Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

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C.G.S. § 10-262u

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
TABLE OF CONTENTS

SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***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:	East Haven School District			
Name of Grant Contact Person:	Erica Forti			
Phone # of Contact Person:	203-468-3262			
E-mail of Contact Person:	eforti@mail.east-haven.k12.ct.us			
Address of Contact Person:	Street Address:	35 Wheelbarrow Lane		
	City:	East Haven	Zip Code:	06513
Name of Superintendent:	Anthony R. Serio			
Signature of Superintendent:			Date: 6/28/13	
Name of Board Chair:	Thomas Hennessey			
Signature of Board Chair:			Date: 6/28/13	
Local Board Approval of Plan:[1]	☐ Yes X No			
Date of Plan Presentation to the Local Board:	July 9, 2013			
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**?

This vision statement below was composed by a group of diverse stakeholders during the early stages of our strategic planning process.

East Haven Public Schools, in partnership with the East Haven community, are mutually responsible for the growth and success of our students as respectful, productive participants in a global society.

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

This mission statement below was composed by a group of diverse stakeholders during the early stages of our strategic planning process.

The mission of East Haven Public Schools is to provide a variety of learning experiences and a rigorous comprehensive education in a safe and nurturing environment to prepare all students to be college and career ready.

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

These core values and beliefs were written by a group of diverse stakeholders during the strategic planning process. The core values and beliefs were generated using survey and focus group data collected from a cross-section of constituents within the community. The analysis of this data resulted in the below core values and beliefs.

Core Values: Exploring, Empowering, Achieving

We believe……

in the East Haven Community

in building trusting, positive relationships

all individuals can learn

all individuals have value

in fiscal responsibility and fair allocation of resources

in safe and positive learning environments

in respecting our diversity

all individuals have an ethical responsibility to one another and themselves

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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?

If we successfully lead our school district in creating the organizational conditions* necessary to improve and sustain the effectiveness of instructional practices, then achievement for all students will substantially improve over time.

*The most important of these organizational conditions can be described optimally with respect to instructional effectiveness and student learning as follows:

- The elements most closely linked to teaching and learning are well-designed, fully aligned, and effectively implemented. Such elements include curriculum, instruction, assessment, professional development, school/classroom environment, collaborative structures/practices, and personnel selection/retention/evaluation/support.
- The management/operations in the district are functioning effectively and efficiently in terms of both fulfilling their respective organizational purposes and optimizing the time available for investment in improvements to core systems of teaching and learning.
- The culture of the school district is characterized, at all levels, by shared purpose and collaborative inquiry concerning the continuous improvement of teaching and learning; and by an overall climate of efficacy, optimism, cohesiveness, and supportive relationships among staff, students, and parents
- There are strong relationships with key constituents characterized by a commitment to shared, but differentiated, leadership roles; a well-articulated vision for children and the school district; agreed upon annual strategic initiatives; and highly productive governance structures and practices.

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:	3460	Per Pupil Allocation:[2]	$12,806
Total # Schools:	9	Operating Budget:	$44,310,133
# Review Schools:[3]	0	# Turnaround Schools:	0

Student Demographics (2012-13):			
% White:	70.96%	% F/R Lunch:	48.52%
% Black:	3.21%	% IEP:	12.7%
% Hispanic:	19.53%	% ELL:	6.15%
% Other:	6.2%	Attendance Rate:	93.53%

District Personnel (2012-13):			
# Certified School-based Staff:	291	Median Teacher Salary:[4]	$59,312
Student/Teacher Ratio:[5]	18	# Central Office Administrators:	2
# School Administrators:	17	# Central Office Support Staff:	2

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:		n/a	n/a	70.8	n/a
Math	Gr. 3 CMT at/above Goal:	45.9	34.9	49.4	n/a
	Gr. 5 CMT at/above Goal:	65.7	58.7	52.7	n/a
	Gr. 8 CMT at/above Goal:	61.0	50.2	55.4	n/a
	Gr. 10 CAPT at/above Goal:	33.2	30.7	29.7	n/a
Reading	Gr. 3 CMT at/above Goal:	46.0	35.4	37.6	n/a
	Gr. 5 CMT at/above Goal:	60.0	47.9	50.5	n/a
	Gr. 8 CMT at/above Goal:	68.1	67.9	60.5	n/a
	Gr. 10 CAPT at/above Goal:	27.6	26.0	27.5	n/a
Chronic Absenteeism Rate:[6]		15.38%	14.07%	13.49%	14.88%
4-Yr Graduation Rate:		n/a	87.2	88.4	88.9 (target)
% Pursuing Higher Education:		4yr. – 53% 2 yr. – 27% Vocational – 8%	4yr. – 55% 2 yr. – 26% Vocational – 7%	4yr. – 55% 2 yr. – 26% Vocational – 7%	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.

