff each school with effective administrators and teachers

- a. Communicate with each arm of the Office of Talent Management (Information Management, Recruitment, Performance Management and Professional Learning)
- b. Communicate with other departments including Finance, Office of Academics, Special Education, Health Services, Assistant Superintendents of Pre-K – 12 Education and Early Literacy and Parent Engagement
- c. Audit processes to ensure that all recommended candidates are qualified for the position that they are for which they are recommended.
- d. Continue to expedite timelines for teacher placements so that top candidates can be hired in a timely manner
- e. Continue to improve on the effective implementation of staffing processes including class size, 90-day, non-renewals, annual posting in order to ensure effective placements within schools
- f. Develop the expertise of staffing specialists to effectively interpret contracts and offer guidance to school human capital managers (principals) in the staffing of their schools

3. Information Management: Collect and synthesize accurate data regarding employee attendance and performance

- a. Implement a new district-wide time and attendance system to assure accuracy in data
- b. Implement a district-wide evaluation data management system to systematically collect human capital management data through the incorporation of evaluation and professional development documentation
- c. Monitor the collection and maintenance of employee information for accuracy
- d. Enhance reporting capabilities of employee information systems with an emphasis on improving stakeholder access to information

4. Professional Learning: Design and implement a professional learning program aligned with the district SOP

- a. Provide all building principals with differentiated professional learning that addresses the specific needs of their schools in accordance with student achievement data
- b. Provide all new and struggling principals with executive leadership coaches
- c. Provide all certified teachers with professional learning that addresses the specific needs of their schools in accordance with student achievement data
- d. Provide all paraprofessionals and support staff involved in direct instruction of students professional learning that addresses the specific needs of their schools in accordance with student achievement data

5. Performance Management: Design and implement a systematic performance evaluation system for all employees

- a. Systematically evaluate all certified and non-certified employees based upon performance
- b. Review all evaluative systems and instruments on a cyclical basis and revise accordingly
- c. Through the Identifying Instructional Excellence (IIE) committee, revise the teacher evaluation system
- d. Adopt and implement the Danielson Framework for Teaching rubric and the Teachscape web-based observation system
- e. Adopt the human capital management system Advance from Teachscape

Year 1 Implementation Steps Description:

1. Recruitment

- a. Implement a new selection process and criteria screening for teachers and administrators
- b. Create recruitment focus groups to gain administrator, teacher, and central office staff perspective on tapping into talent locally and nationally
- c. Shadow high profile urban districts that have been successful in attracting top national talent and implement systems and practices that are aligned with district and departmental goals
- d. Invest resources in minority teacher and administrator recruitment with goal of casting a wide net to send the message that diversity matters
- e. Utilize networking through referrals to better understand the educator's landscape in CT to tap into high level prospects within Connecticut

2. Staffing

- a. Communication: Create interactive, shared calendars for the Office of Talent Management and for sharing information with other departments to schedule meetings and to ensure that deadlines for critical processes are met
- b. Process Compliance: review each recommended candidate thoroughly for verification of proper certification, education level and degree, professional references and work experience
- c. Follow up with candidates and with schools regarding all issues and discrepancies in order to ensure qualified individuals are hired and educate school human capital managers (principals) in proper hiring practices and screening processes

3. Information Management

- a. Test and launch districtwide attendance system (Qgest Timeforce II and SmartFindExpress)

- b. Train all administrators, timekeepers, and employees on new time and attendance system
- c. Launch first phase of evaluation data management system (Teachscape)
- d. Create seamless integration between employee systems (with Munis being the core system); systems to be integrated include Munis, Timeforce II, SmartFindExpress, Laserfiche, Teachscape, and PSSST
- e. Increase accuracy of information by increasing automation of data collection (i.e., reducing the number of times information is handled and reducing the frequency of human data entry)
- f. Further develop data integrity tools to frequently monitor and address data inaccuracies
- g. Work with stakeholders and system vendors to develop and customize a core group of reports, with an emphasis on the accuracy, timeliness, and access required for data-driven decision making

4. Professional Learning

- a. Coordinate with Office of the Superintendent of K-12 Education and the Office of Academics to identify the needs of each school based on the school quality review process
- b. Coordinate with Office of the Superintendent of K-12 Education and the Office of Academics to monitor professional development strategies in School Improvement Plans for alignment with district strategic goals
- c. Coordinate with Office of the Superintendent of K-12 Education and the Office of Academics to plan and implement professional learning for leaders based on the school quality process
- d. Develop a cadre of second- and third-stage teacher leaders from each school to assist in the design and implementation of professional learning modules as identified by the school quality process as a means of retaining effective teachers
- e. Continue to implement a program for induction that focuses on teacher development and retention
- f. Continue to implement the Travelers' Leadership Academy of Hartford as a means of developing schools leaders from within the district

5. Performance Management

- a. Implement the baseline year teacher evaluation process
- b. Conduct all classroom teacher evaluations based upon classroom observations using Danielson's Framework for Teaching
- c. Demonstrate proficiency in understanding and applying the Danielson Framework for Teaching by passing an online exam (all administrators)
- d. Develop a new comprehensive teacher evaluation system aligned with CSDE reforms including multiple measures such as student performance on state testing
- e. House all evaluations for both certified and noncertified employees on the Advance human capital management system

Years of Implementation:

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

Key District Initiative

Student Support: Scientific Research-Based Intervention Initiative

New or Existing Reform? New Existing

Overview:

A major focus for HPS at this time is the **systematic implementation** of SRBI, Hartford's intervention plan under the Response to Intervention (RTI) framework. While many elements of this initiative are embedded in portions of the Strategic Operating Plan, the critical nature of this initiative for improvement of student achievement warrants highlighting it as a separate initiative.

Early in the past school year, a survey was conducted throughout Hartford's schools to determine the RTI Level of Implementation, utilizing a modified SRBI Self-Assessment instrument developed by the Connecticut State Department of Education. The survey results highlighted the need for a more systematic approach to implementation in the schools.

An Intervention Work Group, which includes principals, teachers and central office staff, began meeting in February 2012 to create a systemic academic intervention plan at all grade levels. The plan is based on SRBI and is intended to promote early identification of students who may be at risk for learning difficulties and a systematic intervention methodology.

Hartford's SRBI model provides high-quality, research-based instruction and interventions at three Tiers, each one targeting both academic areas and behavioral areas. Tier I (Benchmark) focuses on core general education curriculum and instruction and overall school climate. Tier II (Strategic) provides interventions for students identified through universal screening as at risk of poor learning or behavioral outcomes. Tier III (Intensive) consists of more intensive interventions for students who have not responded to Tier I or Tier II interventions. Regular screening and progress monitoring are crucial at every step, with diagnostic assessments as well at the second and third level.

Five Year Strategies and Implementation Steps:

The major strategies to be employed by HPS are embodied in the principles of RTI:

1. The belief that all students can learn.
2. Use research-based, scientifically validated interventions/instruction.
3. Use assessment for 3 different purposes: a) universal screening to determine which students need closer monitoring, differentiated instruction or specific interventions; b) progress monitoring to determine if interventions are producing the desired result; c) diagnostics to determine what students can and cannot do.
4. Intervene early.
5. Use a multi-tier approach to intervention.
6. Monitor student progress to inform instruction.
7. Use data to make decisions

The district plans to use the NWEA assessment in all grades 1-12, and students will be screened three times a year. While universal screening began this year using K-8 benchmark assessments, we are not yet using NWEA districtwide. It was piloted in grades 2-9 in 2011-12.

Early Start, which is our summer program, is a key strategy in our intervention system. This year, it is serving kids who have been identified even if they're only a little bit behind. Previously, it included only identified students who were substantially deficient, and it did not take a diagnostic approach. It is now based on a tiered intervention system, and we're looking at exactly what individual students need.

Other key strategies include professional development for teachers and administrators and the development of an early warning system for signs of possible at-risk status.

Year 1 Implementation Steps Description:

In 2012-13, we will:

1. Expand NWEA assessment to grades 1-12.
2. Begin implementation of the whole framework of interventions, beginning with focus schools, including the use of specific instructional strategies and computer-based programs in reading.
3. Provide professional development related to SRBI for teachers, administrators and families, including the development of

webinars.

4. Provide support for the schools through the three intervention specialists (one for each level – elementary, middle and high school).

5. Introduce and begin use of the early warning system.

Years of Implementation:

Year 2

Year 3

Year 4

Year 5

Key District Initiative

Other: School Quality Approach

New or Existing Reform? New Existing

Overview:

During phase one of the district's reform plan, there was a significant emphasis on fully implementing the empowerment component of the Managed Performance Empowerment (MPE) Theory of Action. The empowerment theory provides greater autonomy, through site-based management, to high performing and consistently improving schools, particularly in the areas of budgeting, school accountability planning, program development and curriculum development. This approach is grounded in research on effective school districts. In a meta-analysis of improving school districts, researchers Tim Waters and Bob Marzano (2006) found that site based management was most likely to raise student achievement when combined with defined autonomy. For schools that were not significantly improving or at/near academic achievement goal standards, leadership teams at these schools have been subject to greater interventions from supervisors and central office staff, or have been subject to the district's redesign/repurposing policy (Policy # 6190).

Among the benefits of the empowerment approach has been greater research-based innovations in instructional practices and programming, improved leadership development opportunities and thus Principal quality, and streamlined centralized services focused on improvement through a strategic operating plan.

Simultaneously though, several historically low performing schools continue to struggle despite additional resources and new school designs demonstrating a need for a more defined and structured management approach. In retrospect we identify five lessons learned concerning the challenges we have experienced in our turnaround work:

1. The concentration of high poverty, high need students in a school creates an isolation experience in particular neighborhoods that needs to be addressed;
2. The inconsistencies from year to year in the school leadership team or the Principal supervision structure leads to mixed messages about implementation priorities;
3. There has been insufficient embedded instructional leadership training for leaders of low performing schools that includes a *problem of practice* approach;
4. There has been knowledge gaps of our school designs across central office departments to ensure tailored supports; and
5. There is a need for a highly defined consistent managed performance structure for all schools that fall under a pre-defined performance progress range to ensure timely improvement decisions for all struggling schools.

Looking forward, we know that successful school models are thriving within our system of schools and provide a great opportunity to better structure the management approach around known best practices while still allowing for unique school models. Phase two of our district reform will include an aggressive, highly structured management approach to school turnaround that will capture the leadership, policy, school climate and other operational conditions necessary for turnaround success. This approach lies within our 2008 Board-adopted theory of action. The goal is to use a highly defined management approach in struggling schools in order to better prepare the site-based team to ultimately become autonomous.

Defining the Management Approach in Managed Performance Empowerment

The School Quality structure is Hartford Public Schools' managed performance approach which consists of five non-negotiable components. Each year, based on each schools performance history and annual academic growth, a set of schools will be identified to be part of the school quality cohort working under a School Quality Officer.

I. School Quality Meetings

School Quality meetings are biweekly meetings held by the Assistant Superintendent of PK-12 Education in partnership with the Office of Academics and other central office team members to monitor the progress of schools. Based on a review of multiple data points including site visit notes, presented by the school supervisor, i.e. Portfolio Director and the appointed Director of Special Education, concrete next steps for monitoring, support and intervention are identified along with the persons responsible for each action step. Leadership development needs identified through the School Quality Meetings are used to structure upcoming monthly Principal professional development and individualized growth opportunities.

II. School Leadership Options

Leadership matters and not all good Principal leaders are skilled to lead a turnaround school. There will be four approaches

to school leadership teams at our Turnaround schools:

1. Assign a School Quality Officer to serve at the school site to observe, monitor, and supervise the implementation of best leadership and instructional practices, to assess the effective use of school resources, observe the school climate, to make day to day recommendations to the school leadership team, and to make recommendations to the Superintendent for a comprehensive turnaround plan that may include # 2, 3 or 4 below. The SQO along with the principal will hold weekly grade level/ data team meetings to analyze student data and to work collaboratively with the team to monitor the implementation of strategies and plan for instruction.
2. Replace the Principal and leadership team with a Turnaround Team, i.e. a Principal who has over five years experience leading a successful school (with preference given to Hartford leaders) and allow him/her to bring a turnaround team that could include an Assistant Principal or Theme Dean, a curriculum coordinator, an operations manager and/or master teacher.
3. Bring in a well established third party manager that understands the local context, to partner with the district in directly leading the school or assisting in a turnaround plan.
4. Pursue a School Redesign or Repurposing Plan under district policy 6190.

