Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701

C.G.S. § 10-262u

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
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****Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
Web site at:* http://www.ct.gov/sde/AllianceDistricts*****

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan 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. The CSDE will review district plans 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 Year 1 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 district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: http://www.ct.gov/sde/AllianceDistricts.

- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: http://www.ct.gov/sde/AllianceDistricts.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment *must be postmarked by June 28, 2013, at 5 p.m. (EST)*. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

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.

Mailing Address:	**Overnight Mailing and Hand Delivery:**
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Bristol Public Schools		
Name of Grant Contact Person:	Susan Kalt Moreau, Ph.D., Deputy Superintendent of Schools & Denise Carabetta, Director of Teaching & Learning		
Phone # of Contact Person:	860.584.7006		
E-mail of Contact Person:	suemoreau@ci.bristol.ct.us denisecarabetta@ci.bristol.ct.us		
Address of Contact Person:	Street Address:	PO Box 450/129 Church Street	
	City:	Bristol	Zip Code:	06011
Name of Superintendent:	Ellen Solek, Ed.D.		
Signature of Superintendent:		Date:	6.21.13
Name of Board Chair:	Christopher Wilson		
Signature of Board Chair:		Date:	
Local Board Approval of Plan:[1]	☐ Yes X No		
Date of Plan Presentation to the Local Board:	July 10, 2013 or August 21, 2013 [when plan is in its final iteration]		
Priority School District?	☐ Yes X No		

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[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed 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.

2. District Vision, Mission & Values

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district's **vision statement**?

The Bristol Board of Education is dedicated to continuous data-based improvement of practices as a means for graduating students who are prepared to begin their life journey as contributing members of the 21st century global community.

What is the district's **mission statement**?

To maintain a safe and secure learning environment that provides all students with the knowledge and skills to successfully complete college or other post-secondary education.

What are the district's core **beliefs or values**?

- The adults in our organization are responsible for the achievement of our students.
- All students can learn rigorous curriculum.
- Every child is entitled to high quality instruction in every class, every day and every year.
- The students we teach today are responsible for the future of our community and the nation and as such, each must be provided with all of the tools necessary to thrive as adults.
- This is a learning organization and as such, all members of our staff are responsible for improving their practice to assure students the best educational experience possible.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Bristol's Theory of Action statements:

If our teachers receive job-embedded professional development in Common Core literacy integration, including instructional coaching from content experts, then teachers can improve their practice continuously while working directly with students; improving students' academic outcomes in all content areas.

If our teachers and administrators identify personalized areas of professional learning needed to fully implement district initiatives in the areas of K-12 literacy acquisition and implementation of Common Core curriculum, and engage in that learning, the processes of teacher and administrator evaluation will be coherent with all of our district initiatives and thereby improve student learning outcomes.

If administrators are provided with calibration activities based upon specific 'look-fors' in literacy and mathematics instruction, then they will more effectively supervise teachers' implementation of the Common Core curriculum, have data to identify learning needs of their teachers and be able to identify exemplary practitioners, thus improving the quality of feedback given to developing and proficient teachers as an overall strategy to improve instructional practice.

If the District, School and Instructional Data Teams utilize student data to create plans of action for improving adult practice, and corresponding measures of effectiveness of changes in adult practices, then student academic and social achievement will improve.

If the school district and community work together to provide rigorous readiness skills for students enrolled in district and community preschool programs, then students most at risk for literacy failure may enter kindergarten with a smaller achievement gap than their lower risk classmates.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	8062 [K-12]	Per Pupil Allocation:[2]	$13,082 [unaudited]
Total # Schools:	12	Operating Budget:	$102,685,960
# Review Schools:[3]	0	# Turnaround Schools:	0
Student Demographics (2012-13):			
% White:	67.6%	% F/R Lunch:	43.8%
% Black:	6.3%	% IEP:	14.7%
% Hispanic:	20.0%	% ELL:	4.0%
% Other:	6.0%	Attendance Rate:	94.9%
District Personnel (2012-13):			
# Certified School-based Staff:	627	Median Teacher Salary:[4]	$76,432
Student/Teacher Ratio:[5]	12:1	# Central Office Administrators: [includes special services & content supervisors]	15
# School Administrators:	23	# Central Office Support Staff:	2

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:		n/a	n/a	77.3 CMT/73.1 CAPT	n/a
Math	Gr. 3 CMT at/above Goal:	55.1%	58.9%	62.9%	n/a
	Gr. 5 CMT at/above Goal:	74.6%	69.7%	63.1%	n/a
	Gr. 8 CMT at/above Goal:	69%	62.5%	61%	n/a
	Gr. 10 CAPT at/above Goal:	56.1%	49.7%	55.3%	n/a
Reading	Gr. 3 CMT at/above Goal:	45.5%	51.4%	52.4%	n/a
	Gr. 5 CMT at/above Goal:	59.2%	55.3%	60.9%	n/a
	Gr. 8 CMT at/above Goal:	77.3%	73.4%	67.7%	n/a
	Gr. 10 CAPT at/above Goal:	48.1%	35.7%	43.8%	n/a
Chronic Absenteeism Rate:[6]		12%	12%	12%	tbd
4-Yr Graduation Rate:		80.8%	76.7%	86%	tbd
% Pursuing Higher Education:		74.4%	76.0%	71.0%	tbd

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.
[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are <u>not required</u> to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	CCSS aligned curriculum has been developed in ELA for grades 6-12 and mathematics in grades K through grade 11 and in process for ELA in grades K-5.

Mid-year and end-of-course common assessments in all major content areas are either currently revised to align with CCSS curriculum or in process for completion by the start of the 2013-14 school year.

Readers and Writers Workshop has been fully implemented in grades K-5. All elementary principals have received 5 days of training for Literacy Leaders at Lesley University. Teachers in grades 6-8 received training or are scheduled to receive training in these models for implementation beginning in 2013-14. Middle school and K-8 administrators will receive training in Literacy Leaders this summer at Lesley University.

NWEA MAP assessment is administered 3 times per year for all students in grades K-8. These data are used to differentiate instruction and build student agency through goal setting.

The district is transitioning to the Smarter Balanced Assessment through teacher and administrator professional learning sessions and the alignment of Bristol's curriculum to the CCSS. |
| Human Capital | Professional learning is most often job-embedded utilizing a coaching and modeling strategy as well as Instructional Data Team collaborative work to research and implement the most effective instructional strategies possible [Hattie, <u>Visible Learning for Teachers</u> 2012].

The District's positive relationship with the teachers union facilitates non-renewal of ineffective non-tenured teachers and resignations of those with tenure.

The district has multiple sources to teacher recognition such as providing leadership opportunities as a means for retaining exemplary educators.

Bristol's Teacher Evaluation Plan includes teacher collaboration and improvement of professional practice as measured components. |

Operations	MUNIS is used for both financial tracking and position control of staff. A variety of software is used to maintain digital records including PowerSchool, IEP Direct, Win Snap, NAVIANCE and Destiny. Before and after school care/programming is available at all K-5 and K-8 schools, including a 21st Century Learning Community Grant at a school with the largest percentage of economically disadvantaged students. The District opened 2 new K-8 schools at the start of the 2012-13 school year that have sufficient technology to implement Smart Balanced Assessments. A full time Director of Communications and School Business Partnerships also channels grant opportunities to the appropriate staff.
Culture and Climate	Each Title I school creates a Parent Compact and communicates with parents through Blackboard Connect, school and district websites and newsletters. Partnerships exist with multiple local agencies, programs and institutions of higher learning. Survey results indicate that a supermajority of responders [students, staff and parents] rate our school climates as positive. PBIS has been implemented in 11 of 12 schools, with the 12th school being trained next year.

For the following domains, identify the district's most significant **growth areas**.

Academics	Creating curricular monitoring systems for implementation of CC curriculum. Secondary level SRBI. A uniform process was just finalized. Training for teachers and administrators must follow to assure fidelity of implementation. Secondary level common assessments must be rewritten to align with CC curriculum and SBA. Provide job-embedded professional learning opportunities focusing the adults on deep understanding of the CCSS.

Human Capital	Plan to expand the number of minority candidates hired for certified positions. Budget reductions over the past 4 years have led to the elimination of 7 administrative positions including 4 at the central office level. Additionally, we have eliminated 53 teaching positions that have resulted in larger class size across all levels and a reduction in options for high school programming.
Operations	Local dollars to support any new initiatives are no longer part of our budget. Extended day learning was phased out after losing our Priority Schools District status. Processes by which Bristol has attempted to fill the extended day learning gap: 1. We receive a 21st Century Learning Community Grant at our school with the highest percentage of disadvantaged students. An education consultant communicates with classroom teachers of participant students to extend the learning day in areas of most need of improvement. 2. South Side School previously received an After School Grant in collaboration with the Environmental Learning Centers of Connecticut. They have applied to continue funding. 3. The Main Street Community Foundation awarded grants for after school programs at one school. 4. The United Way funds "A Kids" in the Middle program at one middle school that includes after school activities. 5. The Bristol Boys and Girls Club and Family Center provide before and after school care/learning in our K-5 and one K-8 school that has a ramped up focus on academics. 6. Bristol students participate in an Interdistrict Grant program facilitated by Bristol Youth Services. 7. Use of Title I funds for extended day programming at Title I schools.
Culture and Climate	Parent engagement varies and is highest in the three schools with Family Resource Centers. Targeted support for students with behavioral concerns that are not special education qualified. Low participation by parents in district wide surveys of school climate.

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

(1)	**closing the preparation gap through the provision of high-quality preschool programs for three and four year old children.**

Children who begin school ready to learn have the greatest opportunity to successfully complete high school and attend post- secondary education. At-risk factors including economic disadvantage, non-English speaking home, teen parents, single parent households, and parents level of education, cause a preparation gap for our youngest learners. These factors are identified in a preschool questionnaire and screening application. As a result, we have identified high quality, NAEYC accredited, preschools as an effective intervention for closing the preparation gap.