4. District Needs Analysis

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	Building-level reading teachers (K-5), shared math coaches (K-5), and District-level content-area instructional leaders (grades 6-12) to improve Tier I classroom instruction and meet the diverse needs of all learners Use of technology (e.g. Wireless Generation) to collect and disaggregate K-5 achievement data to target interventions District's intense focus on lesson study at the elementary level
Human Capital	Plan for new educator evaluation and support system submitted to CSDE; full implementation planned for the coming year Leadership development opportunities for teachers (Extended-day coordinators, math coaches, reading teachers, lead teacher stipends)
Operations	Successful first-year implementation of an extended-day program for the District's high-need students in all schools The finance and budgeting process is more tightly aligned with District's overall reform strategy and goals than in the past School leaders have autonomy to design school schedules within broad parameters set by the Central Office
Culture and Climate	District and bargaining unit leaders work collaboratively in support of planning/implementation of reform strategies Evidence of progress in successful implementation of PBIS Wraparound services provided by local agencies, the District's School Readiness initiatives, and its Family Resource Center

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

Academics	Dedicated time for undertaking school-level collaborative work for improving teaching and learning through effective data collection, analysis, and use Strengthen vertical alignment of curriculum and instruction for all subject areas, but particularly in mathematics Developing new benchmark assessments for all grade levels
Human Capital	A District committee is being established to determine how PD can be more effectively differentiated and embedded to meet needs of schools, student subgroups, and individual educators Higher level of administrative certification and support for management of human resource development in the District
Operations	Upgrade of technology infrastructure and hardware District has seen zero increase in five of the past seven years More integration of technology systems in support of District operations (e.g., student information, human resources)
Culture and Climate	Coordination of wraparound services to ensure strong alignment with reform strategies

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. DEVELOP A SYSTEM FOR DISTRICT-WIDE ACCOUNTABILITY

This key initiative was grounded in development of a structure for accountability through the development of a comprehensive district–wide strategic plan, systematic analysis of student achievement through a three-tiered data team system, and the development of an evaluation plan in compliance with CSDE criteria for effective supervision and evaluation of adult actions.

2. IMPROVE TEACHERS LITERACY INSTRUCTIONAL CAPABILITIES

This key initiative was focused on improving K-2 teachers' core reading instruction and assessment practices through focused, job-embedded professional development through the use of Literacy How consultants and our internal reading specialists/LA consultants. The key strategies to meet this reform initiative included utilizing Literacy How to build the capacity of our reading teachers and refocusing the efforts of these individuals from solely providing interventions to providing teachers with job- embedded PD to impact teachers' core instructional practices to ensure 85% of our students are responding to classroom teachers' core instruction.

This initiative also included the scale up of our Wireless Generation work through providing explicit PD so teachers and administrators could effectively utilize the mCLASS reporting feature to systematically analyze data to drive instruction at the K-5 level.

3. FOCUS ON STUDENTS HAVING DIFFICULTY WITH MASTERING CURRICULUM DURING THE REGULAR SCHOOL DAY:

This key initiative was designed to expand the number of days, hours, and scope of services (inclusive of ELL support and behavior interventions) provided to students in a before- or after-school setting. It was designed to target students in need of academic, language, and social/emotional interventions so that we could reach more students at a frequency and intensity level that makes a dramatic impact on their targeted need at an accelerated pace. This included extended-day opportunities for ESL students to help accelerate their English language and literacy skills while ensuring content is comprehensible. Additionally, the extended-day supported a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion.