III. Staffing Model

The staffing model at the school will be determined by the School Quality Officer or Turnaround Principal in consultation with the Superintendent, which will include the flexibility to bring in a new leadership team. The SQO will work directly with this team which will be made up of exemplary teachers who have demonstrated consistently high quality instructional practices and are highly skilled in reading, math and science curriculum implementation. A leadership team that commits to a three year turnaround time period will receive differentiated pay for taking the assignment and for delivering on results.

Additionally, "permanent" substitute teachers will be hired to exclusively serve schools under a School Quality Officer or Turnaround Principal.

Master teachers can also be part of the turnaround design, receiving differentiated pay for their assignment and for their minimum three year commitment.

IV. Intervention Approach

Schools with a low percentage of students mastering Kindergarten reading standards will be required to implement a longer kindergarten year to ensure that students gain the pre-requisite literacy skills to be successful in grade one. The Kindergarten curriculum will focus on literacy (reading, writing, speaking), math, music and art. Staffing will consist of teachers and support staff that have demonstrated a commitment to closing the achievement gap by providing consistently high quality kindergarten instruction. These teachers will receive ongoing professional development in the area of reading instruction (vocabulary development, phonological awareness, phonics, comprehension, fluency and building background knowledge) to ensure they are current with the most effective research in the area of reading. They will also be responsible for taking a leadership role by providing professional development to colleagues in an effort to build capacity within the school.

The middle grades will include career pathways exposure and skill development opportunities for students to high school, college and careers to bring meaning to their studies and personal effort. In addition, literacy intervention programs such as Read 180 and System 44 will be part of the school day in addition to their literature course.

At the high school level, the student success centers will be used to provide small group support to students to encourage on-grade credit completion.

The Office of Academics is charged with developing a comprehensive SRBI model. An SRBI model, or a Scientifically Research-Based Intervention model provides a menu of research-driven supports based on student academic and/or behavior challenge needs that a team of teachers can individualized to student needs. The SRBI approach aligns with our assessment system to identify students who are at risk of not meeting the benchmarks set forth by the Connecticut Common Core standards and thus signifies the need for an immediate response by implementing and monitoring an intervention and instructional supports.

V. Accountability

A monitoring report or data dashboard will be used to monitor school progress throughout the year and to report on school-readiness measures utilizing multiple indicators including: CMT or CAPT scores, benchmark exams, formative tests, monthly attendance, truancy rates, tardiness records, on-time credit completion rate(H.S.), reading levels, parent engagement indicators, English Language Learner rate and progress, special education rate, percent of children living in

poverty, % of children living with someone other than parents, etc.

A public presentation on school progress will be made in February annually for schools that are performing below expectations at a Workshop meeting of the Board of Education.

Five Year Strategies and Implementation Steps:

The six areas below reflect the six key strategies in our Strategic Operating Plan:

1. Curriculum

Curriculum support is differentiated based on overall school quality, with additional support provided to struggling schools. This differentiation will begin with the school's OSI rating, but will be further differentiated throughout the year based on constant monitoring of benchmark and interim assessment data to determine who needs what support.

Ongoing meetings are held to determine priorities for curriculum and instruction based on data, which is disaggregated by subgroups to make sure all students are learning.

2. Quality Instruction

Based on SQ review process, priorities for instructional leadership are set or modified. The process includes the use of data teams to identify instructional issues, setting priorities based on those issues, and developing a plan for addressing them. Principals are expected to play an active role on the data teams.

3. Innovative Leadership

Hartford's school accountability process, in which principals and school leadership teams annually review and revise their goals and school strategies based on results, is interwoven with the School Quality Approach. In schools that are working with the School Quality Officer (based on the HPS autonomy structure), he/she will be directly involved in this process.

Coaches are provided for all novice school leaders and struggling leaders, and coaching plans are developed that are based on their needs. The coaching support structure recognizes that even a good principal may need support in a difficult school.

4. School Design Fidelity

Learning walks and instructional rounds at the school are conducted by a team that is led by the Portfolio Director and focuses on school design fidelity as well as curriculum and instruction. They look for evidence of increasingly sophisticated design in terms of the presence of the appropriate structures and personnel dedicated to theme implementation. Also included in this review are visual and physical evidence of implementation, a schedule that includes theme-related activities, and classroom observations to assess how well teachers are incorporating the theme into core instruction. The team provides feedback to the principal, including recommendations for action, which then become school priorities.

5. Family and Community Engagement

The School Quality Officer and the school leadership team review all the information from the climate satisfaction survey and also incorporate information from Welcome Center data and special education. In addition they review the School Governance Council and PTO to make sure diverse stakeholders are engaged. This year, the process focused on increasing the number of School Governance Councils that fully met the standards set forth of policy.

6. Capacity building

Capacity building in this area focuses on differentiated, embedded professional learning for school leaders that is designed to be highly responsive to needs. As principals' needs are identified, whenever possible, the school leader(s) attends a session at a site where the principal is particularly strong in that area. If the need is shared by many principals, we hold a whole group session. Next year, we will initiate a 2-hour menu of site-based learning each month based on trends/needs and a separate one-hour business meeting to facilitate communication of important operational issues, thus instructional and operational issues will be considered separately.

Year 1 Implementation Steps Description:

In 2011-12, the first year of implementation of the School Quality Approach, the major focus was aligning team goals with Strategic Operating Plan goals. In the coming year, 2012-13, activities in each of the six strategy areas will include the following:

1. Curriculum

- a. Review data (e.g., on universal reading screen) to inform district support levels.
- b. Monitor the school-based data related to AP and ECE classes offered including student enrollment and credit attainment.
- c. Monitor SAT data across the schools and set improvement targets
- d. Through learning walks, monitor college-going culture and college-ready curriculum in all schools.

2. Quality instruction

- a. Monitor the implementation of homework guidelines.
- b. Monitor the implementation of SAT prep into core instruction.
- c. Monitor the integration of common core standards in reading, writing and math across the curriculum.

3. Innovative Leadership

- a. Monitor data teams at the school level for alignment to strategic priorities.
- b. Provide differentiated PD for school leaders on implementation of middle years design standards.
- c. Monitor development and implementation of School Accountability Plans in alignment with strategic priorities of the district.

4. School Design Fidelity

- a. Provide differentiated support for leaders on implementation of school design.
- b. Provide support for high school principals on college-readiness strategies.
- c. Monitor choice data to evaluate access to high-quality college-ready high schools.

5. Family and Community Engagement

- a. Monitor data on School Governance Council and PTO participation to inform improvement planning with principals.

6. Capacity Building

- a. Monitor professional development strategies in School Improvement Plans for alignment to strategic goals, including common core implementation.
- b. Monitor implementation of professional development for grade 6-8 teachers across the district on appropriate pedagogy for adolescent learners.
- c. Plan and implement differentiated professional development for school leaders based on school quality process.

Years of Implementation:

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

Key District Initiative

Other: Middle Years Redesign

New or Existing Reform? New Existing

Overview:

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

This goal is supported by five objectives:

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

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

Five Year Strategies and Implementation Steps:

Strategies and implementation steps for Middle Years Redesign are described below. One of the central components is the use of Student Success Plans supported by transition coordinators. The Student Success Plans, which will be introduced in 6th grade, look at the whole student – academic, behavioral, social/emotional – and are intended to support students through early adolescence into high school success, with the involvement of their families. The work of the transition coordinators will provide support and build capacity for this process by working with school staff to develop specific interventions and strategies to support successful transition to high school; providing professional development that will build capacity within the schools; and supporting principals in creating a college-ready culture and structure.

Other key strategies and implementation steps, with activities that were initiated in 2011-12 indicated by an asterisk, include:

I. Relevant Curriculum

- a. Add two interdisciplinary units aligned to Common Core State Standards for middle years with focus on STEM skills.*
- b. Conduct audit to assess access to Algebra 1 and school capacity to offer it.*
- c. Develop a multi-year implementation plan to provide access to students to participate in Algebra 1 in 8th grade.*
- d. Create a five-year funded systemic academic intervention plan for literacy and math.*
- e. Define library research skills and computer literacy for middle years students including organizational skills.*
- f. Audit current practices in how schools are meeting health education.*
- g. Implement College and Career Counseling Program Curriculum including career planning and other college readiness skill development.

2. Quality Instruction

- a. Establish research-based instructional guidelines to be included in Middle Years Design Standards.*
- b. Conduct research-based analysis to develop guidelines for effective homework practices for middle years.*
- c. Provide professional development on implementation of homework guidelines.
- d. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.

3. Innovative Leaders

- a. Create a training module for existing and emerging leaders specific to middle level school leadership.*
- b. Create a plan to systematically develop formal structures and processes for increasing youth leadership.*

4. School Design Fidelity

- a. Create Middle Years Design Standards describing key elements and indicators of a successful middle school based on national standards.*
- b. Establish a rubric based on Middle Years Design Standards to assess the quality of the school-based Middle Years Implementation Plans.*
- c. Implement professional development for principals on the Middle Years Design Standards and process for the development of Middle Years Implementation Plans.*
- d. Implement Middle Years Design Standards for middle years structure (all three grades).
- e. Engage middle years students in student community meetings, advisories, and/or grade level celebrations and team building as part of the level weekly schedule.
- f. Following establishment of benchmark in 2012-13, evaluate successful implementation of Middle Years Implementation Plans based on established rubric.

5. Family and Community Engagement

- a. Establish a committee to examine grading and grade reporting practices and make recommendations for improvement.*
- b. Develop a plan for communicating student performance aligned to standards (e.g. progress reports, report cards, online teacher and parent portals).*
- c. Based on national research, develop a plan for increasing middle years athletic programs to build school spirit and as feeders to high school athletic programs.*
- d. Implement mentorship programs for middle years students.
- e. Provide information on Lexile levels to parents/families.

6. Capacity Building

- a. Review current options for middle years after school programs to identify gaps and linkage with SOP Goals (e.g. college visits, career readiness).*
- b. Revisit the Climate Survey to determine usefulness and explore survey options that more specifically assess school connectedness.*
- c. Create plan for implementation of After School Standards.*
- d. Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.
- e. Provide differentiated professional development to schools that need support in their middle years design implementation in collaboration with partners.
- f. Identify Lexile test and administer baseline.
- g. Provide training to teachers on Lexile levels.
- h. Assess and develop plans to build schools' capacity to track school connectedness activities.

Year 1 Implementation Steps Description:

HPS began to implement its Strategic Operating Plan in 2011-12, so it is now in its second year of implementation. Scheduled implementation steps for 2012-13 include initiating the Student Success Plans by hiring the college-readiness interventionists to begin working with schools, staff and students. Other elements of the Strategic Operating Plan that will be implemented in 2012-13 include:

1. Relevant Curriculum

- a. Implement College and Career Counseling Program Curriculum including career planning and other college readiness skill development.

2. Quality Instruction

- a. Provide professional development on implementation of homework guidelines.

3. Innovative Leaders

No new action steps scheduled for 2012-13.

4. School Design Fidelity

- a. Implement professional development for principals on the Middle Years Design Standards and process for the development of Middle Years Implementation Plans.
- b. Implement Middle Years Design Standards for middle years structure (all three grades).

- c.. Engage middle years students in student community meetings, advisories, and/or grade level celebrations and team building as part of the level weekly schedule.
- d. Following establishment of benchmark in 2012-13, evaluate successful implementation of Middle Years Implementation Plans based on established rubric.

5. Family and Community Engagement

- a. Implement mentorship programs for middle years students.
- b. Provide information on Lexile levels to parents/families.

6. Capacity Building

- a. Create plan for implementation of After School Standards.
- b. Provide training for grade 6-8 teachers on teaching the adolescent; training to occur within first year teaching a middle grade.
- c. Provide differentiated professional development to schools that need support in their middle years design implementation in collaboration with partners.
- d. Identify Lexile test and administer baseline.
- e. Provide training to teachers on Lexile levels.
- f. Assess and develop plans to build schools' capacity to track school connectedness activities.

Years of Implementation:

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

Key District Initiative

Other: College Readiness

New or Existing Reform? New Existing

Overview:

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

1. Every high school student will demonstrate college-ready skills in reading, writing and math.
2. Every high school student will have access to a college-level course.
3. Every high school student will complete a rigorous college-ready curriculum, including a Capstone experience.
4. Every high school student will be prepared to successfully complete the college application process, including the development of a financial management plan.
5. Every high school graduate who enrolls in college will successfully complete his/her freshman year.