	PROGRESS TO DATE: a. *30 additional School Readiness slots were created in the 2012-13 school year.* b. *A revised screening protocol was created as a means for providing our limited number of slots to the most at-risk learners to be used for the incoming classes in 2013-2014.* c. *For 2013-14, we intend to increase slots from 120 to 132 by increasing class size from 15 to 16 students.*

(2) improving instructional practice in literacy instruction, grades preschool through twelve, in order to increase student achievement in all content areas.

> (a) expansion of the reading and writing workshop model currently in place at the K-5 level to grades 6-7-8, and
> (b) continuation of intervention and support for struggling readers, grades K-12.

Year 1 Implementation Steps Description and Progress to Date:
1. Fund 5.3 elementary reading support teachers. Identify and serve at-risk readers with instructional supplemental to reading instruction provided by the classroom teacher. ***Completed and to be continued.***
2. Fund and provide literacy training for middle school literacy teachers:
   a. Literacy coaches attend four weeks of training in the *Literacy Collaborative* at Lesley University – ***half trained during 2012-13 school year, others will attend training this summer.***
   b. Literacy coaches implement Reading and Writers workshop in their classrooms daily – ***model classrooms established at each middle school for other ELA teachers to observe practice they will implement in the 2012-13 school year.***
   c. School literacy leadership teams participate in five days of training with Lesley University faculty and begin work as literacy leadership teams at the schools, setting literacy policy and practice at the school level – ***45 teachers and administrators, from 5 schools and central office, participated in this five day training during the 2012-13 school year.***
3. Assign 0.5 FTE of the administrative time of an assistant principal at the new K-8 West Bristol and Greene-Hills Schools to aligning the literacy model of Readers and Writers Workshop from a K-5 model to a 6-8 model. This administrator will supervise all literacy and language arts teachers at their school, meet with the K-8 District Literacy Team and participate in specific Literacy Leaders Training at Lesley University. –
   a. ***The literacy supervisors created a 'look-fors' template to observe Readers and Writers Workshop at the K-5 level. This was shared with teachers prior to observations of practice.***

     b. *The literacy supervisors observed literacy instruction in 65% [66 of 101] of our K-5 classrooms. Areas identified for additional training include:*
        i. *more focused mini-lessons,*
        ii. *conferring,*
        iii. *use of the 'look fors' protocol for walk-throughs,*
        iv. *coaching in book clubs, scheduling/management, and*
        v. *running records completion and use for instructional focus.*

4. Fund 2.0 high school literacy support teachers for students at-risk of failure of English courses. – *High School literacy teachers were new to these positions this year due to bumping caused by teacher reduction in forces. Support to content area teachers was not at the level planned. These teachers will receive training at Lesley University this summer and work with both teachers and students to support students who are at-risk-for-failure in ELA. [District funds are also used to provide support in mathematics to students who may be at-risk or failure in mathematics]*

NOTE: K-12 Literacy is a subcommittee of the District Data Team. A summary of their 2012-13 work is located as Exhibit 1.

Five Year Strategies and Implementation Steps:
1. Year 1
    a. Begin training for Readers and Writers Workshop in grades 6-8 at the new K-8 schools and 6-8 schools;
        a. **PROGRESS TO DATE:**
           i. *3 literacy teachers trained by Lesley University*
           ii. *1 elementary administrator trained in School Leaders Training by Lesley University*
           iii. *45 teachers and administrators engaged in 5 days of training in School Literacy Leadership training by Lesley University.*
    b. Coaching & modeling of literacy-content strategies
        a. **PROGRESS TO DATE:**
           i. *All K-5, K-8, 6-8 and 9-12 schools have a literacy teacher/coach*
           ii. *Individualized work with teachers is primarily upon request of the classroom teacher, but has also been recommended by principals*
           iii. *Professional learning sessions are provided during some Staff Day time.*
    c. Implement the CCSS aligned language arts curriculum
        a. **PROGRESS TO DATE:**
           i. *Implementation of ELA curriculum in grades 6-11.*
           ii. *The elementary reading curricula will be completed before the start of the 2012-13 school year.*
    d. Provide literacy support to at-risk elementary, middle students and high schools students in need of support to be successful in ELA and other content area classes
        a. **PROGRESS TO DATE**
           i. *Elementary students who score below Bristol benchmark on the DRA II receive literacy support through push-in or pull out intervention.*
           ii. *Two elementary schools participated in their second year of a pilot by Literacy How, using the Dibels Next and TRC progress monitoring tools. Preliminary data demonstrates that these tools are being used to target specific areas of weakness in foundational reading skills such as phonemic awareness. Illustrative Data for End-of-Year to End-of-Year – non-matched cohort:*

Grade	*Well Below Benchmark*		*Below Benchmark*		*Benchmark*	
	2011-12	*2012-13*	*2011-12*	*2012-13*	*2011-12*	*2012-13*
K	*20%*	*13%*	*24%*	*10%*	*56%*	*77%*

1	*23%*	*20%*	*19%*	*12%*	*58%*	*68%*
2	*12%*	*9%*	*15%*	*9%*	*73%*	*82%*
3	*18%*	*19%*	*8%*	*19%*	*74%*	*62%*

1. *These grade 2 to 3 data are concerning as the percentage of students below benchmark have increased and the percentage at benchmark have decreased. The literacy teacher is working with these teachers to determine areas of focus for professional learning and additional instruction needed for these teachers and students.*
2. *The percentage of students scoring at benchmark between kindergarten to grade 1 and grade 1 to grade 2 students increased dramatically. These teachers are considering which strategies they used that produced such positive results.*

iii. *REACH [Reteach, Enrich, Accelerate, Challenge and Help] was implemented at the middle schools, 45 minutes each day. Administrators worked with teachers to understand the variety of ways to group and regroup students to meet the goals of this time period.*
   1. *All REACH classrooms were observed by central office administrators to get an overall sense of how this 45 minute time block was being used. This led to the following concerns:*
      a. *How teachers are forming their REACH groups.*
      b. *How teachers are planning for this instructional time period.*
      c. *The frequency of group reconfiguration was insufficient.*

iv. *Middle school students receive literacy intervention through the Read 180 program, during their REACH period and through differentiated instruction in their content area courses.*

v. *Middle school students receiving literacy or math intervention will have an SRBI plan beginning in 2013-14 to assure that the high school is aware of these interventions when the student moves to grade nine. [High schools utilize an SRBI process that lacked continuity of paperwork. A subcommittee of the District Data Team created a system-wide process, in May 2013. A uniform system PK-12 will be implemented for the 2013-14 school year.]*

vi. *High school students are scheduled for a Skills for Success or English Foundations course if they are at risk for failure of freshman English or have not scored proficient on the reading section of the CAPT. The English 1 failure rate declined from 25% in 2011-12 to 15% in 2012-13*

vii. *High school literacy teachers are working with regular classroom teachers to integrate CC literacy with social studies, science, and CATE areas.*

2. Year 2
   a. Begin implementing Readers and Writers Workshop in grade 6-7-8 and at the K-8 schools – *to begin at the start of the 2013-14 school year. Three model classrooms were created in 2012-2013 to allow teachers to observe Reader's and Writer's workshop prior to training the remaining ELA teachers. School based administrators to attend Lesley University Literacy Leaders training this summer.*
   b. Coaching & modeling of literacy-content strategies – *begun in 2012-13 to continue in 2013-14*
   e. Provide literacy support to at-risk elementary students, middle school and high schools students in need of support to be successful in English classes – *Continue current practices noted in # 1.d. above.*

Key Learning:
   1. Middle school teachers and administrators found out that 'they didn't know what they didn't know' when observing Readers and Writers Workshop in the model classrooms. These experiences led to a changed mind set; understanding the need to engage in a significant amount of retraining/professional learning.

2. We believe that we know how to improve student achievement, but due to four (4) years of level funding, we no longer have the administrative staff to implement any new initiatives or closely monitor overall curriculum implementation at the elementary level.
3. Although we created a block of time at the middle school for intervention and enrichment, many teachers need coaching in how to group and regroup students as well as plan for this instructional period.
4. We do not have sufficient administrative support at the elementary level to oversee the implementation of our literacy program and CC curriculum implementation.

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

All of the italicized bold print above references the measures of our accomplishments. Data has been provided for the: number of classroom teachers observed, number of staff members trained in Readers and Writers Workshop, number of literacy teachers on staff and documentation regarding how they allocate their time each day and creation of a 'look fors' observation tool.

Student data for CMT and CAPT will be analyzed upon receipt.

DRA II data is being analyzed currently by our elementary literacy coordinator [teacher].

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

Key District Initiative

(3)Talent Development via Inquiry
Talent Development: Improving professional practice by using a professional development approach focused on teacher collaborative inquiry about a student learning issue within the instruction data teams

This strategy from Year I will be discontinued only in the sense that teachers have inculcated this strategy as part of the Instructional Data Team process and are no longer seen as a distinctly separate part of professional learning.

No Year 1 funding was allocated from the Alliance Grant for this initiative.

Key District Initiative
(4) Positive School Culture and Climate

This was listed as a Year 1 Priority and continues to be a priority for all schools, but will no longer be documented in this grant. This goal becomes 'business as usual'; meaning that it is still a vital part of our work, but no longer requires a separate District Data Team goal. School Success Plans include goals related to Safe School Climate.

No Year 1 funds were allocated from the Alliance Grant to support this initiative.