By 2018, over 60% of all jobs will require some college experience – associate’s degree, bachelor’s, vocational, etc. To prepare our students to be part of the global economy, HPS must equip them for success in entering and completing college.

The strategic operating plan articulates a range of research-based action steps designed to support students in this preparation. While the primary focus is on academics, these activities also include the soft skills of resilience, tolerance, self-advocacy, etc.

The past year, 2011-12, was the first implementation year for the new strategic plan, so this is an existing initiative. While it is too soon to measure the results of this goal, the prospects for positive impact are significant. The success of this plan will be enhanced by the research foundation for the strategies and activities, by the accountability structure that has been put in place (e.g., counselors not only answer to principals but to central office to ensure fidelity) and by an increased attention to data. A District Data Team focused on the secondary school level has been formed and meets regularly with a focus on data elements related to this strategic goal.

Five Year Strategies and Implementation Steps:

Six key strategies will support each of the HPS strategic goals. These six strategies and major action steps to achieve them in the area of College Readiness are listed below, with activities that were initiated in 2011-12 indicated by an asterisk.

A key strategy is the administration of the SAT during the school day without cost to the students – important because SAT is a gateway college assessment. This action strategy will be supported by collaborating with the Office of Academics to ensure that SAT preparation is embedded in the incorporation of common core state standards.

In addition to the strategies and action steps listed below, an additional possibility is to create a scholarship for more students to attend ECE programs so they can take advantage of these programs. These scholarships would pay for fees, books, and transportation.

I. Relevant Curriculum

- a. Conduct curriculum audit and develop implementation action plan for increased opportunities and student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.*
- b. Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-based AP classes, ECE classes and dual enrollment.
- c. Design College and Career Counseling Curriculum that includes classroom and counseling components for PreK-12.*
- d. In successive years, implement, monitor and evaluate a college and career counseling curriculum for grades 9-12, 6-8 and K-5.
- e. Initiate standard-based grading recommendations process.
- f. Implement the SAT during the school day at no cost to students.*
- g. Update HS graduation policy ensuring alignment with common core state standards, college readiness skills (cognitive strategies, key content, academic behaviors, college knowledge) AND admissions requirements for 4-year colleges/universities.
- h. Monitor and evaluate college-ready curriculum across district.
- i. Provide a structured and comprehensive approach of academic support for students who are at or below grade level.

2. Quality Instruction

- a. Embed SAT preparation into instructional practices.
- b. Conduct research-based analysis to develop guidelines for effective purposeful practices for grades 9-12.
- c. Provide professional development on implementation of homework guidelines.
- d. Increase focus on reading, writing and math across the curriculum as key skill development areas for college readiness.
- e. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.

3. Innovative Leaders

- a. Research local best practices to develop a plan to implement a school-based philosophy, belief system, innovative strategies and measurement tools to create and nurture a college-going culture, including the use of a College and Career Readiness Plan.
- b. Develop plan for hosting National Academy Foundation student leadership regional conference. (Spring 2013)*
- c. Develop plan to co-host first STEM leadership conference. (Fall 2012)*

4. School Design Fidelity

- a. Ensure that documented college readiness strategies are integrated into and are reflective of school themes and incorporated into instructional practices and into evaluation structures as part of School Accountability Plans.
- b. Develop rubric to assess schools' effectiveness in meeting goals identified in their design specs to prepare students for college.*
- c. Examine Pre-K-12 pathways and their effectiveness in preparing students to be college-ready and explore connections to post-secondary areas of study.
- d. Evaluate Choice Program and ability to meet demand and ensure access.

5. Family/Community Engagement

- a. Compile baseline data on workshops for 9th-12th grade parents and students on financing a college education (Pell Grants, school-based aid, etc). Connect with Family Support Services Providers (FSSP) and Family Resource Aides (FRA) to share information.*
- b. Research and develop framework for Hartford Promise scholarship program.*
- c. Develop family capacity by making resources available; providing opportunities to network with other families for college readiness; building relationships and making connections with teachers, professionals, leaders.
- d. Conduct landscape review of existing college support programs (e.g. Career Beginnings, Upward Bound) to develop a coordinated and integrated plan that aligns school and community resources for broader college support system.
- f. Develop and implement a college visit program for parents.
- g. Conduct community forums on college awareness including motivational speakers and open dialogue with parents.
- h. Design a College Awareness course to be taught in the Parent Academy.

6. Capacity Building

- a. Design, monitor, implement professional development on effective instruction (e.g. modalities of learning, use of diverse instructional strategies across grade levels, gradual release of responsibilities based on needs and performance of the learner).*
- b. Provide professional development to identified staff in areas designed to support students' college application process, including FAFSA training.*
- c. Establish a FAFSA completion baseline measure and growth measures.*
- d. Create plan for implementation of After Schools Standards.*
- e. Assess current internships, job programs and other opportunities to assess alignment with Capstone and career competencies to develop an internship framework.*
- f. Develop new partnerships with businesses and community based organizations to increase internship opportunities.*
- g. Develop and implement a college support student ambassador program comprised of students from local colleges as well as seniors of HPS.
- i. Review current options for extracurricular and enrichment activities (arts, sports, clubs) to develop a plan for increased opportunities geared toward the high school student population.
- j. Review OSI to determine inclusion of college readiness standards, post-secondary enrollment, other key measures of accountability.
- k. Coordinate and facilitate the systemic implementation of electronic student success plans.

Year 1 Implementation Steps Description:

HPS began to implement its Strategic Operating Plan in 2011-12, so it is now in its second year of implementation. Scheduled implementation steps for 2012-13 are:

1. Relevant Curriculum

- a. Implement Action Plan for increased opportunities and structured student support programs for students enrolled in school-

based AP classes, ECE classes and dual enrollment.

- b. Implement, monitor and evaluate a college and career counseling curriculum for grades 9-12.
- c. Implement the SAT during the school day at no cost to students. (ongoing)
- d. Update HS graduation policy ensuring alignment with common core state standards, college readiness skills (cognitive strategies, key content, academic behaviors, college knowledge) AND admissions requirements for 4-year colleges/universities.
- e. Monitor and evaluate college-ready curriculum across district.
- f. Provide a structured and comprehensive approach of academic support for students who are at or below grade level.

2. Quality Instruction

- a. Embed SAT preparation into instructional practices. (ongoing)
- b. Provide professional development on implementation of homework guidelines.
- c. Increase focus on reading, writing and math across the curriculum as key skill development areas for college readiness.
- d. Implement technological options for homework management including online assignments, parent portal for info and engagement, etc.

3. Innovative Leaders

- a. Research local best practices to develop a plan to implement a school-based philosophy, belief system, innovative strategies and measurement tools to create and nurture a college-going culture, including the use of a College and Career Readiness Plan.
- b. Develop plan for hosting National Academy Foundation student leadership regional conference. (ongoing to Spring 2013)
- c. Develop plan to co-host first STEM leadership conference. (Ongoing to Fall 2012)

4. School Design Fidelity

- a. Ensure that documented college readiness strategies and action steps are reflective of school themes and incorporated into instructional practices and into evaluation structures as part of School Accountability Plans. (ongoing)
- b. Evaluate Choice Program and ability to meet demand and ensure access.
- c. Examine Pre-K-12 pathways and their effectiveness in preparing students to be college-ready and explore connections to post-secondary areas of study.

5. Family/Community Engagement

- a. Conduct landscape review of existing college support programs (e.g. Career Beginnings, Upward Bound) to develop a coordinated and integrated plan that aligns school and community resources for broader college support system.
- b. Develop and implement a college visit program for parents.
- c. Conduct community forums on college awareness including motivational speakers and open dialogue with parents.
- d. Design a College Awareness course to be taught in the Parent Academy.

6. Capacity Building

- a. Design, monitor, implement professional development on effective instruction (e.g. modalities of learning, use of diverse instructional strategies across grade levels, gradual release of responsibilities based on needs and performance of the learner). (Ongoing)
- b. Provide professional development to identified staff in areas designed to support students' college application process, including FAFSA training. (Ongoing)
- c. Develop new partnerships with businesses and community based organizations to increase internship opportunities. (Ongoing)
- d. Coordinate and facilitate the systemic implementation of electronic student success plans.

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

Stages of School Improvement	Date
<i>Phase I Interventions: Focus Schools (2012-13)</i>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
<i>Phase II Interventions: Other low performing schools (2013-14)</i>	
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
<i>Phase III Interventions: Other low performing schools (2014-15)</i>	
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.

The classification below reflects the 2012-13 School Performance Matrix, based on the School Performance Index (SPI) and reflecting the 2011-2012 SPI Rate of Improvement.

The School Performance Index measures:

- CMT Grades 3-8 (Standard, MAS, Skill Checklist)
- CAPT Grade 10 (Standard, MAS, Skill Checklist)

School placement on the matrix is based on:

- The school's three-year average SPI (2010, 2011 and 2012)
 - Scale 0-100
 - Four performance categories (SPI 88-100, SPI 64-87, SPI 41-63, SPI 0-40)
- Rate of improvement
 - 2011 to 2012 growth relative to a school's annual growth target
 - Three growth categories: 1) Met annual growth target: School met or exceeded its annual growth target; 2) Maintained: School did not meet its annual growth target, but did not decline more than their target; 3) Declined: School declined more than its annual growth target.

Tier	List of Schools in Tier	Classification on 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>Renzulli Academy Webster Micro-Society University High Sport & Medical Sciences (CMT and CAPT) Breakthrough Magnet Capital Prep Magnet (CMT and CAPT) STEM at Fisher Kinsella Magnet Classical Magnet (CMT and CAPT) Montessori Magnet at Fisher Great Path Academy</p>	<p>Under the SPI system described above, these schools are provided autonomy. See explanation above on Hartford's School Performance Matrix based on SPI</p>	<p>Leadership:</p> <div data-bbox="695 405 1101 926" style="border: 1px solid black; padding: 5px;"> <p>School leaders have autonomy in structuring their leadership team. Supervision is based on demonstrated needs of the school leader using the district's school leadership rubric (attached). Leadership development is differentiated based on the needs of the leader and the needs of the school. Successful school leaders in consistently successful schools are expected to serve in leadership roles, such as hosting instructional rounds, providing professional development on best practices, and serving as an executive principal or a supervising principal.</p> </div> <p>Instruction/Teaching:</p> <div data-bbox="695 982 1101 1562" style="border: 1px solid black; padding: 5px;"> <p>Staffing decisions are made by the school-based team. The district engages a talent recruitment approach to assist schools in finding new talent within and outside of the district. Schools are responsible for the capacity of their staff to meet the educational needs and goals of their students. The district provides centralized professional development on the district curriculum, as well as training in mandated areas. The district has a relationship with Teach for America and encourages principals to select teachers from available TFA corps members. All teachers and leaders are trained in Charlotte Danielson's Framework for Teaching.</p> </div> <p>Effective Use of Time:</p> <div data-bbox="695 1654 1101 1871" style="border: 1px solid black; padding: 5px;"> <p>Principals have defined autonomy regarding the use of instructional and professional learning time. Principals are restricted only by state and federal laws, collective bargaining agreements and district policies.</p> </div>

			<p>Curriculum: Schools have defined autonomy regarding curricular decisions. Schools may create unique courses and curriculum elements that prepare students for grade advancement and college. Principals are responsible for ensuring alignment with common core state standards as well as other state requirements and district policies (such as graduation policies).</p> <p>Use of Data: Principals are responsible for the scheduling and structuring of data teams or professional learning communities and for sustaining a data-rich culture. Principals and their supervisors work together to establish a schedule for data teams and to evaluate their effectiveness.</p> <p>School Environment: School climate goals are a focus of School Accountability Plans. The principal is responsible for establishing and maintaining a positive school climate.</p> <p>Family and Community: School Governance Councils are involved in critical decisions at the school level including the construction of the school budget, selection of the school leader and development of the school compact (rules, etc.) The district's Welcome Center provides differentiated support for families on an as-needed basis</p>
<p>Schools that require moderate support and oversight: These schools should be identified</p>	<p>Note: In the following list, schools with an asterisk are classified by HPS in the targeted intervention range, and the state has included them</p>	<p>Under the SPI system described above, these schools are under targeted supervision. See explanation above on Hartford's</p>	<p>Leadership: School leaders have defined autonomy in structuring their leadership team. Supervision is based on demonstrated needs of the school leader using the district's school leadership rubric. (attached) Leadership development is differentiated based on the needs of the leader and the needs of the school. In middle tier schools,</p>

<p>because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>as focus or review schools. Environmental Studies at Hooker Pathways Magnet* Wish* Simpson-Waverly* Kennelly* Betances Early Reading Lab West Middle* RawsonMGA* Naylor* M.L. King* Breakthrough II* Moylan Expeditionary Learning* M.D. Fox* Burr* America's Choice at SAND J.C. Clark* Bulkeley Lower Parkville Asian Studies at Dwight/Bellizzi* Rawson Elementary Global Communications* Sanchez* Batchelder*</p>	<p>School Performance Matrix based on SPI</p>	<p>school leaders will participate in some required professional development based on school performance. Topics include but are not limited to effective use of data to improve instruction, curriculum implementation, and school climate. School leaders of middle tier schools are supervised more frequently and receive feedback more frequently.</p>
			<p><u>Instruction/Teaching:</u> Staffing decisions are made by the school-based team. The district engages a talent recruitment approach to assist schools in finding new talent within and outside of the district. Schools are responsible for the capacity of their staff to meet the educational needs and goals of their students. The district provides centralized professional development on the district curriculum, as well as training in mandated areas. The district has a relationship with Teach for America and encourages principals to select teachers from available TFA corps members. All teachers and leaders are trained in the Charlotte Danielson Framework for Teaching. Teachers receive additional support from intervention specialists and instructional coaches who are supported by the intervention team.</p>
			<p><u>Effective Use of Time:</u> Schools receive direct supervision regarding the use of instructional and professional learning time.</p>
			<p><u>Curriculum:</u> Schools implement the district curriculum and assessments which are aligned to the common state standards. They also may have additional theme-related courses that meet the approval of the Office of Academics.</p>
			<p><u>Use of Data:</u> Principals are responsible for the</p>

			<p>scheduling and structuring of data teams or professional learning communities and for sustaining a data-rich culture. Principals and their supervisors work together to establish a schedule for data teams and to evaluate their effectiveness. Principals facilitate all data teams.</p> <p>School Environment:</p> <p>School climate goals are a focus of School Accountability Plans. The principal is responsible for establishing and maintaining a positive school climate. Schools receive intervention support for improving school climate based on demonstrated need.</p> <p>Family and Community:</p> <p>School Governance Councils are involved in critical decisions at the school level including the construction of the school budget, selection of the school leader and development of the school compact (rules, etc.) The district's Welcome Center provides differentiated support for families on an as-needed basis</p>	
<p>Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as</p>	<p>Schools that are classified in the middle tier under Hartford's School Performance Matrix, but that have been identified by the state as focus, turnaround or review schools, are marked with an asterisk.</p> <p>High School, Inc. HPHS-Law & Govt. HPHS –</p>	<p>See explanation above on Hartford's School Performance Matrix based on SPI Under the SPI system described above, these schools are classified as intervention schools.</p>	<p>Leadership:</p> <p>School leaders have direct supervision in structuring their leadership team. Supervision is based on demonstrated needs of the school leader using the district's school leadership rubric. (attached) Leadership development is differentiated based on the needs of the leader and the needs of the school. In addition, principals experience frequent professional learning both on site and off site targeted toward effective data use, improving instruction, and implementing curriculum and school climate. Principals experience biweekly supervision and feedback.</p> <p>Instruction/Teaching:</p> <p>Staffing decisions are made by the school-based team. The district</p>	

<p>measured by the School Performance Index and 4-year graduation rates).</p>	<p>Engineering & Green Tech. Culinary Arts Journalism & Media Burns Latino Studies Milner Opportunity High McDonough HPHS-Nursing Bellizzi Middle Grades(7-8) Pathways Magnet* Wish* Simpson-Waverly* Kennelly* West Middle* RawsonMGA* Naylor* M.L. King* Breakthrough II* Burr* J.C. Clark* Asian Studies at Dwight/Bellizzi* Global Communications* Sanchez* Batchelder* Moylan Expeditionary Learning* M.D. Fox*</p>	<p>engages a talent recruitment approach to assist schools in finding new talent within and outside of the district. Schools are responsible for the capacity of their staff to meet the educational needs and goals of their students. The district provides centralized professional development on the district curriculum, as well as training in mandated areas. The district has a relationship with Teach for America and encourages principals to select teachers from available TFA corps members. All teachers and leaders are trained in the Charlotte Danielson Framework for Teaching. Teachers receive additional support from intervention specialists and instructional coaches who are supported by the intervention team. Schools in the lowest tier, as part of their instructional support, experience more frequent school quality meetings where central office and district administrators analyze real-time data and support interventions.</p>	<p>Effective Use of Time: Schools receive direct supervision regarding the use of instructional and professional learning time. Supervisors of principals ensure that data teams are scheduled, meetings are productive, minutes are kept and reviewed. They also ensure that professional learning time is tightly aligned to the school improvement plan and district priorities.</p> <p>Curriculum: Schools implement the district curriculum, assessment and professional learning to support the curriculum, along with additional support to implement the curriculum.</p> <p>Use of Data: Schools receive direct supervision regarding the use of instructional and professional learning time.</p>
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			<p>School Environment:</p> <p>School climate goals are a focus of School Accountability Plans. The principal is responsible for establishing and maintaining a positive school climate. Schools receive intervention support for improving school climate based on demonstrated need.</p> <p>Family and Community:</p> <p>School Governance Councils are involved in critical decisions at the school level including the construction of the school budget, selection of the school leader and development of the school compact (rules, etc.) The district's Welcome Center provides differentiated support for families on an as-needed basis. Principal supervisors conduct parent forums on a regular basis and provide additional support.</p> <p>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.</p>
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**Note: The following schools do not include a grade that participates in the CT or CAPT:
 Bulkeley Upper, Moylan Montessori
 New School 2012-13: STEM at Betances**

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: Dr. James H. Naylor/CCSU Leadership Academy	Grades Served: PreK-8	# of Students: 713 (14%Black, 59% Hispanic, 19% ELL, 11% Special Ed)
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Diagnosis

- a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

Since 2008 the Overall School Index for Naylor School has remained within one percentage point; from 54.1 to 53 in 2011. Grade three reading remains significantly low at 34% in 2011. Literacy is the area of greatest need in the school. Based on the May administration of the DRA 2 analysis (see below), 48% of Kindergarten students,

Grade	Advanced	Proficient	Basic	Below Basic
Kindergarten	13.9%	35.16%	14.29%	37.36%
First	35.29%	27.94%	16.18%	20.59%
Second	16.46%	35.44%	20.25%	27.85%
Third	22.86%	32.86%	7.14%	37.14%

63% of 1st grade students, 51% of 2nd grade students, and 56% of 3rd grade students scored at or above proficiency. Based on the May administration of the combined Reading Comprehension and DRP assessment scores 52% of students in grade 3, 59% of grade 4 students, 41% of students in grade 5, 62% of students in grade 6, 70% of students in grade 7, and 61 % of students in grade 8 scored at or above proficiency. There is alignment with DRA2 and district reading assessment scores in grade three, fifth grade scores are low due to a district flaw in the test itself, and grades six through 8 are higher indicating students making progress as they move into middle school. Although the above scores are an improvement over last year, several factors impede greater gains in language arts. There is a need for a structured reading program aligned with the common core standards and providing teachers with professional development in phonological awareness, vocabulary development and early reading strategies. Teachers need to progress monitor each student weekly to determine areas of growth. Professional development in common formative assessments, data analysis and effective teaching strategies will increase teacher effectiveness and student performance. The literacy coach and the assistant principal need to focus on providing teachers with consistent daily monitoring of instruction and feedback on instructional

practices. There has been a marked improvement in these areas, but more consistent implementation will take place next year.

- b. What are the reasons for low performance in this school? (Please provide evidence)

During grade level team meetings there has been a resistance to providing data and progress monitoring for all students, but specifically for students having difficulty and not meeting the benchmark and district assessment targets. Teachers lack an understanding of how to teach reading and do not have a structured reading program that provides a strong phonics component. The student population consists of a high number of ELL and special education students. There has been a lack of a common understanding of what constitutes SRBI tiered instruction, a lack of a systematic approach to monitoring curriculum implementation with fidelity, and a lack of consistent teacher collaboration around student performance data. Based on classroom and school observations, the administrative team and literacy coaches are beginning to build collaboration within grade level teams with common planning time and a greater focus on student work samples and data.

Performance Targets

- a. How will the district measure the success of the intervention?

The district will measure the success of the intervention based on increases in the amount of students scoring at or above proficient and a reduction of students scoring in the substantially deficient range in K-3 reading based on the DRA2, increases in the amount of students scoring at or above proficient and a reduction in the number of students scoring in the below basic range in grades 3 – 8 based on the CMT, district unit assessments, and increases in students who meet projected NWEA growth expectations. The district will also plan professional development around the needs of administrators focusing on school wide and district data indicating areas of need. Administrators and coaches/support staff will be in attendance at weekly grade level data team meetings to monitor data and provide support and feedback to teachers on next steps and instructional strategies. This process will be monitored by the district Director. Cohorts of Principals, Assistant Principals, Deans and Literacy Coaches will meet monthly with the district Director to share strategies, brainstorm ideas and review data.

- b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA and the school's common formative

assessments. This performance data along with climate indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district through the support of a Director will collaborate weekly with the principal to support him and his leadership team on monitoring effective instruction.

Areas of School Redesign

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?

The principal has been supported with an Executive Principal who worked with him last year on developing instructional leadership skills and working collaboratively with his leadership team to monitor instruction and provide feedback and support to teachers. The principal will be supported by district executive coaching, along with ongoing differentiated professional development to include: applying the Danielson Framework For Teaching, special education, systems development, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised administrative evaluation and professional learning plan, which includes the adoption of a School Leadership Rubric.

- b. That teachers are effective and able to deliver high-quality instruction?

Implement newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.
- Ongoing daily classroom visitations by administration and coaches to monitor instructional practices and provide modeling, professional

development and feedback to teachers.

- Professional development will be provided in aligning Common Core Standards with lessons, comprehension strategies, common formative assessments and other areas needed to increase teacher effectiveness and quality of instruction.

The results of the teacher evaluation plan 2012-13 will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration. The school has restructured the schedule to include 20 minutes of independent reading for every student every day, common planning time for each grade level team to foster collaboration around student data and instructional practices, and a 45 minute workshop model to provide small group differentiated and targeted instruction for every student daily.

- 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?

The school will use the revised district curriculum which has either already been aligned to the Common Core State Standards, or is in the process of alignment. The school will also establish a systematic way to monitor classroom instruction and the effectiveness of student interventions. The school will be supported by the Office of Academics, the district intervention specialists, and other central office staff as needed.

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

The leadership team will use the district curriculum's embedded assessments to strengthen the data team process in order to ensure that conversations inform changes in instruction. The school has built time into the daily schedule, to provide time for teacher collaboration on the use of data. The team will be supported by the district

intervention specialists on the facilitation of effective data team practices.

- 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?

During the 2012-13 school year, the school staff will continue to refine the school wide behavior program that is currently in place, continue to provide professional development on improving school culture and climate to include refining school-wide expectations regarding: classroom environment, classroom and school routines and procedures, and student and staff behaviors.

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

The school leadership is actively involved in parent engagement through its partnership with Central Connecticut State University. Interns provide in-class support to teachers by working with small groups of students in targeted areas of instruction. CCSU works in collaboration with administration and staff providing professional development on effective classroom management strategies and increasing student engagement. Literacy support staff holds workshops for parents new to the United States in parenting, literacy and classes in English for non-English speaking parents. The principal has established an excellent working relationship with the School Governance Council, he has a strong PTO and is a well-respected member of the Naylor School community attending many local events and supporting initiatives throughout the South end of Hartford.

Funding

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

\$2,245,150

- 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)?