<table>
<tr><td colspan="2" align="center">**Key District Initiative**</td></tr>
<tr><td colspan="2">**(5) College and Career Readiness**

Developing and enhancing programs to promote college and career readiness for all students is a primary mission of the Board of Education. This was listed as a Year 1 Priority and continues to be a priority for all schools, but will no longer be documented in this grant. This goal is still a vital part of our work. The College & Career Readiness will remain a subcommittee of the District Data Team. Please see Exhibit 1 for an overview of this subcommittee's work.

No Year 1 funds were allocated from the Alliance Grant to support this initiative.</td></tr>
</table>

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	Implementation of Common Core Curriculum and Smarter Balanced Assessments	☐ Continued from Year 1 X New priority
Priority #2	Implementation of the new Teacher and Administrator Evaluation Plans	☐ Continued from Year 1 X New priority
Priority #3	Improve Literacy Instruction including aligning all curricula and instruction with the CCSS. [This includes providing additional instruction to students in low performing schools].	X Continued from Year 1 ☐ New priority
Priority #4 (optional)	Expand opportunities for preschool age children to have a high quality preschool experience.	X Continued from Year 1 ☐ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

Priority #1: Implementation of Common Core Curriculum & Smarter Balanced Assessments- *If Bristol teachers receive job-embedded professional development in Common Core literacy integration, including instructional coaching from content experts, then teachers can improve their practice continuously while working directly with students; improving students' academic outcomes in all content areas and preparing them for the rigor of the Smarter Balanced Assessments.*

The Common Core of State Standards yields rigorous curriculum. Not only do teachers and administrators need to shift their focus to narrow and deep understandings of content, but also identify gaps in student learning. These gaps must be identified, as students in many content areas will not have been presented with CC curriculum the previous year. Previously, literacy skills were not pervasive or systematically presented in non-ELA content areas. Those teachers did not 'own' literacy standards, now they do. Given the timeline for administration of the SBA, job-embedded professional learning will allow for the 'retraining' of teachers as they implement these more rigorous curriculum. Adding coherence between implementing the Common Core Curriculum and teacher and administrator evaluation will provide a macro view of the changes needed in instruction, professional learning and student outcomes. Given the leap in rigor in mathematics at the elementary level, we are proposing hiring a math coach [*new hire]* who will provide job-embedded professional learning to K-5 teachers to assure they understand the concepts and skills they are teaching in mathematics. We currently have 3 math coaches serving 8 schools and funded with local dollars. A fourth coach will allow each coach to be assigned to only 2 schools.

Priority #2: Implementation of the new Teacher and Administrator Evaluation Plans - *If our teachers and administrators identify personalized areas of professional learning needed to fully implement district initiatives in the areas of K-12 literacy acquisition and implementation of Common Core curriculum, and engage in that learning, the processes of teacher and administrator evaluation will be coherent with all of our district initiatives and thereby improve student learning outcomes. **AND** If administrators are provided with calibration activities based upon specific 'look-fors' in literacy [including non-ELA content areas] and mathematics instruction, then they will more effectively supervise teachers' implementation of the Common Core curriculum, have data to identify learning needs of their teachers and be able to identify exemplary practitioners, thus improving the quality of feedback given to developing and proficient teachers as an overall strategy to improve instructional practice.*

The new Teacher and Administrator Evaluation Plans are an important next step toward raising the instructional bar and thereby improving student achievement. The TE Plan values the work of Instructional Data Teams and codifies the need for specific adult learning goals aimed at improving student achievement.

See Priority #3, 2. see below.

Priority #3: Improve Literacy Instruction including aligning all curricula and instruction with the CCSS. - *If our teachers and administrators identify personalized areas of professional learning needed to fully implement district initiatives in the areas of K-12 literacy acquisition and implementation of Common Core curriculum, and*

engage in that learning, the processes of teacher and administrator evaluation will be coherent with all of our district initiatives and thereby improve student learning outcomes.

It is imperative that we hire two administrators to assure that goals 1, 2 & 3 are implemented.
1. A Supervisor of Elementary Education [*new position*] to work with principals and teachers to assure fidelity of implementation of literacy and mathematics curriculum utilizing high leverage instructional strategies. This supervisor will work with staff to create personalized learning plans, oversee the elementary Common Core/Smart Balanced Assessment lead teachers and provide monthly updates to elementary level administrators at Council meetings. This administrator will provide monthly website and newsletter updates regarding Common Core expectations.
2. Supervisor of Assessment and Evaluation [*new position*] will shepherd both the move to the Smarter Balanced Assessment and implementation of the new Teacher and Administrator Evaluation Plans, including Professional Practice Objectives and corresponding measures of that learning in the form of Indicators of Professional Growth and Development. This administrator will work with principals to assist in helping teachers write SLO's and IAGD's that are coherent with the School Success Plans and provide regular updates on the status of SBA roll-out. Further, this administrator will create monthly updates for the district website and school and community newsletter with SBA updates.

Priority #4 - Expand opportunities for preschool age children to have a high quality preschool experience. - *If the school district and community work together to provide rigorous readiness skills for students enrolled in district and community preschool programs, then students most at risk for literacy failure may enter kindergarten with a smaller achievement gap than their lower risk classmates.*

This goal remains a priority as we have identified a preparation gap among our entering kindergarten students that is partially mitigated by high quality preschool experiences. We will continue to look for additional resources to expand preschool learning opportunities for our students.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

 Contained in our Priority Goals

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.

Implementation of Common Core Curriculum and Smarter Balanced Assessments

Summary: Briefly describe the district's comprehensive approach to implement this priority.

By the start of the 2013-14 school year, every content area curriculum will have been revised to align with the CCSS with the exception of science and 'encore' courses. The following funding needs are included in our Year 2 Amendment budget:

- Newly created or expanded positions in the Office of Teaching and Learning are needed to enable pervasive understanding of the Common Core curriculum and Smarter Balanced Assessments.
    - o Supervisor of Elementary Education *[new position funded with AG]* to work with teachers and administrators on implementation of CC curriculum.
    - o Content area supervisors (3) will have their work year increased *[increase in work year by 2 weeks funded through AG]* to allow for more summer work with teachers on unit design and the creation of common assessments.
    - o Common Core/Smarter Balanced Assessment Leaders - 17 stipended teacher leaders *[new stipend positions]*.
        - These teachers will participate in a trainer of trainers model to learn the content to provide 5 professional learning sessions to their peers and administrator(s) about Smarter Balanced Assessments and the Common Core, serve as the go-to staff for questions about CC and SBA, and serve as a conduit between the schools and the Office of Teaching & Learning as a means for facilitating the transition to CC and SBA.
    - o Four full time substitute teachers [*new positions]* will be made available to provide coverage for classroom teachers so that they may observe best practice, engage in job-embedded coaching and receive 'just in time' new learning as the curriculum are fully implemented.
    - o Elementary mathematics coach to support teachers with implementation of the CC mathematics curriculum.
    - o Supervisor of Assessment and Evaluation to work with teachers and administrators to facilitate the transition to the new assessment.
- Time for School Data Teams to meet outside of the school day to oversee the work of the Instructional Data Teams as teachers implement the CCSS and assessments aligned to the CC.

Outcome Metric: What is the desired result of the implementation of Priority #1?

1. All teachers and administrators will have a proficient level of knowledge of the revised CC curriculum as measured by observations of practice using a 'look fors' protocol. [SEE EXHIBITS 3 & 4 for the planning for and implementation of CC Curriculum].
   a. Teachers will receive embedded professional learning on newly implemented curricula. Content area supervisors and department chairpersons will gather 'areas of further explanation' from teachers to assure that teachers' understandings of the content they are teaching are deep. Substitute coverage is available to allow for these conversations, to observe colleagues or to be observed and then post-conference for feedback.
   b. Common Core teacher leaders will provide professional learning sessions for all teachers with CC curricula.
      i. Metrics:
         1. Board of Education approved curriculum.
         2. August 2013 professional learning sessions for teachers of revised curricula
         3. # of and content of embedded learning sessions, those held during the school day
         4. # of and content of Teaching & Learning Supervisors meetings with teachers during the school day and during Staff Day meetings [required after school time]
         5. Identified areas needing further explanation and progress toward understanding
         6. Change in initial 'areas of further explanation' to expressed and observed understanding as evidenced by teacher's expressed understanding and the 'look fors' protocol with a goal of proficient understanding and proficient implementation in practice.
         7. Log of concerns brought to the building CC teacher leader.
         8. Content of 5 professional learning sessions conducted by CC teacher leaders.
   c. Comparison of multiple administrators' 'look for' protocols, based upon the same observation, will be used to frame conversations at monthly administrator Council meetings under the Common Core Calibration heading.
      i. Metrics:

1. Meeting minutes inclusion of percent of coherence among administrators:
   a. Use of the 'look fors' protocols as teams [only possible at the secondary level where there are at least 2 administrators].
   b. In the area of literacy and mathematics at the elementary level, building administrator and either the literacy supervisor or elementary supervisor or a math coach as a team to observe using the look-fors protocol.
   d. Further, discussions of broader topics such as 'evidence of rigor' will occur across observations.
      1. All teachers and administrators will self-administer SBA practice test items.
      2. All teachers will implement their curriculum and identify areas of concern with pacing, assessment, student learning and/or identified professional learning needs as measured by observation of practice, review of student data and documentation of collaborative conversations in Instructional Data Teams.
      3. District Data Team subcommittee engages both building based and central office administrators in regular conversations regarding implementation of CC curriculum, needs assessments and goal setting for the following school year.
2. Students will be academically ready to demonstrate competency on the Smarter Balanced Assessment.
   a. Students' demonstrated proficiency on district-wide Common Formative Assessments [mid and end-of-year] provide data to teachers regarding students' areas of strength and weakness in learning the content and demonstrated deep understanding.
   b. Teachers' reflection on instruction that lead to student outcomes on the CFA's.
3. School Data Teams, comprised of department coordinators at the secondary level and one members from each grade level at the elementary level, will set priorities for Instructional Data Teams [content or grade level specific teams] based upon student data.
   a. The School Data Team will create a School Success Plan based upon student data and establish benchmarks/targets for teacher and/or student growth.
   b. School Data Teams must take the lead on assisting grade level and content area teams with implementation of the CC and readiness for the SBA.
   c. With a significant change in administration coupled with the 2012-2013 redistricting of students and staff, coaching in the Bristol model of School Data Teams has been requested.
4. Instructional Data Teams -IDT
   a. Each Instructional Data Team will create Tier II Indicators/SMART goals and strategies for meeting these goals. NOTE: **It is likely that teachers in grades 3-8 may choose to use CFA data instead of NWEA-MAP as that is a standardized assessment and they would have to have 3 SLO's to utilize a second standardized assessment as part of their evaluation plan. However, MAP will continue to be used to progress monitor SRBI students in grades k-8.**

b. Teachers in grades K-2 will utilize DRA II, District Math Assessment {CFA} and NWEA-MAP as potential measurements of student progress at 2 to 3 checkpoints in the year. *NWEA-MAP is the only assessment currently used in these grades that has partial alignment to the CC.*

c. Peer Feedback in the TE Plan is derived from IDT work throughout the year and includes evidenced based feedback utilizing a specific rubric.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Hire a full time Supervisor of Elementary Education.	Administrator hired by August 1, 2013	X				
Elementary Supervisor facilitates implementation of CC curriculum in kindergarten through grade 5 through direct work with teachers and administrators.	Number of sessions held in each school, evidence of 'look fors' during formative evaluations.	X	X	X	X	X
Hire a full time Supervisor of Assessment & Evaluation (0.5 FTE under this priority; see priority 2 below for remainder of position)	Administrator hired by August 1, 2013	X				
Supervisor of Assessment & Evaluation facilitates the transition to the Smarter Balanced Assessment working directly with teachers and administrators.	Number of sessions held in each school, work products.	X	X	X	X	X
Assess technology needs for administration of the 2015 SB assessment.	List of technology needs determined by November 2013 for inclusion in the 2014-15 General Fund Budget.	X	X			
Appoint Teacher Leaders to roll out CC and SBA in each school.	Teacher Leaders selected by July 15, 2013	X				
Teacher Leaders provide training sessions to teachers and administrators	Session evaluation rubrics	X	X	X	X	
Extend the work year of Teaching & Learning Supervisors by 10 days to complete curricular revisions, create linked common assessments and write unit plans.	Contract negotiated with the Bristol Association of Principals & Supervisors	X				
Provide coverage for classroom teachers so they may receive coaching, 'just in time' job embedded professional learning and time for peer observation. [Hire 4 dedicated substitutes]	Increase in teacher proficiency in implementation of CC curriculum as evidenced by 'look fors' observed during walk throughs and coach observations.		X	X	X	

Hiring of 1 additional math coach [3 exist in the BoE budget] for the K-5 level to allow each K-5 school to have 2 days of coaching each week.	Implementation of CC math curriculum with fidelity as evidenced by coach and administrator observations.	X	X	X	X	X
School Data Team coaching by an outside consultant and time for School Data Teams to meet outside of the school day.	Improved SDT practice as evidenced by positive progression using the SDT protocol.	X	X	X	X	X
District Data Team subcommittee goal for CCSS	Implementing strategies listed in this plan.		X	X	X	

Priority #2: Insert the Year 2 priority below.
Implementation of the new Teacher and Administrator Evaluation Plans
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Teachers received an initial orientation to the new Teacher Evaluation Plan on May 29, 2013. This presentation was delivered through video transmission to assure that all teachers received the same information. A half-day session is planned for one of our August Professional Learning Days to reacquaint teachers with the components of the plan and begin training them on using Bloomboard as a documentation tool. The newly appointed Supervisor of Assessment and Evaluation will become the point person for small group workshops, responding to general questions and evaluator questions/concerns.
Outcome Metric: What is the desired result of the implementation of Priority #2?

1. All Bristol teachers and administrators are evaluated using the new plan in the 2013-14 school year. This was the choice of the Bristol Federation of Teachers and Bristol Association of Principals and Supervisors who did not want to implement the plan with only 1/3 of their membership.
 2. All teachers and administrators will participate in training to improve their understanding of the new TE plan.
 3. All administrators will participate in calibration activities to achieve consistent supervision across schools.
 4. More than 60% of teachers will be rated proficient on the new TE plan.
    a. Metrics:
        i. All teachers and administrators on staff by August 30 will meet the timelines established in the new TE plan.

ii. Given that BloomBoard has completed their upload of the Bristol plan, all teachers and administrators will utilize this tool as the only tool for maintaining evaluation documents.

iii. Evaluators will participate in monthly calibration activities to build coherence in rating the CCT domains.

5. More than 60% of administrators will be rated proficient on the new AE plan.
   a. Metrics:
      i. All administrators will participate in SDE/RESC training in the new administrator evaluation plan including central office administrators who supervise building and other administrators.
      ii. Administrator evaluators will have sufficient understanding to guide their evaluatees through the new evaluation tool.
      iii. All administrator evaluation documents will be contained in the BloomBoard system.

6. Teacher and administrator learning needs become apparent through evaluator-evaluatee conversations throughout the year. These needs may be met using BloomBoard, in job-embedded coaching, attendance at workshops/conferences, through peer observation or through IDT work.
   a. District Data Team monitors professional learning needs based upon input from evaluators based upon:
      i. Professional Practice Objectives for teachers – professional learning goals
      ii. Administrator focus goals in each AE plan
      iii. Data from School Success Plans.
   b. Recommendations are sent to the Professional Development Steering Committee [comprised of teachers and administrators] to be used in planning for 2014-15 large group professional learning offerings.
   c. Monthly administrative Councils address common needs including consensus understanding and calibration of what CCT components look like in practice using video vignettes.
      i. Between meetings, evaluators will utilize new learnings of the CCT domains to improve walk-through their practice and quality of feedback to teachers.
      ii. Central office evaluators may create more individualized professional learning plans for their evaluatees; particularly for new administrators.
   d. A central office administrator from the District Leadership Team including the Superintendent, Deputy Superintendent, Director of Teaching & Learning and Director of Special Services evaluates each administrator. Following initial goal setting, this team will meet to discuss areas for growth among their evaluatees. A plan for professional development will be determined if necessary and beyond the scope of current plans detailed in Priority 2.
   e. Metrics:
      i. Number of and content of professional learning sessions used from the BloomBoard system.
      ii. Number and content of professional learning expressed in teachers PPO.
      iii. Number of and content of professional learning expressed in Focus Goals for administrators.
      iv. Number of teachers who move from developing to proficient based upon professional learning identified. [for 2014-15].
      v. Number of administrators who move from developing to proficient based upon professional learning identified in Focus goals for 2014-15 and forward].

		Timeline:				
vi. Level of consensus among administrators during calibration activities from September – June.						

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Hire a Supervisor of Assessment & Evaluation. (0.5 FTE under this priority; see priority 1 above for remainder of position).	Supervisor hired by August 1, 2013	X				
Create an on-line version of the Bristol Teacher and Administrator evaluation plans using Bloomboard.	System formatted and ready to use.	X	X			
Reintroduce/Introduce the new Teacher Evaluation Plan to teachers at the start of the 2013-14 school year or when hired.	Completion of a plan for each teacher and administrator in Bloomboard.		X	X	X	X
The Supervisor of Assessment and Evaluation will work directly with teachers and administrators on an as needed basis to trouble shoot and clarify expectations.	Log maintained for staff contacts and issues raised. Work artifacts.	X	X	X	X	X
Evaluate the effectiveness of the 2013-14 implementation of these plans	Feedback from staff asked through survey.				X	X
Establish a plan to maintain a training continuum for newly hired staff.	The training plan.					X

Priority #3: Insert the Year 2 priority below.
Improve Literacy Instruction including aligning all curriculum and instruction with the CCSS
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Literacy skills are threaded across curriculum content areas. All secondary curricula have been revised to include appropriate CC literacy standards. This includes 2 research projects each year beginning in grade 6 in social studies and science. These experiences focus students on multiple sources of informational text. Readers and Writers Workshop will be implemented in grades 6-8, understanding that fidelity of implementation may take 2-3 years.
Outcome Metric: What is the desired result of the implementation of Priority #3?

Initially, our desired outcome is for teachers to implement the revised curriculum with fidelity across content areas; understanding that literacy is infused in all curricular areas.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Continue work with curriculum committees to complete the alignment of CC in each grade level and vertically in all content areas.	100% of district assessments will align with CCSS and SBAC by June 2014.	X	X			
Literacy coaches provide 'just-in-time' professional learning opportunities in their school.	Teachers are observed implementing literacy strategies.		X	X	X	
The remaining literacy teachers and administrators receive training from Lesley University's Literacy Collaborative.	Participation in training and resultant implementation of learning.	X	X	X		
Implementation of Readers and Writers Workshop in grades 6-8.	Observation of practice by coaches and supervisors.		X	X	X	
District Data Team subcommittee goal for Literacy PK-12	Meeting expectations established within the PK-12 Literacy goal.		X	X	X	

Priority #4 (optional): Insert the Year 2 priority below.
Expand opportunities for preschool age children to have a high quality preschool experience.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Continue to collaborate with Community preschool programs and agencies that provide services to these families through participation in the Bristol Early Childhood Alliance and through membership on the Bristol School Readiness Council.
Outcome Metric: What is the desired result of the implementation of Priority #4?