General funds, Title I, PSD, Alliance, other

Focus School: Clark School	Grades Served: K-8	# of Students: 391 (45% Hispanic)
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Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

School climate and literacy are the areas of greatest need in the school. Based on the May administration of the DRA2, 27% of Kindergarten students, 42% of 1st grade students, 50% of 2nd grade students, and 44% of 3rd grade students scored at or above proficiency. Based on the May administration of the Reading Comprehension assessment, 53% of students in grade 4, 40% of students in grade 5, 54% of students in grade 6, 62% of students in grade 7, and 34 % of students in grade 8 scored at or above proficiency. In addition, there have been school climate issues with regards to classroom and school-wide expectations for staff and student behaviors as illustrated by a number of incidents involving insufficient staff supervision and student misbehaviors.

b. What are the reasons for low performance in this school? (Please provide evidence)

There has been a lack of a common understanding of what constitutes effective classroom instruction, a lack of a systematic approach to monitoring curriculum implementation and classroom instruction, and a lack of consistent teacher collaboration around student performance data. Based on classroom and school observations, there has also been a lack of systems for monitoring and improving student behaviors and character development, as well as a lack of clearly defined routines and procedures.

Performance Targets

a. How will the district measure the success of the intervention?

The district will measure the success of the intervention based on increases in the amount of students scoring at or above proficient and a reduction of students scoring in the substantially deficient range in K – 3 reading based on the DRA2, increases in the amount of students scoring at or above proficient and a reduction in the number of students scoring in the below basic range in grades 3 – 8 based on the CMT, district unit assessments, and increases in students who meet their NWEA growth expectations.

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA and the school's common formative assessments. This performance data along with climate indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district will periodically collaborate with the principal to support her and her leadership team on monitoring effective instruction.

Areas of School Redesign

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?

Using a comprehensive principal selection process involving district and school leaders along with the School Governance Council, the school will begin the 2012 – 13 school year with a new principal. The new principal has a strong curriculum and instructional background. She has worked on district curriculum writing teams and has worked as a curriculum specialist, literacy facilitator, turnaround specialist and associate principal. The principal will be supported by district executive coaching, along with ongoing differentiated professional development to include: applying the Danielson Framework For Teaching, special education, systems development, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised administrative evaluation and professional learning plan, which includes the adoption of a School Leadership Rubric.

- b. That teachers are effective and able to deliver high-quality instruction?

Implement newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.

The results of the teacher evaluation plan 2012-13 will be used to inform and develop a

new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

- 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?

The school will use the revised district curriculum which has either already been aligned to the Common Core State Standards, or is in the process of alignment. The school will also establish a systematic way to monitor classroom instruction and the effectiveness of student interventions. The school will be supported by the Office of Academics, the district intervention specialists, and other central office staff as needed.

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

The leadership team will use the district curriculum's embedded assessments to strengthen the data team process in order to ensure that conversations inform changes in instruction. The school has built time into the daily schedule to provide time for teacher collaboration on the use of data. The team will be supported by the district intervention specialists on the facilitation of effective data team practices.

- 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?

During the 2012 – 13 school year, the school will work with the District Safe School Climate Coordinator to refine the implementation of PBIS and the system used to monitor and improve student behaviors. This focus on improving school culture and climate will include defining/refining school-wide expectations regarding: classroom environment, classroom and school routines and procedures, and student and staff behaviors.

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

The office of Early Literacy and Parental Engagement will support the school to refine its parental engagement efforts which include: establishing an effective School Governance Council and Parent Teacher Organization, a monthly parent newsletter, the Husky Sport program, the UConn Read and Raise program, and the Mega Education partnership for Student of the Month and Perfect Attendance.

Funding

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

\$2,088,392

d. 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)?

General Fund, Title I, Title II, PSD, Alliance, Other

Focus School: Michael D.
Fox Elementary School

Grades Served: K-8

of Students: 386

Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

- Consistently low-performing school, based on CT Mastery Test results in all subject areas
- **Cohort** data analysis -- 2010 CMT results to 2011 CMT results, grades 3-6 -- shows an overall deficiency in moving students from the lowest levels to higher levels and in maintaining students at the proficient and goal levels.
- Increased percentage of special education students from 11.7% in 2010-11 to 15.0% in 2011-12.
- Higher ELL population from 30.3% in 2010-11 to 34.9% in 2012-13.
- May 2012 DRA2 results (at or above the proficiency level)
Grade K = 44.7%, Grade 1 = 39%, Grade 2 = 56.9%, Grade 3 = 48.6%

- Effective instructional leadership, particularly in literacy, is critical. Additional professional development was provided this year in the implementation of the core reading process, but more focused coaching and observations with specific feedback is needed by the Literacy Coach and Administration to increase the overall effectiveness of teaching reading.

- Needs: 1) How to effectively differentiate learning for students, 2) consistent and highly effective data team meetings, 3) implementation of strategies to increase student engagement, 4) professional development for all teachers on second language acquisition, Common Core State Standards, and ESL strategies to use as best practices for ALL students

- The school is currently housed in two separate locations while the new school is undergoing construction. One location in the southend of the city houses grades K-4, while the 5th-8th graders attend a site in the northend of the city. This requires the teachers in each location to have separate staff meetings and collaboration meetings.

- The school is currently involved in identifying a school theme with the Director of School Design which will be launched as the new school opens in August 2013

b. What are the reasons for low performance in this school? (Please provide evidence)

Based on school and classroom observations throughout the past school year:

- 1) A lack of highly effective, consistent teaching of reading using a structured reading program;
- 2) A lack of rigorous instruction throughout the day for all students;
- 3) A lack of consistent and effective data team meetings;
- 4) A deficiency in the overall quality of supervision over time—particularly of curriculum and instruction;
- 5) A lack of accountability;
- 6) A lack of a sense of urgency;
- 7) The lack of follow-through on PBIS initiatives and plans to improve school climate;
- 8) Need for high quality teachers who deliver effective instruction on a daily basis, particularly in the middle school level.

Performance Targets

a. How will the district measure the success of the intervention?

- * DRA2 (grades K-3) – percentage of students attaining proficient or advanced levels
- * CT Mastery Test results: number and percentage of students scoring in the goal and advanced levels and the reduction of the number of students scoring in the basic and below basic levels
- * NWEA assessment results (grades 3-8)
- * Quality and overall effectiveness of the school climate improvement plan
- * School Accountability Plan: effectiveness of the plan (goals, strategies, monitoring systems) and achieved outcomes
- * District and school data on student behavior/discipline
- * School and district data on student and staff attendance
- * Quality and overall effectiveness of weekly data team meetings based on school administrator’s regular supervision and the district’s assessment of these data teams

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA, CMT, and the school’s common formative assessments. This academic performance data, along with climate indicators such as student attendance/staff attendance/discipline referrals/suspensions will be analyzed as part of the school quality review process which is designed to monitor school progress

and align central office support accordingly. In addition, the district will support and collaborate with the principal and the school leadership team in monitoring effective instruction.

Areas of School Redesign

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?

Using a comprehensive principal selection process involving district and school leaders, a set of finalists were interviewed by the School Governance Council (SGC). The School Governance Team made a recommendation to the superintendent for a new principal, following the retirement of the current principal. An Acting Principal has been appointed to serve in this capacity. The Acting Principal will receive: coaching from a district executive coach, ongoing, differentiated professional development such as Systems Thinking, Danielson Framework for Teaching, Special Education, Curriculum and Instruction, Data Driven Decision-Making, and other areas based on identified district, school, and individual needs. All administrators will be supervised and evaluated using the revised Administrative Evaluation and Professional Learning Plan, which includes the adoption of a School Leadership Rubric.

- b. That teachers are effective and able to deliver high-quality instruction?

Implement newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework for Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.
- Ongoing daily classroom visitations by administration and coaches to monitor instructional practices and provide modeling, professional development and feedback to teachers.
- Professional development will be provided in aligning Common Core Standards with lessons, comprehension strategies, common formative assessments and other areas needed to increase teacher effectiveness and quality of instruction.

The results of the 2012-13 teacher evaluation plan will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

Additionally, the efficient use of time is essential and must be reflected in schedules, lesson plans, routines, procedures, etc.

Data must be used to inform instructional needs, and interventions must be effectively implemented to remediate and accelerate student learning. The redesign of a student's school day must be based on data which is monitored throughout the year and, therefore, will change during the year based on learning needs.

High quality and highly effective data team meetings and teacher collaboration meetings must be held consistently, and demonstrate effective results.

- 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?

The school will use the research-based, rigorous core reading program with fidelity. The school will also use the revised district curricula that have already been aligned to the Common Core State Standards, or are in the process of alignment. The school will also establish a systematic way to monitor classroom instruction and the effectiveness of student interventions. The school will be supported by the Office of Academics, the district intervention specialists, and other central office staff as needed.

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

The teachers' contract provides for one planning period each week to be used for data team meetings, and also provides for one after school teacher collaboration meeting each month. The principal will prepare a school schedule to accommodate these meetings and ensure that they are effective, meaningful, and focused on the goals and

strategies in the School Accountability Plan.

Data Team meetings will be highly structured, focused on student data and student work, and attended by administration and members of a leadership team.

- 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?

During the 2012 – 13 school year, the school will implement the Positive Behavioral Interventions and Supports (PBIS) program. The school staff has received this professional development, but the school has not followed-through in an effective or consistent manner in implementing the process. The school will be supported by a District Safe School Climate Coordinator. This focus on improving school culture and climate will include defining/refining school-wide expectations regarding: classroom and school environment, classroom and school routines and procedures, student and staff behaviors, and staff-student-home relationships. Additionally, an early intervention team will meet regularly to discuss particular students with academic, social, emotional, and/or health needs to determine appropriate action steps needed for the child to be successful in school.

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

The office of Early Literacy and Parental Engagement will support the school to refine or enhance its parental engagement efforts which are identified in the School Accountability Plan.

Families will be provided with clear information about the curriculum, standards for promotion, the school's grading system, assessments, Common Core State Standards, and the School Accountability Plan. The school will encourage families to participate in engaging workshops during the school year to better understand curriculum and student learning expectations. An effective School Governance Council and Parent Teacher Organization must meet on a regular basis to engage parents and community members and assist in meeting the goals of the school as identified in the School Accountability Plan.

Funding

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

\$1,966,484

- f. 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)?

General funds, Title I Title II, PSD, Alliance, Other

Focus School: Martin Luther King, Jr. Elementary School	Grades Served: PK-8	# of Students: 455
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Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

- Improvement in the school’s climate is needed. The School Climate Survey and several concerns expressed by parents during the year indicated concern for students’ safety, communication, and the need for more rigorous instruction. Student suspensions were reduced by 11% from 2010-11 to 2011-12, but there is an exceptionally high number of suspensions in this school. Current processes to address student behaviors have not demonstrated sufficient success.
- Cohort data analysis -- 2010 CMT results to 2011 CMT results, grades 3-8 -- shows an overall need to move students from the lowest levels to higher levels and in maintaining students at the proficient and goal levels.
- Increased percentage of special education students from 13.2% in 2010-11 to 21.2% in 2011-12.
- Higher ELL population from 1.9% in 2010-11 to 5.4% in 2011-12.
- May 2012 DRA2 results (at or above the proficiency level)
 - Grade K = 36.9%, Grade 1 = 49%, Grade 2 = 66.6%, Grade 3 = 54%
- Effective instructional leadership is critical. Additional support, guidance, and direction were provided to administration and the leadership team. More focused coaching and observations with specific feedback is needed by the Coaches and Administration to increase the overall effectiveness of teaching.
- Needs: 1) How to effectively differentiate learning for students, 2) consistent and highly effective data team meetings, 3) implementation of strategies to increase student engagement, 4) professional development for all teachers on the Common Core State Standards/cultural competency/student engagement.
- District Assessment results, May 2012 (proficient or above):
 - READING: gr 3 = 19.1%, gr 4= 38.8%, gr 5= 15.6%, gr 6=44.2%, gr 7= 34.8%, gr 8= 57.4%.

MATH: gr 3= 66%, gr 4=60.4%, gr 5=48.9%, gr 6=53.5%, gr7= 33.3%, gr 8=22.9%

WRITING: gr 3= 21.7%, gr 4= 76%, gr 5=55.6%, gr6=58.5%, gr7=40.6%, gr8=73.3%

b. What are the reasons for low performance in this school? (Please provide evidence)

Based on school and classroom observations throughout the past school year:

- 1) Rigorous and engaging instruction must occur throughout the day for all students;
- 2) Consistent and effective data team meetings must yield increased student achievement and a change in teaching practices;
- 3) Regular quality supervision of the teaching and learning process should change teaching behaviors and reduce discipline referrals.
- 4) Discipline data must be analyzed and effective action steps taken to reduce referrals and suspensions.

Performance Targets

a. How will the district measure the success of the intervention?

- * DRA2 (grades K-3) – percentage of students attaining proficient or advanced levels
- * CT Mastery Test results: number and percentage of students scoring in the goal and advanced levels and the reduction of the number of students scoring in the basic and below basic levels
- * NWEA assessment results (grades 3-8)
- * Quality and overall effectiveness of the school climate improvement plan
- * School Accountability Plan: effectiveness of the plan (goals, strategies, monitoring systems) and achieved outcomes
- * District and school data on student behavior/discipline
- * School and district data on student and staff attendance
- * Quality and overall effectiveness of weekly data team meetings based on school administrator’s regular supervision and the district’s assessment of these data teams

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA, CMT, and the school’s common formative assessments. This academic performance data, along with climate indicators such as student attendance/staff attendance/discipline referrals/suspensions will be analyzed as part of the school quality review process which is designed to monitor school progress and align central office support

Areas of School Redesign

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?

The principal has been supported by his evaluator and both the elementary and middle school interventionists who worked with him and his leadership team last year to ensure data team meetings were effective and to monitor instruction and provide feedback and support to teachers. For the 2012-13 year, the school will also be supported by the District Safe School Climate Coordinator as the school urgently moves towards improving its school climate and reduction of suspensions. The principal will participate in ongoing differentiated professional development including: applying the Danielson Framework for Teaching, special education, systems development, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised Administrative Evaluation and Professional Learning Plan, which includes the adoption of a School Leadership Rubric.

b. That teachers are effective and able to deliver high-quality instruction?

Implement newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework for Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.
- Ongoing daily classroom visitations by administration and coaches to monitor instructional practices and provide modeling, professional development and feedback to teachers.
- Professional development will be provided in aligning Common Core Standards with lessons, comprehension strategies, common formative assessments and other areas needed to increase teacher effectiveness and quality of instruction.

The results of the 2012-13 teacher evaluation plan will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

Additionally, the efficient use of time is essential and must be reflected in schedules, lesson plans, routines, procedures, etc.

Data must be used to inform instructional needs, and interventions must be effectively implemented to remediate and accelerate student learning. The redesign of a student's school day must be based on data which is monitored throughout the year and, therefore, will change during the year based on learning needs.

High quality and highly effective data team meetings and teacher collaboration meetings must be held consistently, and demonstrate effective results.

- 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?

The school will use the research-based, rigorous core reading program with fidelity. The school will also use the revised district curricula that have already been aligned to the Common Core State Standards, or are in the process of alignment. The school will also establish a systematic way to monitor classroom instruction and the effectiveness of student interventions. The school will be supported by the Office of Academics, the district intervention specialists, and other central office staff as needed.

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

The teachers' contract provides for one planning period each week to be used for data team meetings, and also provides for one after school teacher collaboration meeting each month. The principal will prepare a school schedule to accommodate these meetings and ensure that they are effective, meaningful, and focused on the goals and strategies in the School Accountability Plan. Data Team meetings will be highly structured, focused on student data and student work, and attended by administration and members of a leadership team.

- 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?

During the 2012 – 13 year, the school will implement the Positive Behavioral Interventions and Supports (PBIS) program. The school received professional development and must now analyze and use the data to follow-through in an effective and consistent manner in implementing the process. The school will be supported by a District Safe School Climate Coordinator. This focus on improving school culture and climate will include defining/refining school-wide expectations regarding: classroom and school environment, classroom and school routines and procedures, student and staff behaviors, and staff-student-home relationships. Additionally, an early intervention team will meet regularly to discuss particular students with academic, social, emotional, and/or health needs to determine appropriate action steps needed for the child to be successful in school.

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

The office of Early Literacy and Parental Engagement will support the school to refine or enhance its parental engagement efforts which are identified in the School Accountability Plan.

Families will be provided with clear information about the curriculum, standards for promotion, the school's grading system, assessments, Common Core State Standards, and the School Accountability Plan. The school will encourage families to participate in engaging workshops during the school year to better understand curriculum and student learning expectations. An effective School Governance Council and Parent Teacher Organization must meet on a regular basis to engage parents and community members and assist in meeting the goals of the school as identified in the School Accountability Plan.

Funding

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

\$1,465,112

- h. 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)?

General funds, Title I, Title II, PSD, FRC, Alliance, Other

Focus School: McDonough Expeditionary Learning School

Grades Served: 6-8

of Students: 480 (82% Hispanic)

Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

Literacy in all grade levels is an area of great need. Based on a summary of the April NWEA MAP assessment data shows that students in grade 6 scored in the middle-of-the-year 3rd grade in reading (197.9), and middle-of-the-year 3rd grade in language usage (199.6). Students in grade 7 scored in the beginning-of-the-year 4th grade range for reading (202.1), and the middle-of-the-year 4th grade range for language usage (203.4). Students in grade 8 scored in the middle-of-the-year 4th grade range in reading (206.4), and in the middle-of-the-year 4th grade range to the end-of-the-year 4th grade range in language usage (207.3).

b. What are the reasons for low performance in this school? (Please provide evidence)

There has been a lack of a common understanding of what constitutes effective classroom instruction, a lack of a systematic approach to monitoring curriculum implementation and classroom instruction, and a lack of consistent teacher collaboration around student performance data.

Performance Targets

a. How will the district measure the success of the intervention?

The district will measure the success of the intervention based on increases in the amount of students scoring at or above proficient and a reduction in the number of students scoring in the below basic range on the CMT, and the increases in students who meet their NWEA growth expectations.

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: NWEA MAP assessment data, READ 180 data, and the school's common formative assessments. This performance data along with climate indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district will periodically collaborate with the principal to support her and her leadership team on monitoring effective instruction.

Areas of School Redesign

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?

The school began the redesign process during the 2010 – 2011 school year. As a result, the school began the 2011 – 2012 school year with a new theme, a new principal, and many changes in the school staff. The principal was supported by district executive coaching, along with ongoing differentiated professional development. Professional development for the upcoming school year will be differentiated based on the individual needs of principals. Some areas of focus for the coming school year include: applying the Danielson Framework For Teaching, special education, systems development, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised administrative evaluation and professional learning plan, which includes the adoption of a School Leadership Rubric.

b. That teachers are effective and able to deliver high-quality instruction?

Using the Expeditionary Learning model, the new principal has begun working with school designers from Expeditionary Learning, and the school leadership team, to define and align school-wide instructional practices. This work will be further supported through implementation of the newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.

The results of the teacher evaluation plan 2012-13 will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

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?

During the most recent collective bargaining negotiations, the length of the school day

was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

- 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?

The school staff will work with Expeditionary Learning to begin the process of curriculum mapping, to include grade specific content and skills, based on the Common Core State Standards at all grade levels. The curriculum map will provide guidance in the creation of interdisciplinary units designed around compelling topics that engage students in higher order thinking.

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

The school staff will work with Expeditionary Learning to begin the process of curriculum mapping, to include grade specific content and skills, based on the Common Core State Standards at all grade levels. The school will use the curriculum map to begin the creation of grade level interim assessments to be used to strengthen the data team process to ensure that conversations inform changes in instruction. The school has built time into the daily schedule, to provide time for teacher collaboration on the use of data. The team will use the technical assistance of Expeditionary Learning to support teachers in connecting data team conversations to changes in classroom instruction.

- 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?

Another area of focus for the 2012 – 13 school year will be on school culture and climate. The school will work with the District Safe School Climate Coordinator to further define/refine school-wide expectations of student and staff behaviors. The school will continue to develop the advisory period to teach character development based on the school's established character values. The school will be adding a leadership course for all students.

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

The Office of Early Literacy and Parental Engagement will support the school to refine its parental engagement efforts, which include: the establishment of an effective School Governance Council and Parent Teacher Organization to function as a PLC with a

focus on adolescent growth and development and high school and college readiness, monthly parent newsletter, and providing parent access and trainings on the Parent Portal.

Funding

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

\$1,174,318

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)?

General funds, Title I, Title II, PSD, Alliance, Other

Focus School: Expeditionary Learning Academy at Moylan	Grades Served: PreK-5	# of Students: 750 (85% Hispanic)
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Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

Literacy stands out as the area of greatest need at ELAMS. Based on the May DRA2 administration in grades K - 3, 43% of students scored at proficiency or above. In grades 4 -5, based on the May administration of the Degrees of Reading Power 39.8% scored at or above proficiency, and based on the Reading Comprehension assessment 37.5% of students scored at or above proficiency.

b. What are the reasons for low performance in this school? (Please provide evidence)

There has been a lack of a common understanding of what constitutes effective classroom instruction, a lack of a systematic approach to monitoring curriculum implementation and classroom instruction, and a lack of consistent teacher collaboration around student performance data.

Performance Targets

a. How will the district measure the success of the intervention?

The district will measure the success of the intervention based on increases in the amount of students scoring at or above proficient and a reduction of students scoring in the substantially deficient range in K – 3 reading based on the DRA2, as well as increases in the amount of students scoring at or above proficient and a reduction in the number of students scoring in the below basic range in grades 3 – 5 based on the CMT.

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA, Waterford, Success Maker, as well as the school’s common formative assessments. This performance data along with climate indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district will periodically collaborate with the principal to support him and his leadership team on monitoring effective instruction.

Areas of School Redesign

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?

The school began the redesign process during the 2010 – 2011 school year. As a result, the school began the 2011 – 2012 school year with a new theme, a new principal, and many changes in the school staff. The principal was supported by district executive coaching, along with ongoing differentiated professional development. Professional development for the upcoming school year will be differentiated based on the individual needs of principals. Some areas of focus for the coming school year include: applying the Danielson Framework For Teaching, special education, systems development, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised administrative evaluation and professional learning plan, which includes the adoption of a School Leadership Rubric.

b. That teachers are effective and able to deliver high-quality instruction?

Using the Expeditionary Learning model, the new principal has begun working with school designers from Expeditionary Learning, and the school leadership team, to define and align school-wide instructional practices. This work will be further supported through the implementation of the newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year-end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.

The results of the teacher evaluation plan 2012-13 will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012

school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

- 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?

During the 2011 – 12 school year, the school staff began the process of curriculum mapping, to include grade specific content and skills, based on the Common Core State Standards at all grade levels. The school will be adding additional part time certified teachers in order to support student learning during small group instruction. In addition, the school will be adding additional technology in each classroom to strengthen computer-based classroom interventions.

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

During the 2011 – 12 school year, the school staff began the process of curriculum mapping, to include grade specific content and skills, based on the Common Core State Standards at all grade levels. The school will use the curriculum map to begin the creation of grade level assessments to be used to strengthen the data team process to ensure that conversations inform changes in instruction. The school has built time into the daily schedule, to provide time for teacher collaboration on the use of data. Support on the use of data will be provided by

- 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?

During the 2011 – 2012 school year, the school began the implementation of a systematic approach to improving school climate. There was an emphasis on classroom ecology and management. The school introduced a school-wide character development approach using the school's "Compass for Learners" which defined the school's character values and how they are demonstrated in school. This was further reinforced through the implementation of the school's advisory period; better known as "crew". The leadership team began collecting, analyzing and responding to behavioral data on an ongoing basis. This work will continue to be refined with support from the District Safe School Climate Coordinator in the coming school year.

1. That ongoing mechanisms are in place which provide for family and community

engagement?

The school planned and implemented various parental engagement strategies in their first year of redesign including: teachers keeping an up-to-date parent contact log, outreach to parents to encourage participation in monthly community meetings, the creation of a monthly newsletter to parents with highlights of expectations, home visits for students with repeated referrals, creation of a new School Governance Council to design and implement school compact, establish school and family libraries, and a host of parental evening events. The office of Early Literacy and Parental Engagement will support the school in the refinement of their ongoing parental engagement efforts.

Funding

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

\$3,188,030

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)?

General funds, Title I, Title II, PSD, Alliance, Other

Focus School: Rawson School

Grades Served: PreK-8

of Students: 681

Diagnosis

- a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

School climate and literacy are the areas of greatest need at the school. Based on the April administration of the Northwest Evaluation Association Measures of Academic Progress assessment, the mean RIT score for grade six language usage (204.7) and reading (205.9) was in the middle to end of the fourth grade range. The mean RIT score for grade seven language usage (210.7) and reading (212.2) was in the middle to end of the fifth grade range. The mean RIT score for grade 8 language usage (208.7) and reading (209) was in the beginning to middle of the fifth grade range. In addition, there have been school climate issues with regards to classroom and school-wide expectations for staff and student behaviors as illustrated by a number of incidents involving insufficient staff supervision and student misbehaviors that resulted in 16 student arrests.