1. Improve the entry skills of kindergarten students in literacy and numeracy to close the preparation gap.
    a. Compare data from incoming kindergarten assessments for children who attended 'high quality' preschool. High quality is defined as NAEYC accredited and utilizing the state benchmarks for preschool outcomes.
        i. Metric:

1. Disaggregate preschool program attended and kindergarten entry data to identify possible difference in providers' instructional programs.
      ii. Select a sample of students about whom data will be collected through grade 3 on all district-wide assessments in literacy and numeracy. [Currently DRA II and District math assessment + SBA in grade 3.
   b. Include community providers in all professional learning programs created and administered by the Board of Education.
      i. Metric:
         1. Number of participants and numbers of programs with teachers in attendance.
   c. Hire only highly qualified teachers for preschool classrooms in the public schools.
   d. Identify students who may require additional instruction or have special service needs.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Provide NAEYC accredited programming to at-risk 3 & 4 year old students.	Evidence of sustained NAEYC accreditation.		X	X	X	
Work to secure additional preschool slots.	Increase preschool slots from 2013-14 level of 132.		X	X	X	
Include Community Providers in professional learning	Attendance at sessions		X	X		
Create a database of a sample of students to track PK-3	longitudinal tracking database		X	X	X	

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

If the central office administrative staff facilitates focused support to those teachers and administrators who need to improve their knowledge and skills set, then these adults can work more effectively to improve student learning. **AND** *If we provide data-based interventions to students, we can accelerate their learning.*

Bristol closed its chronically underperforming school at the end of the 2011-12 school year. Four thousand students were redistricted as we opened 2 new K-8 schools. 2013 CMT results will provide a new baseline for many schools whose student population changed by more than 50%.

Improving student achievement has few quick fixes. Strategic work in hiring, developing and retaining the best educators is the first step toward enhancing capacity to improve teaching and learning. However, flat funding during the past 4 years has led to a reduction of 53 teachers, many of whom were recently trained teachers new to the profession. This has led us to use the word 'retraining' in relation to talent development.

The Office of Teaching & Learning content area supervisors have the expertise to provide professional learning opportunities and facilitate meaningful conversations about improving teachers' knowledge and skills. However, they are stretched thinly due to the reduction of 3 supervisors in that office over the past 4 years. This grant supports the reformulation of 2 administrative positions in the Office of Teaching & Learning as a means for expediting transition to the CCSS and launching of the SBA. Teaching & Learning supervisors work directly with teachers and administrators, oversee curricular revision and implementation and provide professional learning opportunities in their content areas. In the coming year, much of their work will occur as job-embedded, collaborative work with the hiring of four full time substitute teachers who are dedicated to this purpose.

The District Data Team, chaired by the Deputy Superintendent of Schools, monitors the work of School Data

Teams and provides input in the form of data analysis and expertise to School and Instructional Teams. Assistance is targeted to assure that teachers are choosing the most critical, high leverage learning needs and instructional strategies.

Allocation of support staff is made based upon caseload numbers; the number of students who are not achieving at grade level in reading and/or mathematics. These students' progress is monitored through the SRBI process. This year, a subcommittee of the District Data Team created system-wide protocols and forms to assure that when a student moves among our schools, it is immediately known that a student was or had been receiving SRBI interventions.

Students in Title I funded schools have the opportunity for extended day learning. There are insufficient local dollars to provide broad-based extended learning options for students. Bristol continues to offer half-day kindergarten due to an inability to fund an extended or full day program.

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

The adults in our organization are responsible for the academic and social achievement of our students. All decisions regarding support and accountability speak to this belief. Professional learning and collaborative conversations that are generated through the analysis of data have been observed to change teacher and administrator practice.

Differentiated support is provided in the form of human and financial resources. All of our Title I schools operate school-wide programs. An example of the flexibility of resources would be one middle school that used Title I dollars to implement the AVID [Advancement via Individual Determination] program to engage average academic performance students in a college mind set program. These students learn self-advocacy, organization and thinking skills aimed at preparing them to enroll in accelerated curriculum in high school.

Alliance Grant funds will be used to provide a cadre of substitutes to allow for coaching, modeling and other professional learning opportunities during the school day. The scheduling of this support will be based upon needs determined at the central office level. This may include identifying specific grade levels or departments of teachers whose students are not making academic progress at a similar rate to their grade level peers.

Each School Success Plan includes the need for resources including professional development and coaching of data teams. Within the resources available, central office administrators make decisions of how to allocate

funds to schools.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

- The District Data Team is comprised of central office and school-based administrators. The DDT meets monthly as a whole group and has subcommittees that work on the key district initiatives of: Common Core State Standards, Teacher & Administrator Evaluation, PK-12 Literacy, College & Career Readiness, Technology for Learning, Preschool, and Community & Family Partnerships. This team creates and monitors district initiatives. These initiatives are aligned with our Alliance District Priority Goals. Examples of these goals and action steps are attached as Exhibit 1. The District Data Team reviews all School Success Plans and recommendations are returned to that school.
- Each school has a School Data Team. The team annually reports three years of data on a variety of indicators. Those data are used to formulate the school's instructional improvement goals for the year. It is understood that each schools goals are intended to help move the school and district forward on measures of student achievement. School Data Teams provide feedback to IDT's regarding goals and strategies selected. This is an iterative process. Teachers return from SDT to IDT with feedback.

Describe the district's strategy for **monitoring schools**.

School Success Plans are submitted to central office in October of each year. These include reflection about progress on the SMART goals in the prior year's plan. Within these plans are specific SMART goals for each grade and/or department with specific measures of successful completion. The Deputy Superintendent of Schools and the Director of Teaching and Learning review School Success Plans against a rubric that speaks directly to the components of these plans. School and Instructional Data Team minutes are submitted to the District

Leadership Team on a monthly basis and provide feedback on an as needed basis. Our State Department of Education consultants met with all school data teams and provided executive and team coaching. Instructional Data Teams monitor their progress formally 3 times each year and informally each time that they meet [twice monthly].

Each administrator establishes professional growth plans related to the data-based needs of their building including teacher development and student achievement. These goals are established during goal setting in the fall, monitored mid-year and reflected upon in a summative view of each administrator's work. The Superintendent and Deputy Superintendent are the primary evaluators of building principals. The Director of Teaching & Learning

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** 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 an operating budget for these uses for 2013-14. 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 2013-14 in electronic format only*).

    Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

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 equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

1. Discussions at District Parent Advisory Committee about staff and student learning needs in the area of preschool and literacy as well as implementation of the Common Core Curriculum and the Smarter Balanced Assessment.
2. Teacher Evaluation Plan committee worked to create the plan submitted to the State, this committee included teachers who are members of the Bristol Federation of Teachers and the Bristol Association of Principals and Administrators.
3. Discussions with the Bristol Association of Principals and Supervisors regarding the need to add administrative position to shepherd Common Core Curriculum implementation at the K-5 level and both prepare teachers for the transition to the Smarter Balanced Assessment and implement the new Teacher and Administrator Evaluation Plans.
4. Board of Education members had the opportunity to learn about the Alliance Grant foci at a workshop prior to approving the grant proposal.
5. There is a monthly update on progress in the work of this grant at all administrative council meetings.
6. The School Readiness Council and Bristol Early Childhood Alliance are partners in the work to provide a high quality preschool experience in the public schools and through our community partners, including Head Start.
7. Bristol Family Resource Centers engage parents, local day care providers and other community members in discussions about family literacy activities.
8. The staff at the Bristol Public Library work in tandem with elementary principals to enroll students in the summer reading program that is tied to our literacy initiative to prevent learning losses during the summer months.
9. The Deputy Superintendent of Schools is a co-chair of the School Readiness Council and a liaise between the public schools and community preschool providers.

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: **Year 2 Alliance Grant Amendment**

THE APPLICANT: **Ellen Solek, Ed.D.**   HEREBY ASSURES THAT:

The Bristol 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 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature: _____

Name: *(typed)*   Ellen Solek, Ed.D.

Title: *(typed)*   Superintendent of Schools

Date: June 21, 2013

B. Review and Turnaround Schools

BRISTOL DOES NOT HAVE ANY REVIEW OR TURNAROUND SCHOOLS

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.[7] Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

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[7] Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.

Exhibit 1
Examples of District Data Team Subcommittee Goals & Work Plans

Action Plan Overview to Meet Prioritized Goal

District Data Team – School/ Instructional Data Team Subcommittee	Team Members: Dennis Bieu Denise Carabetta, Sue Moreau [other members tbd]	Date: June 2013 Update – 2013-14 Goals

SMART Goals

A. Instructional Data Teams [IDT's] will examine their practice using the Peer Feedback Rubric as 10% of their summative evaluation during the 2013-14 school year and ensuing years as evidenced by entries into Bloomboard.
   a. All teachers will receive orientation regarding use of this instrument.
B. During the 2013-14 school year, 90% of IDT/SDT talk will be productive talk as measured by the Purposeful Talk About Instructional Practices Rubric
   a. Purposeful talk is defined as
      1) talk focused on what the adults are doing;
      2) talk about leadership strategies members take back to IDT's to facilitate more talk about teacher's adult actions; 3) planning for professional learning;
      4) review of adult exemplary practices;
      5) review of data relevant to instructional practices.
   b. All administrators will receive training in School Data Team practices.

C. By October 15th, 100% of School Data Teams will have provided feedback regarding IDT Smart Goals to assure high leverage adult strategies [those which have the greatest impact on student achievement] and measures of those strategies effectiveness as measured by the School Success Accountability Plan Rubric.
D. At the start of the 2013-14 school year, school with more than 5 members of a department will meet as Department Data Teams, during department time on Staff Days and utilize the IDT processes.
E. All administrators will receive minutes from DDT work. Impact items will be shared by DDT members at each Instructional Council meeting during each school year.