- b. What are the reasons for low performance in this school? (Please provide evidence)

There has been a lack of a common understanding of what constitutes effective classroom instruction, a lack of a systematic approach to monitoring curriculum implementation and classroom instruction, and a lack of consistent teacher collaboration around student performance data. Based on classroom and school observations, there has also been a lack of systems for monitoring and improving student behaviors and character development, as well as a lack of clearly defined routines and procedures.

Performance Targets

- a. How will the district measure the success of the intervention?

The district will measure the success of the intervention based on increases in the amount of students scoring at or above proficient and a reduction of students scoring in the substantially deficient range in K – 3 reading based on the DRA2, increases in the amount of students scoring at or above proficient and a reduction in the number of students scoring in the below basic range in grades 3 – 5 based on the CMT, and the increases in students who meet their NWEA growth expectations.

- b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: DRA2, NWEA, Waterford, Success Maker, READ 180, as well as the district unit assessments. This performance data along with climate

indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district will periodically collaborate with the principal to support him and his leadership team on monitoring effective instruction.

Areas of School Redesign

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?

The school will be realigned for the 2012 – 13 school year. Instead of two separate administrators for the elementary and middle school, the leadership of the school will be reorganized to include one team consisting of: the principal, assistant principal, and a dean of students. This newly created team of administrators will work with the central office to create systems in order to:

- Build a culture of distributed instructional leadership that ensures that faculty expertise is utilized to promote conversations around best instructional practices
- Effectively delegate responsibilities
- Foster shared decision-making.

This team will be supported by district executive coaching, along with ongoing differentiated professional development. Professional development for the upcoming school year will be differentiated based on the individual needs of principals. Some areas of focus for the coming school year include: applying the Danielson Framework For Teaching, special education, systems development, and other areas as needed. In addition, all administrators will be supervised and evaluated using the revised administrative evaluation and professional learning plan, which includes the adoption of a School Leadership Rubric.

- b. That teachers are effective and able to deliver high-quality instruction?

The new administrative team will be supported in their implementation of the newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.

- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.

The results of the teacher evaluation plan 2012-13 will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

- 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?

The school will use the revised district curriculum which has either already been aligned to the Common Core State Standards, or in the process of alignment. The school will also establish a systematic way to monitor classroom instruction and the effectiveness of student interventions. The school will be supported by the Office of Academics, the district intervention specialists, and other central office staff as needed.

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

The administrative team will use the district curriculum's embedded assessments to strengthen the data team process in order to ensure that conversations inform changes in instruction. The school has built time into the daily schedule, to provide time for teacher collaboration on the use of data. The elementary and middle school district intervention specialists and the Office of Academics will support the team on the facilitation of effective data team practices.

- 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?

During the 2012 – 13 school year, the school will work with the District Safe School Climate Coordinator to refine the implementation of PBIS and the system used to

monitor and improving student behaviors. This focus on improving school culture and climate will include defining/refining school-wide expectations regarding: classroom environment, classroom and school routines and procedures, and student and staff behaviors.

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

The office of Early Literacy and Parental Engagement will support the school to refine its parental and community engagement efforts that include: Greater Hartford Interfaith Coalition for Equity and Justice literacy tutors, weekly family newsletter, parent-teacher workshops in literacy, and the Rawson reading challenge that encourages community volunteers to support student literacy. In addition the school will continue to work with the Boys and Girls Club to strengthen its afterschool programming.

Funding

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

\$2,130,675

- 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)?

General funds, Title I, Title II, PSD, Alliance, Other

Focus School: HPHS Law & Government Academy

Grades Served: 9-12

of Students: 425

Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

*Highly effective data team meetings which are consistently held and analyze student data by school, by department, and by teacher.

*2011 CAPT results (at or above proficient): Math +2.4% gain, Science +10.2% gain,
Reading -12.7% loss, Writing +5.7% gain

*Graduation rate: 4 year cohort rate = 48%

○ Highly effective teachers in every classroom are critical to student learning outcomes.

Effective instructional leadership with specific feedback to teachers is also very important in reinforcing and changing teaching practices.

- Student Attendance rate should increase by 2% (from 80% to 82%)
- Grade 10 credit accumulation rate: 8.0 credits attempted, with 5.6 earned represents a 70% credit capture rate
- Grade 11 credit accumulation rate: 8.1 credits attempted, with 5.9 earned represents a 73% credit capture rate
- Grade 12 credit accumulation rate: 7.4 credits attempted, with 5.5 earned represents a 74% credit capture rate
- Need: Increased number of students participating in SAT with student growth evidenced by results

b. What are the reasons for low performance in this school? (Please provide evidence)

- 1) Effective data team meetings must be held on a consistent basis, with data being analyzed by school, department, and teacher to inform instruction and then result in an increase of student achievement;
- 2) Administration must participate in data team meetings;
- 3) Rigorous, relevant, and engaging instruction must occur throughout the day for all students.

Performance Targets

a. How will the district measure the success of the intervention?

- * CAPT results: number and percentage of students scoring in the goal and advanced levels and the reduction of the number of students scoring in the basic and below basic levels
- * School Accountability Plan: effectiveness of the plan (goals, strategies, monitoring systems) and achieved outcomes
- * Quality and overall effectiveness of weekly data team meetings based on school administrator's regular supervision and the district's assessment of these data teams
- * Graduation rate
- * PSAT and SAT participation level and student results
- * Student and staff attendance rates
- * Credit accumulation data

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: CAPT, PSAT, SAT, Unit Assessments, and the school's common formative assessments. Academic performance data and school climate indicators will be analyzed as part of the School Quality Review Process which is designed to monitor school progress and align central office support accordingly. In addition, the district will support and collaborate with the principal and the school leadership team in monitoring effective instruction.

Areas of School Redesign

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?

The principal will participate in ongoing differentiated professional development including: applying the Danielson Framework for Teaching, special education, data driven decision-making, and other areas as needed. In addition, all principals will be supervised and evaluated using the revised Administrative Evaluation and Professional Learning Plan, which includes the adoption of a School Leadership Rubric.

b. That teachers are effective and able to deliver high-quality instruction?

Implement newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework for Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional

development will be aligned with individual teacher performance on the Danielson Framework For Teaching.

- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.
- Ongoing daily classroom visitations by administration and coaches to monitor instructional practices and provide modeling, professional development and feedback to teachers.
- Professional development will be provided in aligning Common Core Standards with lessons, comprehension strategies, common formative assessments and other areas needed to increase teacher effectiveness and quality of instruction.

The results of the 2012-13 teacher evaluation plan will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration.

Data must be used to inform instructional needs, and interventions must be effectively implemented to remediate and accelerate student learning. High quality and highly effective data team meetings and teacher collaboration meetings must be held consistently, and demonstrate effective results

- 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?

The school will use the revised district curricula that have already been aligned to the Common Core State Standards, or are in the process of alignment. The school will be supported by the Office of Academics, the district intervention specialist, and other central office staff as needed.

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

The teachers' contract provides for grades 9-12 teachers to remain 45 minutes after school one day per week and are also required to attend up to two 45 minute meetings per month for the purpose of group, team, grade level, and/or data meetings. The principal will prepare a school schedule to accommodate these meetings and ensure that they are effective, meaningful, and focused on the goals and strategies in the School Accountability Plan.

Data Team meetings will be highly structured, focused on student data, and attended by administration.

- 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?

The school will effectively utilize its various resources and personnel to monitor students' attendance, behavior, and academic standing. An intervention team will meet regularly to discuss particular students with academic, social, emotional, and/or health needs to determine appropriate action steps needed for the child to be successful in school. The school will also be supported by a District Safe School Climate Coordinator through the Office of Academics.

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

The Office of Early Literacy and Parental Engagement will support the school, as may be needed, to refine or enhance its parental engagement efforts which are identified in the School Accountability Plan. Families will be provided with clear information about the curriculum, standards for promotion, the school's grading system, assessments, Common Core State Standards, and the School Accountability Plan. An effective School Governance Council and Parent Teacher Organization must meet on a regular basis to engage parents and community members and assist in meeting the goals of the school as identified in the School Accountability Plan.

Funding

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

\$1,366,099

2. 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)?

General funds, Title I, Title II, PSD, Alliance, Other

Focus School: Opportunity High School (OHS)

Grades Served: 9-12

of Students: 130 (Alternative school)

Diagnosis

a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)

Please note that this should be informed by assessment data and qualitative assessments.

The greatest need in the school is to acclimate, educate, and accelerate the learning for students who are over-age, under-credited, and formerly disengaged from the school learning environment. Opportunity High School is one of the unique focus schools because it deals with unique students with a plethora of needs that range from the academic, social, and emotional realms. Student assessments include the NWEA, PSAT, SAT, CAPT, content specific assessments, and the Accuplacer. Assessments indicate that OHS students are performing, in some areas, significantly below district averages; students at OHS have had little to no success in formal settings in the past, hence, low performance and skill acquisition. OHS provides an opportunity to re-acclimate students to school in an environment that is conducive to positive student outcomes.

b. What are the reasons for low performance in this school? (Please provide evidence)

OHS takes in students from other schools within the district that have had issues with attendance, academic achievement, social, and emotional issues that have prevented them from having success in their previous school. Students arrive at OHS with a wide-range of learning abilities/deficits. Thus, student performance is low.

Performance Targets

a. How will the district measure the success of the intervention?

Hartford Public Schools (HPS) will measure success of the OHS interventions by using the following data points: school attendance, NWEA MAP assessments, CAPT results, PSAT & SAT data, district assessments, graduation & dropout rates.

b. How will the district monitor school progress?

Progress will be monitored by looking at student performance and student growth on an ongoing basis using: NWEA MAP assessment data, READ 180 data, and the school's common formative assessments. This performance data along with climate indicators such as: student attendance, staff attendance, and discipline referrals will be analyzed as a part of the school quality review process which is designed to monitor school progress and align central office support in a coherent way. In addition, the district will periodically collaborate with the principal to support her and her leadership team on monitoring effective instruction. OHS will also monitor the partnership with OUR Piece of the Pie (OPP) to ensure that case management of students is effectively

being performed.

Areas of School Redesign

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?

OHS has a very strong principal with an outstanding vision for the school. She is very knowledgeable of the students that attend her school and has a great understanding of the needs of her students. She has developed a staff that is attuned to working with alternative school students; together they have developed a school culture that is welcoming and conducive to positive student outcomes. Central Office personnel will continue to support the efforts of the school around the areas of instruction (Danielson Framework for Teaching), support the school move to a new building, and professional development (alternative school-specific).

- b. That teachers are effective and able to deliver high-quality instruction?

The principal will continue to monitor instruction and offer pertinent and relevant feedback to teaching staff. This work will be further supported through implementation of the newly developed baseline year teacher evaluation and professional learning plan for all classroom teachers. Within the plan the following will be emphasized:

- The Danielson Framework For Teaching will be the effective teaching rubric utilized for all classroom observations and year end evaluations.
- The Teachscape web based observation and evaluation system will be utilized for all classroom observations and year end evaluations.
- Via the Teachscape Professional Learning Suite, classroom teacher professional development will be aligned with individual teacher performance on the Danielson Framework For Teaching.
- Increased minimum number of observations for classroom teachers (tenured – minimum of three observations.)
- District and school wide teacher performance on the Danielson Framework For Teaching will be analyzed through Teachscape Human Capital Management System to inform both short and long term planning.

The results of the teacher evaluation plan for the 2012-13 school year will be used to inform and develop a new comprehensive teacher evaluation and professional learning plan for 2013-14 for all classroom and non-classroom teachers in which multiple

measures for teacher effectiveness are integrated.

- 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?

During the most recent collective bargaining negotiations, the length of the school day was extended incrementally over a three-year period beginning in the 2011 – 2012 school year. The district also added four early release days dedicated to school-based professional development and teacher collaboration. OHS currently operates on an extended day schedule.

- 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?