Strategies:

1) Observe School/Department/Instructional Data Teams
   a. Provide coaching as needed
2) Receive and review School Data Team minutes

	Provide feedback to teams
	a. Provide feedback to teams
	3) Report on DDT work at administrative Councils each month

Results Indicators:

1) All teachers are active members of Instructional Data Teams
2) School Success Accountability Plans
3) School Data Team Minutes
4) Verification of Department Data Team work by principals

	Person Responsible	Start/End Dates	Actions	Actions to Date	Estimated Cost	Funding Source
A	Denise, Dennis, Sue, TBD	All year	Periodically review practice using the Peer Feedback rubric.		-	
B	Denise, Sue, TBD	All year	Observe SDT's and assess with rubric		-	
C	Principals, IDT Chairs {special areas – art, music, PE, CATE, guidance}	October & November	Provide Accountability Plan feedback to SDT's, special IDT's		-	-
D.	Department Coordinators, principals	All year	Department Data Teams will meet monthly and report progress through their SDT member.		-	-
E.	Sue & Denise, DDT members	All year	Provide DDT minutes to all administrators, DDT members to review impact items at Instructional Councils monthly.			

Scoring Rubric for School Success Accountability Plans

School :_____

EXEMPLARY	PROFICIENT	PROGRESSING	NOT YET MEETING THE STANDARD

All Proficient Criteria Met PLUS:
 	
☐ The Tier II Adult Actions are so focused and have such leverage that they exert a broad positive effect on student achievement *as demonstrated by the data.* EVIDENCE:
 	
☐ Includes comprehensive cohort [Gr. 3-8] and annual data
 	
☐ The Tier II Adult Actions, although few in number, involve a high percentage of the staff. The Results Indicators are seamlessly linked to the strategies and allow a clear determination to be made regarding the effectiveness of the
	☐ The school accountability plan contains all of the required components :
	
	☐ Tier II Indicators Strategies Outcomes
	___ Current Year ___ Prior Year
	
	☐ Includes ___ Cohort & ___ Annual Data
	
	☐ All of the numerical data is accurate.
	
	☐ All of the Tier II Adult Strategies are related to variables aligned with instruction, leadership, curriculum, parent involvement, etc. and are framed around adult actions.
	☐ Tier II Strategies include specific, measurable adult actions that are:
	
	   ☐ Action oriented
	   ☐ Measurable
	   ☐ Specific
	   ☐ High Leverage
	
	☐ All appropriate staff have an
		☐ The school accountability plan contains components of the plan including:
		
		☐ School progress on Tier I Indicators
		
		☐ Adult Strategies & Results Indicators
		
		___ Current Year ___ Prior Year
		
		☐ Includes ___ annual
		   ___ cohort data
		
		☐ All of the numerical data is accurate.
		☐ Some of the Tier II Indicators are not based upon the student data presented.
		
		☐ The rationale for the selection of the Adult Actions are not strongly supported by data or research.
		
		☐ Some certified staff has an actionable role.
		☐ Strategies/Results Indicators are
			☐ Any component of the plan is missing.
			
			SPECIFIC FEEDBACK:
			
			☐ Any of the numerical data is inaccurate or absent.
			☐ None of the Tier II Indicators are related to cause variables.
			
			☐ The Tier II Indicators are supported by data or research.
			
			☐ Very few certified staff have actionable roles in the plan.
			☐ Strategies are vague and absent of

adult actions. EVIDENCE:	actionable role.	sometimes vague. ☐ Action oriented ☐ Measurable ☐ Specific ☐ Describe what the adults will do.	measurable results indicators. ☐ No SPI targets were created. ☐ SPI targets are unattainable.
	☐ There is a strong rationale to support the identified Tier II Indicators, backed up by data or research. ☐ Strategies to close the achievement gap are evident in either Tier II Indicators or Adult Strategies. ☐ SPI targets are attainable.	☐ SPI targets are not attainable ☐ The plan does not contain strategies to close the achievement gap.	
☐ 85% of Accountability Targets met for prior year. EVIDENCE: ☐ Evidence of monitoring grade level/content area goals at School Data Teams			

Specific Feedback to Building Data Team:

SMART GOALS:

ADULT ACTIONS:

OUTCOME MEASURES:

ATTENTION to STUDENT GROWTH:

SUMMARY:

EXHIBIT 3

BRISTOL PUBLIC SCHOOLS

Common Core State Standards

CURRICULUM DEVELOPMENT/IMPLEMETNATION

MATHEMATICS

D = Development   I = Implementation   M = New Materials To Purchase

	2010 -2011	2011-2012	2012-2013*	2013-2014	2014-2015**
Kindergarten	D	IM	I	I	I
Grade 1		**D**	IM	I	I
Grade 2	D	IM	I	I	I
Grade 3	M	D	I	I	I
Grade 4	D	IM	I	I	I
Grade 5		D	IM	I	I
Grade 6		D	I	I	I
Grade 7		D	I	I	I
Grade 8		D	I	I	I
Grade 9 - Alg			D	IM	I
Grade 10 - Geom			D	IM	I
Grade 11- Alg 2			D	IM	I
Grade 12 - Aca Sr. Mth				D	IM
Grade 12 - Acc Sr. Mth				D	IM

ELEMENTARY WRITING

D = Develop   **I** = Implement   **M** = Purchase New Materials

Incorporate listening and speaking and spelling

	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**
Kindergarten	D	I	I	I
Grade 1	D	I	I	I
Grade 2	D	I	I	I
Grade 3	D	I	I	I
Grade 4	D	I	I	I
Grade 5	D	I	I	I

ELEMENTARY READING

D = Develop   **I** = Implement   **M** = Purchase New Materials

Incorporate listening and speaking and spelling

	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**
Kindergarten		D	I	I
Grade 1		D	I	I
Grade 2		D	I	I
Grade 3		D	I	I
Grade 4		D	I	I
Grade 5		D	I	I

SOCIAL STUDIES/HISTORY

D = Develop   **I** = Implement   **RCA** = Revise Common Assessments   **M** = Purchase New Materials

	2010 -2011	2011-2012	2012-2013	2013-2014	2014-2015
Kindergarten		D	I	I	I
Grade 1	D		I	I	I
Grade 2	D		I	I	I
Grade 3	D		I	I	I
Grade 4		D	I M	I	I
Grade 5	D		I	I	I
Grade 6		D	M, I &RCA	I	I
Grade 7		d	D & RCA	I M	I
Grade 8		D	M, I &RCA	I	I
Grade 9		D	I &RCA	I	I
Grade 10			D &RCA	I	I
Grade 11			D	I &RCA	I
Electives				D	I

ENGLISH LANGUAGE ARTS

D = Develop   **I** = Implement   **RCA** = Revise Common Assessments   **M** = Purchase New Materials

	2010 -2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 6		D	I & RCA	I	I
Grade 7		D	I & RCA	I	I
Grade 8		D	I & RCA	I	I
Grade 9		D	D	I & RCA	I
Grade 10		D	D	I & RCA	I
Grade 11			D	I & RCA	I
Grade 12				D	I

SCIENCE

D = Develop   **I** = Implement   **RCA** = Revise Common Assessments   **M** = Purchase New Materials

	Revise curriculum when NGSS adopted by CT State Board of Education	Integrate Science & Engineering Practices 2013-2014	Incorporate literacy strategies into instruction 2013-2014
Kindergarten	D		
Grade 1	D		
Grade 2	D		
Grade 3	D		
Grade 4	D		
Grade 5	D		
Grade 6	D	I	I
Grade 7	D	I	I
Grade 8	D	I	I
Grade 9	D	I	I
Grade 10	D	I	I
Grade 11	D	I	I
Electives	D	I	I

TECHNICAL SUBJECTS

D = Develop   **I** = Implement   **RCA** = Revise Common Assessments   **M** = Purchase New Materials

	Curriculum revised to incorporate the CCSS for Literacy in Technical Subjects	Incorporate literacy strategies into instruction 2013-2014
Grade 6	D 2012-2103 I 2013-2014	I
Grade 7	D 2012-2103 I 2013-2014	I
Grade 8	D 2012-2103 I 2013-2014	I
Grade 9		I
Grade 10		I
Grade 11		I
Electives		I

EXHIBIT 4

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS

PREPARATION FOR THE SMARTER BALANCED ASSESSMENT

GOAL: Development and implementation of curriculum, instruction, and assessment infrastructures and practices designed to align with the Common Core State Standards

District CCSS SMART GOALS

1. **Development of a district plan**:

   By May 30, 2013, develop a plan for implementation of the CCSS.

2. **Communication plan**
   By September 1, 2013, develop and implement a district-wide communication plan to disseminate information to parents and staff. [need subcommittee]

3. **Curriculum revision and implementation/ Effectiveness of curricular implementation**
   By June 30, 2013, establish a schedule to support implementation of ELA and Math curricula and CCSS literacy standards for science, social studies, and technical subjects for grades preK-12 including job-embedded PL., after-school meetings, and council meetings.

   By June 2014, develop and have approved all K-12 ELA and Math curricula aligned to the CCSS.

   By November 1, 2013, collect and examine existing tools for curricular implementation.

4. **Professional learning**
   By June 2014, 100% district educators will be actively engaged in strategic professional learning opportunities to implement the CCSS and universal instructional strategies tied to the CCSS. Active engagement will be defined as job-embedded productive talk, district-wide professional learning opportunities, and just-in-time professional learning opportunities [site-based].

By June 2013, a district-wide professional learning plan regarding implementation of CCSS will be in place.

5. **District-wide assessment**
   100% of district assessments will align with CCSS and SBAC by June 2014.

   Core teachers will administer CC aligned/SBAC like Performance Based assessment in 13-14 so that students experience a minimum of two assessments per year.

6. **Capacity**
   10% of teachers will be trained as CC and SBAC experts by the end of August 2013.

7. **Build Background knowledge and common knowledge base**
   100% of BPS faculty and staff will demonstrate understanding of essential CC practices and how they relate to instruction as measured by teacher and administrator evaluation plan by June 2014.

<u>NOTE that the table below is still a work in progress with further editing to be done on May 22, 2013.</u>

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
DEVELOP A DISTRICT PLAN		**DISTRICT PLAN DEVELOPED AND IMPLEMENTED**	**JUNE 25, 2013**	**DISTRICT COMMITTEE**
Create and implement: • District plan • School level plans • District and school structure for plan implementation	• Create and share district vision and plan • Disseminate the district plan to all teachers and administrators	• Ownership of district plan with customization related to school needs • Administrators, teachers by level or department. School leadership team obtains commitment	June 25, 2013 June 25, 2013	District committee District committee
	• Identify CCSS leadership structure within each school	• Leadership teams identified (should be the School Data team)	June 2013	Principals

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
	• Create CCSS as standing agenda item for all leadership meetings • Create CCSS as standing agenda item for faculty meetings – Principals to report initially, then CCSS school leaders	• Item on all administrative council meetings • Item on all monthly faculty meetings	Monthly Monthly	Director Principals

	• Committee to coordinate implementation of CCSS
	  o Examine CCSS impact on:
	    ▪ instructional time
	    ▪ calendar
	    ▪ report cards
		Recommendations for changes to:
		  ▪ schedule
		  ▪ calendar
		  ▪ report cards
			January 2014	Subcommittee of District CCSS

COMMUNICATION PLAN Develop and implement a district-wide communication plan Establish a communication workgroup as a subcommittee	Develop communication plan • Identify standard options and requirements to be used by schools/district for informing the public about CCSS ▪ Identify district and school level communications requirements	**COMMUNICATION PLAN IMPLEMENTED** • Communication plan developed	August 30, 2013	Subcommittee of district committee
	• Developing a parents page on the district site to inform about CCSS. • Create a "staff" page on the intranet site. The content of the staff page represents "must know" information for families and staff.	• Bristol's CCSS webpage completed, linked to all school's websites and live. • "Staff" page created and regularly updated on the intranet site.	August 30, 2013	Subcommittee of district committee

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
	• Creation of a bi-weekly communication for all staff with examples of teaching and learning at all three levels (elementary, middle, high)	• Biweekly communication to all staff	Communication is issued the 2nd and 4th Monday of each month	Subcommittee of district committee
CURRICULUM REVISION & IMPLEMENTATION Revise ~~all~~ ELA and Mathematics curricula to align with new standards. Revise grades 6-12 science, social studies and technical subjects curricula to incorporate the CCSS Literacy standards and the Next Generation Science Standards. Provide initial and	• Content supervisors to work with curriculum committees to revise curriculum to align with the new CCSSs	• Approved BOE curricula	11-12 12-13 Fall 2013	Teaching and Learning administrators; teachers
	• Take inventory of time available to roll out and support implementation • Utilize time identified to provide ongoing, job-embedded professional development focused on curricular standards and teaching practices	• Schedule of time - review of Wednesday afternoon schedules, sub book • Determine time available; establish schedule for work with teachers and administrators	By June 25, 2013	Teaching and Learning administrators to review; DLT and District CCSS to review
	• Examine and, if necessary, redefine role of coordinators, department chairs and coaches	• Redefined job descriptions of coordinators and coaches, to be reflected in union contracts	By June 30, 2013	MS and HS admins, T/L admins, DLT, BFT
	• Supervisor provides training to coordinators, coaches and vertical teams to ensure common understanding and practices • Provide training for administrators,	• OTL supervisors provide "look-fors" about content and pedagogy		

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
ongoing support for teachers to implement new curriculum Calibrate common understanding of curriculum expectations and practices to support implementation	coaches, coordinators and teachers in Depth of Knowledge, Content Specific Standards and Practices, and SBAC Assessments (Released items) • Provide updates at regular monthly meetings with above personnel about implementation • Provide opportunity for horizontal and vertical team meetings to review curriculum and share best practices	• PD evaluation forms, materials distributed and posted on Bristol intranet • District personnel share information at monthly meetings, to be reflected in meeting minutes • Minutes of team meetings & posted implementation guides (including instructional strategies, resources, and assessments)		
EFFECTIVENESS OF CURRICULAR IMPLEMENTATION • Shifts in instruction required by the CCSS are evident in classroom from observation, video, student and teacher artifacts	• Develop rubrics for teachers to use to self-assess implementation of the shifts in instruction. See the Superintendent worksheet for readiness rubric for ideas. • Develop observational tools for administrators to use as "look-fors" and checks on curriculum implementation	• Rubrics developed for math and ELA. Rubrics developed for literacy instruction in science, social studies, technical subjects • Observation tools developed • Observational tools used by administrators for classroom	August 19, 2013	T/L admins and other admins in small committees

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
		observations	June 30, 2013	T/I admins
• Evaluate reading material to ensure that they reflect text complexity and variety of text types required by the standards • Review and evaluate core texts and resources for alignment with the curricular expectations • Identify opportunities/time for grade level and department level discussions about curriculum implementation	• Provide opportunities for teachers to video self and/or each other and discuss curriculum and instruction focused on the shifts required by the CCSS	• Structure and time identified for video discussions	May 2013-June 2014	All administrators
	• Determine gaps in resources that may be impacting teachers' abilities to shift instructional practices	• Identification of resources needed	May 2013-June 2014	All administrators

	• Development of a specific plan
	  o Who leads discussions at elementary, middle, high
	  o When do discussions occur?
		Need information	*Need information*	*Need information*

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
PROFESSIONAL DEVELOPMENT • Sharing of information	• Principals can share at council meetings any presentations/practices being tried or used at their schools • Vertical and horizontal sharing among teachers about best practices around the following: teaching, assessment development, assessment analysis and instructional strategies.	• Principals share practices that increase student performance as measured by SBAC formative assessments; DOK assessments • Teachers share and implement practices that increase student performance. • Teacher actions measured by student results on SBAC formative assessments.		
• Development of a district-wide professional development plan	• Identify district wide needs, topics • Develop and implement a professional development structure and schedule	• Topics identified from the new standards and the SBAC information • Needs identified by student results on formative assessments and teacher professional learning goals • Structure developed and implemented • Professional development plan in place		
• Improve instructional practice	• Identify needs by level and plan for those needs	• PD held in August with follow-up in November and ongoing review of data team minutes indicating teacher actions/shifts in instructional practice • Teacher constructed lessons aligned with CCSS curriculum units and supporting skills assessed by SBAC formative and summative assessments • PGP goals; unit and lesson planning and implementation and reflection in data team minutes • Data team minutes/BDT minutes (ongoing, informal/embedded PD with coaches)	June 30, 2013 Ongoing for student results; November 2013 for professional learning goals	T/L admins; principals and assts, District CCSS committee

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
• Understand shifts in data analysis in order to identify teaching points	• PD for teachers/time to review differences between current data sources (NWEA, CAPT, CMT, DRA, etc.) and SBAC/CCSS (August, Data team, curriculum days, BDT, faculty meeting time, PD by consultants i.e., "Climbing the Data Ladder")	• "Climbing the Data Ladder"-NWEA training-ongoing PD re: link between NWEA and SBAC/Common Core • SBAC formative assessment results; teacher created assessments		
• Increase administrator capacity regarding evaluating effective assessment and instruction aligned with the CCSS	• Use observational tools developed [see curriculum implementation section] which incorporate the instructional shifts • Work with data teams on the use of benchmark and formative assessments	• Observation/evaluation of teacher practice • Review of assessments for content and results	2013-2014 school year	All administrators
DISTRICT-WIDE ASSESSMENT • Determine how all the district assessments work together • Shift the school and instructional data team process and common assessment practices to reflect the CCSS implementation • Align and	• Review current elementary assessments • Establish universal screens: NWEA – norm referenced assessment to measure student progress in response to SRBI • Shift from CMT prep to Common Core aligned assessments • Development of performance tasks • Standards-aligned interim assessments used in all courses (achieve.org) • Review district assessment calendar – make data available to all teachers at all levels • Examine rigor of assessments • System to assess students who fall	• Present district wide correlation of assessments • Rubrics for performance tasks and district assessments. Using SBAC released items where possible Agendas and data from school and instructional data teams to reflect new CCSS • Present modified dips and common assessments to data teams • Align monthly formative assessments to the CCSS district wide and/or performance assessment		

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
embed performance assessment into instruction across content areas • Establish common district language about assessment	below level • Curriculum to include performance based assessment that is embedded in classroom instruction			
CAPACITY • Examine district capacity for supporting CCSS and other initiatives	• Discussion of roll out at Full Council • PowerPoints/Articles shared amongst schools so that a similar message is sent	• Monthly each school is provided with information to share about CCSS		
• Monitor and systematically assess above. Document through BDT for DDT	• Elementary-review of student data and discussion around teaching technique and DOK, reflection of 2012-13. • Middle School – review of student data and discussion around teaching technique and DOK, reflection of 2012-13. • High School – Discussion during data team about pacing and DOK	• Review of Data Team minutes by building admin and OTL to gauge teacher needs		