The school staff will work with HPS Central Office personnel, primarily the Office of Elementary & Secondary Education (OESE) and the Office of Academics (OAS), to begin the process of curriculum mapping, to include grade-specific content and skills, based on the Common Core State Standards. The curriculum map will provide guidance in the creation of content-specific units designed around compelling topics that engage students in higher order thinking.

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

OHS will work with OESE and OAS as well as outside consultants in developing continuous improvement models for the school. OHS will use the data points described previously to inform instruction and as well as developing a schedule that creates professional learning communities.

- 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?

Another area of focus for the 2012 – 13 school year will be on school culture and climate. The school will work with the District Safe School Climate Coordinator to further define/refine school-wide expectations of student and staff behaviors. OHS currently has an outstanding school culture that is very much conducive to positive student outcomes.

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

The Office of Early Literacy and Parental Engagement will support the school to refine its parental engagement efforts, which include: the establishment of an effective School Governance Council and Parent Teacher Organization to function as a PLC with a focus on adolescent growth and development and high school and college readiness, monthly parent newsletter, and providing parent access and trainings on the Parent Portal.

Funding

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

\$1,317,824

j. 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)?

General funds, Title I, Title II, PSD, Alliance, Other

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.

We will deal with all the review schools as part of the Phase II cohort: Journalism and Media High School, HPHS Nursing Academy, HPHS Academy of Engineering and Green Technology, Culinary Arts Academy, Bulkeley High School Lower, High School Inc., Simpson-Waverly School, Kennelly School, Wish School, West Middle School, Batchelder School, Breakthrough II Elementary School, IB Global Communications Academy, Sanchez School, Burr School, Pathways to Technology Magnet School and Asian Studies Academy.

Data Examination

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

The district will use the school quality process to analyze student performance data as well as relevant cause data in order to inform focused improvement plans. These improvement plans will leverage the following categories of strategic action; improved curriculum implementation, school design fidelity, family and community engagement, instructional leadership, implementation of quality instruction, and capacity-building for teachers and leaders.

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.)

Our district has developed an instructional study tool that addresses most of these areas (attached). We will also utilize our district climate survey and school connectedness survey (attached).

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

An interdisciplinary team including central office administrators from the Office of Academics, Office of PreK-12 Education, Office of Early Literacy and Parental Engagement, Office of Talent Management and the Special Education Department.

Goal Setting

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

School leaders will receive support from their supervisors through differentiated professional learning to facilitate goal-setting that includes all relevant stakeholders.

Intervention Selection

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

The Office of Assessment and Intervention will provide a tool to identify research-based interventions aligned with typical school needs. Supervisors will guide school leaders and leader teams in the selection of appropriate interventions based on school needs.

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

A list of research-based interventions aligned with needs will be provided to the principal and supervisor. Progress will be monitored every six weeks to determine whether academic interventions have been successful. School quality meetings will examine progress at their regular meetings.

Planning for Implementation

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

Schools will be supported in developing improvement plans through the supervisory structure and through targeted embedded professional learning.

Monitoring

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

Instructional learning walks will be organized by the principal supervisor and will include the supervisor, the principal, representatives of the leadership team at the school level, personnel from the Office of Academics and from the Special Education Department. Learning walks will focus on implementation of interventions and provide feedback for improvement.

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

Benchmark assessments are administered 3 times a year (NWEA); in addition, interim assessments will be administered at grade levels on four to six week intervals. Use of the NWEA MAP computerized adaptive tests provide educators with the information they need to improve teaching and learning. This **assessment infrastructure** will provide us with the necessary information leading to appropriate tiering of students. Educators use growth and achievement data from MAP tests to develop targeted instructional strategies and to plan school improvement. MAP tests results help educators make student-focused, data-driven decisions.

Timeline

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

All 17 of the Review schools will have draft redesign plans by October 1, 2012. After that, we will seek technical assistance and feedback support from SDE in order to refine the plans for full implementation by June 2013.

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: Alliance District Application for State Education Cost Sharing
 Funds 2012-13

THE APPLICANT: Hartford Public Schools **HEREBY ASSURES THAT:**
 Hartford Public Schools
 (insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature:

Dr. Christina M. Kishimoto

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

July 19, 2012

Date:

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Talent Management		
Element	Positions	Amount
Personal Services-Salaries	3.16	\$277,882
Executive Leadership Coaches Part-time (3) \$262,500		
Director of Data (.16) \$15,382		
Personal Services-Benefits	0.00	\$11,489
Fringe Rate 30.30% Cert Full-time: 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Executive Leadership Coach \$3,807; Director of Data \$7,682		
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
Total	3.16	\$289,371

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	\$277,882	\$277,882	\$277,882	\$277,882
Personal Services-Benefits	\$11,489	\$11,489	\$11,489	\$11,489
Purchased Professional Services	\$0	\$0	\$0	\$0
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
Total	\$289,371	\$289,371	\$289,371	\$289,371

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Other - SRBI		
Element	Positions	Amount
Personal Services-Salaries	0.37	\$127,834
Director of Data (.17) \$16,344		
Director of Assessment & Intervention (.20) \$26,254		
Intervention Specialist (1.0) \$85,236		
Personal Services-Benefits	0.00	\$41,945
Fringe Rate 30.30% Cert Full-time; 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Director of Data \$8,163; Director of Assessment & Intervention \$7,955; Intervention Specialist \$25,827		
Purchased Professional Services	0.00	\$335,000
NWEA Expansion \$260,000; Professional Development \$75,000		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$337,399
Computer Equipment		
Other Objects	0.00	\$0
Total	0.37	\$842,178

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	\$127,834	\$127,834	\$127,834	\$127,834
Personal Services-Benefits	\$41,945	\$41,945	\$41,945	\$41,945
Purchased Professional Services	\$335,000	\$335,000	\$335,000	\$335,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$337,399	\$337,399	\$337,399	\$337,399
Other Objects	\$0	\$0	\$0	\$0
Total	\$842,178	\$842,178	\$842,178	\$842,178

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.

Reform Initiative: College Readiness

Element	Positions	Amount
Personal Services-Salaries	6.37	\$477,863
Director of Data (.17) \$16,344		
Director of Assessment & Intervention (.20) \$26,254		
Writing Coach (1) \$74,053		
Culinary Teacher (1) \$74,053		
Intervention Specialist (1) \$85,236		
Operations Manager (1) \$51,923		
College & Career Specialist (2) \$150,000		
Personal Services-Benefits	0.00	\$159,204
Fringe Rate 30.30% Cert Full-time: 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Director of Data \$8,163		
Director of Assessment & Intervention \$7,955		
Intervention Specialist \$26,827		
Operations Manager \$25,931		
College & Career Specialist \$45,450		
Writing Coach \$22,439		
Culinary Teacher \$22,439		
Purchased Professional Services	0.00	\$130,000
Read 180 Program		
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
Total	6.37	\$767,067

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	\$477,863	\$477,863	\$477,863	\$477,863
Personal Services-Benefits	\$159,204	\$159,204	\$159,204	\$159,204
Purchased Professional Services	\$130,000	\$130,000	\$130,000	\$130,000
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
Total	\$767,067	\$767,067	\$767,067	\$767,067

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.

Reform Initiative: School Quality Approach

Element	Positions	Amount
Personal Services-Salaries	2.36	\$303,136
Director of Data (.16) \$15,382		
Director of Assessment & Intervention (.20) \$26,254		
School Quality Officer (2) \$261,500		
Personal Services-Benefits	0.00	\$94,872
Fringe Rate 30.30% Cert Full-time; 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Director of Data \$7,682		
Director of Assessment & Intervention \$7,955		
School Quality Officer \$79,235		
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
Total	2.36	\$398,008

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	\$303,136	\$303,136	\$303,136	\$303,136
Personal Services-Benefits	\$94,872	\$94,872	\$94,872	\$94,872
Purchased Professional Services	\$0	\$0	\$0	\$0
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
Total	\$398,008	\$398,008	\$398,008	\$398,008

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Middle Years Redesign

Element	Positions	Amount
Personal Services-Salaries	6.37	\$520,915
Director of Data (.17) \$16,344		
Director of Assessment & Intervention (.20) \$26,254		
Intervention Specialist (2) \$178,155		
Director of School/Program Design (1) \$135,000		
Program Manager for Athletics & Design (1) \$37,036		
Guidance Counselor (1) \$54,073		
Theme Coach (1) \$74,053		
Personal Services-Benefits	0.00	\$168,324
Fringe Rate 30.30% Cert Full-time: 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Director of Data \$8,163		
Director of Assessment & Intervention \$7,955		
Intervention Specialist \$53,981		
Director of School/Program Design \$40,905		
Program Manager for Athletics & Design \$18,496		
Guidance Counselor (1) \$16,385		
Theme Coach (1) \$22,439		
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$63,402
Property	0.00	\$0
Other Objects	0.00	\$0
Total	6.37	\$752,641

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	\$687,776	\$687,776	\$687,776	\$687,776
Personal Services-Benefits	\$210,212	\$210,212	\$210,212	\$210,212
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$63,402	\$63,402	\$63,402	\$63,402
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$961,390	\$961,390	\$961,390	\$961,390

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: K-3 Literacy

Element	Positions	Amount
Personal Services-Salaries	44.87	\$1,287,235
Director of Data (.17) \$16,344		
Director of Assessment & Intervention (.20) \$26,254		
Intervention Specialist (3) \$299,474		
Project & Program Support Facilitators (3) \$95,486		
Paraprofessionals - Kindergarten (6) \$185,938		
Paraprofessional - Classroom (1) \$30,409		
Extended Year Kindergarten Program (11 month school year) \$403,417		
Executive Director of Early Literacy & Parental Engagement (1) \$103,846		
Director of Early Literacy (1) \$126,067		
Personal Services-Benefits	0.00	\$441,611
Fringe Rate 30.30% Cert Full-time: 49.94% Non- Certified Full-time; 1.45% Cert Part-time		
Director of Data (.17) \$8,163		
Director of Assessment & Intervention (.20) \$7,955		
Intervention Specialist (3) \$90,741		
Project & Program Support Facilitators (3) \$47,686		
Paraprofessionals - Kindergarten (6) \$92,857		
Paraprofessional - Classroom (1) \$15,186		
Extended Year Kindergarten Program (11 month school year) \$109,358		
Executive Director of Early Literacy & Parental Engagement (1) \$31,466		
Director of Early Literacy (1) \$38,199		
Purchased Professional Services		
Parent Engagement \$30,000	0.00	\$30,000
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
Total		
	44.87	\$1,758,846

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	FY 2014-15	FY 2015-16	FY 2016-17
	Amount	Amount	Amount	Amount
Personal Services-Salaries				
Personal Services-Benefits	\$1,287,236	\$1,287,236	\$1,287,236	\$1,287,236
Purchased Professional Services	\$441,611	\$441,611	\$441,611	\$441,611
Purchased Property	\$30,000	\$30,000	\$30,000	\$30,000
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0
Total				
	\$1,758,847	\$1,758,847	\$1,758,847	\$1,758,847

4. Budget for Total Alliance District Funding

District:

Town Code:

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	2,994,865
200	Personal Services/Employee Benefits	917,445
300	Purchased Professional Services	495,000
400	Purchased Property Services	-
500	Other Purchased Professional Services	-
600	Supplies	63,402
700	Property	337,399
890	Other Objects	-
	TOTALS	\$4,808,111

1. Key Initiative Budget Summary:

	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. K-3 Literacy Interventions		\$1,758,846		\$1,818,792	\$3,577,638
2. Middle Years Redesign		\$752,641		\$4,647,758	\$5,400,399
3. School Quality Approach		\$398,008		\$524,354	\$922,362
4. College Readiness		\$767,067		\$2,476,096	\$3,243,163
5. Other - SRBI		\$842,178		\$3,920,388	\$4,762,566
6. Talent Development		\$289,371		\$3,286,878	\$3,576,249
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
Total		\$4,808,111		\$16,674,266	\$21,482,377

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.

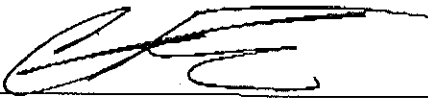
Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	0.00	
Personal Services-Benefits	0.00	0.00	
Purchased Professional Services	0.00	0.00	
Purchased Property	0.00	0.00	
Other Purchased Professional Services	0.00	0.00	
Supplies	0.00	0.00	
Property	0.00	0.00	
Other Objects	0.00	0.00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

Addendum to Hartford 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 ESEA 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