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
• Examine ways to protect the focus	• Elementary-Coaches meetings once a month to facilitate grade level discussions with teachers during the planning period and district wide implementation techniques (Admin is encouraged to attend) • Middle-Coaches meetings once a month to facilitate grade level discussions with teachers during the planning period and district wide implementation techniques (Admin is encouraged to attend) • High School – Monthly coaches meetings to support the teacher as they implement the new curriculum, and surmise resource needs. (Admin is encouraged to attend)	• Minutes kept at Coaches meetings and circulated to admin and teachers • Minutes kept at Coaches meetings and circulated to admin and teachers • Minutes kept at Coaches meetings and circulated to admin and teachers		
• Align new Eval. procedures with CCSS and teacher/admin practices	• Provide conference release time during the year for staff interested in creating the Evaluations, so they can act as mentors to the rest of the staff. • Common language for all to understand and ultimately implement.	• After conferences have staff give a 10 minute synopsis to the staff at faculty meetings.		
• Ways for all stakeholders to evaluate curriculum	• Survey staff, students and parent to provide feedback at Middle, High, Elementary school council meetings.	• Agendas automatically have Common core report out time		

	STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
	• Provide time for all district teachers and administrators to align current practice with CCSS through BDT	• Create time during the team meetings to share the delivery and implementation of the CCSS • At each BDT survey staff on implementation • Provide "release" for standardized test preparation; • Use CCSS to leverage change in instructional practices • Train Building Leaders in curriculum implementation using CCSS. • Establish opportunities for cross curricular and vertical articulation/awareness. Summer work schedule for key building leaders. (Team Leaders, Dept. Chairs.)	• Staff can share out their delivery techniques at meetings. • Collect and review surveys in preparation for Council meetings. • Establish dates for release time. • Eval. Documents reflect the change. Teacher practice as well as admin practice reflects change to focus on CCSS		
	• Devise a quality control mechanism that can be used at all levels, with training as appropriate in each building to self-assess.	• Consolidate initiatives outside of CCSS to maximize the focus. • Include information for parents to read on website and provide opportunities for them to hear about the CCSS and ask questions about them. • Provide students with information through various means throughout district levels that allow for students to self-evaluate against CCSS.	• Student assessments aligned to provide feedback on curriculum implementation • Students can explain to parents the way to evaluate their performance CCSS		
	• Develop our ENCORE staff to support the Common Core	• Send ENCORE staff to trainings • Have our math and LA experts sit in on curriculum writing	• Have staff report out at faculty meetings		

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
BUILD BACKGROUND KNOWLEDGE AND COMMON KNOWLEDGE BASE Build a universal set of background knowledge for staff and families Tie CCSS learning into school accountability plans Shift grading practices to move student learning along the continuum of mastery for CCSS	• Establishment of CCSS as standing item on all leadership meetings and school PTO meetings. • Establish a baseline of knowledge on major shifts in ELA and math across all instructional leadership. • CCSS as a school goal and integration with Tier 2 indicators. • Identify and share some district wide curricular non-negotiable connected to CCSS implementation (ex. Increase in non-fiction writing.) • Evaluate grading practices: are current practices supporting moving students along the continuum of understanding – or is a standards based rubric more appropriate.	• All meetings have CCSS as a standing item on meetings by: April 2013 • All schools include a CCSS goal for submission as part of the 2013-14 School Accountability Plan. • Administrative assigned collaboration time focused on district roll out topics (ex. By January 2014 all staff will know … and use collaboration time to develop these understandings). • Publish a list **of curricular expectations and instructional strategies** (non-negotiable) to be included in all classes by: • Development of a standards based rubric used to provide feedback/grading by:		

STRATEGIES	SPECIFIC ACTIONS	OUTCOMES	TIMELINE	WHO
knowledge				
Integrate CCSS and curriculum revision efforts with other building practices and initiatives Curriculum and budget decisions are driven by the changes noted in the CCSS	• Use portion of budget document to articulate CCSS-related rationale • Highlight in writing and orally in documents and at training sessions connection between CCSS and other initiatives			

CCSS IMPLEMENTATION

Professional Learning Needs

June 12, 2013 Update

1. <u>**Common Core/SBAC leaders**</u>
    a. Development of building level teacher/leaders to become the "professional development providers" and "go-to" persons regarding the *Common Core State Standards* and the *Smarter Balanced Assessment Consortium* at each building.
        i. 17 stipended positions - 1 for each K-5 school (6); 2 for each K-8 school (4); 1 for NEMS; 2 for CHMS; 2 for each high school (4).
        ii. CC/SBAC leaders will participate in professional learning sessions, provide 5 professional learning sessions for all teachers and administrators at the building level, inform teachers and administrators about the CC and SBAC via updates and other methods, and communicate regularly with building educators and district personnel about the CC and SBAC issues and questions.

2. <u>**Curriculum Development/Revision/Implementation**</u>
    a. Teachers:
        i. Unit implementation review
        ii. Performance assessment development
        iii. Development of common assessments
        iv. Observing in classrooms and conferring with teachers
        v. Use same team of subs for coverage
    b. Administrators:
        i. Training on CC "look-fors"
        ii. Observations with content supervisors

3. <u>**August Needs:**</u>
    a. CC Literacy/CC reading curriculum and word study – elementary level
    b. CC curriculum in math
    c. CC literacy in science, social studies, technical subjects
    d. CC curriculum and instruction at 6-7-9 ELA
    e. CC curriculum 9-12 ELA

4. **November needs**
   a. 2 -3 hour session on CC/SBAC – all teachers and administrators [1 of the 5 sessions by leaders]

5. **Throughout the year**
   a. 4 Wednesday after school sessions

6. **District-wide syllabus in development for the 5 sessions**

Action Plan Overview to Meet Prioritized Goal

District BRISTOL	Team Members: Kim Hapken, Marlene Lovanio, Steve Wysowski, Rich Gagliardi, Jeanine Audette, Mary Gadd, Carly Fortin	Date: June 2013 (Goals for 2013-2014 sy)

College & Career Readiness

SMART Goal A: By June 2014, all students in grades 6-12 will have establish post-secondary plans with the guidance of teachers, administrators, school counselors and will have included these plans in their individual Student Success Plan (SSP). A plan will be drafted that gives parents an opportunity to view their son's/daughter's plan via "Naviance" or another means.

SMART Goal B: By June 2014, the committee will develop recommendations to meet the needs of students as they transition from 8th to 9th grade.

STRATEGIES:

SMART Goal A:

 A SSP Leadership Team grades 6-12 will be established to include representation from each level (middle & high school)

   a. **The team will be comprised of 1 high school counselor from BE & BC, 2 middle school counselors, principal and/or AP from both high schools and from the middle school level, teachers from Math, ELA, Social Studies and Science depts. from the high school and middle school levels, library media specialists from the high school and middle school levels, and special education**

teachers from both levels.
   b. **This team will clarify/synthesize/operationalize the student academic, social, and civic expectations for the district in order to maintain consistency across programs.**
   c. **The team will develop a way to evaluate the Student Success Plans and student progress toward graduation.**
   d. **The team will define what it means for students to be successful at each level and collect data to determine success.**
      i. **Strategies/programs will need to be developed for students who are not meeting with success.**
   e. **The team will develop a mechanism to inform parents of success through the use of the district/school webpages.**
   f. **Determine if the current data that has been collected and reviewed accurately reflects student expectation.**

SMART Goal B:

1. **Continue to monitor implementation and input of SSPs at each middle and high school.**
2. **Use existing databases with common assessment scores, CMT, and other district assessments to develop a series of reports that can be used to assist with the transitioning of students from 8th to 9th grade.**
3. **Identify Best Practices for transitions and successful programs for 9th grade students that will facilitate support for students at-risk of failing. This will be accomplished through:**
   a. **Research**
   b. **Examining our current practices and existing programs**
   c. **Examining programs in high performing districts**
4. **Develop a process by which information about struggling 8th grade students is transferred to the appropriate high school staff upon transition.**
5. **Determine what processes are currently in place relative to communication between teachers at 8th and 9th grade levels.**
6. **Develop data reporting stream**
7. **Evaluate effectiveness of West Woods program.**

Results Indicators:

1. **All SSPs will be created electronically in each school**
2. **Completion of professional development for teachers, school counselors and administrators in the use of Naviance.**
3. **Data report of students CAs, CMTs, other assessments to assist with transition decisions of 8th to 9th grade students.**
4. **Established communication process between 8th and 9th grade levels to inform high school staff of student needs, strengths, weaknesses etc.**
5. **Parent communication links on district and school webpages.**

	Person Responsible	Start/End Dates	Actions	Estimated Cost	Funding Source
1	Committee	By August 2013	Establish SSP Leadership Team	0	-
2	Committee/SSP Leadership Team	Summer 2013	Begin work on define district wide expectations for middle and high school	0	-
3	Committee/SSP Leadership Team	Summer 2013	Establish a way to evaluate and monitor SSPs at all levels grades 6-12.	0	-
4.	Committee/SSP Leadership Team	Summer – Early Fall 2013	Develop template for parent information to be included on district and school webpages	0	-
5.	Committee/SSP Leadership Team	Fall – Winter 2014	Research Best Practices for transition programs	0	-
6.	Committee	Winter- Spring 2014	Evaluate effectiveness of West Woods Program	0	-

Questions

1. What are we doing to prepare students to be successful in high school?
2. What is going on with students who aren't being successful?
3. What are we doing to challenge the students who are strong academically to take more rigorous courses?
4. There are many students who have had interventions for many years. Of the students who are or have failed 1 or more courses, what interventions have they had and for how many years?

Student success is defined as students' achievement of Bristol's academic, social and civic expectations for college and career readiness, focusing on 21st century learning goals with graduation completion within four years.

CONCERN: How will we get all students to graduation within the four year expectation?

PROFESSIONAL LEARNING NEEDS

1. Teachers and administrators need training in Naviance
2. Need people who can develop Tasks in Naviance – Need to identify who these people are.
3. Need a process for developing an implementation plan to ensure consistency of Naviance use between high schools and middle schools.
4. Teachers trained to assist students in uploading information/documents to Naviance which will provide a means to measure student performance toward post-secondary goals.
5. Transition- Using student success plans to transition students to post-secondary opportunities.