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

1. DEVELOP A SYSTEM FOR DISTRICT-WIDE ACCOUNTABILITY

The District developed a clearly articulated 5-year strategic plan over the course of the past 8 months. This was done through a results-based approach with a quality-gap analysis that assisted in examining East Haven's current practices and establishing goals for sustained success. The process was transparent and open so that over 35 stakeholders (Mayor, Town Council, Board of Finance, Students, Teachers, Administrators, Parents, Community Partners, Support Staff) had input and generated data that was folded into the process and development of the plan. The strategic plan is now the guiding document for our desired outcomes as an educational community and a tool to monitor and evaluate the attainment of our set benchmarks. The plan is inclusive of many of the initiatives and strategies outlined in our District's Year One (and Two) Alliance application. Our strategic can be accessed on our District website: https://sites.google.com/a/mail.east-haven.k12.ct.us/district2/

This key initiative also included creating a three-tiered approach to high-functioning data teams. We have identified a subset of our strategic planning committee members that will serve on the District data team to monitor the implementation of the strategic plan over the next five (5) years. Additionally, we have established a schedule of District data team meetings for the 2013-2014 school year. We also strengthened existing school-/instructional-based data teams through offering school-based teams to attend the CALI data team training. We utilized the CSDE Data Team Survey and Rubric for establishing and assessing our data teams at all levels and used the results to ensure teams are moving towards functioning at an exemplary level. Twenty-eight (28) out of our thirty-two (32) instructional data teams demonstrated growth from proficiency to exemplary in one or more categories based on the CSDE data team rubric.

We also sought to strengthen the data team process through more closely examining and magnifying Step 4 of the data team process (instructional strategies). To accomplish this, we utilized ACES PDSI consultants to facilitate a modified lesson-study model of collaborative practice. This practice enabled grade-level content teams to identify a point in time within a CCSS aligned unit generated from the ACES Curriculum Consortium, collaborate on the development of a lesson, teach the lesson, reflect and modify the lesson, teach the lesson again and make final revisions based on set experiences. The process was instrumental in providing teachers time to collaborate with grade-level colleagues, generate conversations around differentiation, develop formative assessment practices, and elevate teachers' mathematical content knowledge. Each District grade-level team in grades 3-6 developed three high-quality vetted lessons that resulted in shifting teachers' instructional practices to reflect effective strategies that resulted in high levels of student engagement and understanding as measured by the formative assessment.

We will expand this model to grades 7-8 and include English language arts in Alliance Year 2.

The District submitted a new evaluation system for teachers and administrators to the CSDE. The plan is now CSDE approved and the Year 2 Alliance application establishes structures and systems around the implementation of the plan inclusive of multiple PD opportunities and a technology system to support it.

2. IMPROVE TEACHERS LITERACY INSTRUCTIONAL CAPABILITIES

We utilized the Wireless Generation mCLASS software and worked with a Wireless Generation consultant to assist reading specialists and principals in analyzing the data for core and intervention services, helping teachers understand what to do next when a student masters a skill, reinforcement of literacy in all content areas, and how to utilize the at-home support documents.

Additionally, we engaged all our building-level leaders and support staff in learning experiences that helped in creating a data-driven culture with a relentless focus on student achievement. These sessions assisted building leaders in navigating the mCLASS reporting and analysis system, using aggregate reporting to help address data needs, sort results (by school, grade-level, class, time of year, demographics), identify PD opportunities based on results, use reports to maintain fidelity in implementation of progress monitoring, and consider action steps based on school data. Below is a summary of the DIBELS and Text Reading Comprehension Data demonstrating student growth and areas for continued growth:

DIBELS RESULTS - Percentage of students meeting benchmark on all measures. As a district, percentage of students at benchmark from Sept. to June is up 9% and the district is up 7% from end of year in 2011-2012.

TRC (Text Reading Comprehension) - Percentage of students reading at or above benchmark. As a District, percentage of students at proficient or above from Sept. to June is up 23%. The District is up 9% from end of year in 2011-2012.

Grade	Sept. DIBELS	June DIBELS	Sept. TRC	June TRC
K	65%	79%	19%	60%
1	53%	65%	21%	66%
2	77%	80%	61%	85%
3	69%	77%	64%	74%
4	63%	65%	61%	82%
5	46%	62%	76%	80%

Full DIBELS and Text Reading Comprehension Data sets are available upon request. The district has met the progress monitoring goals set in the year one Alliance application (65% of students will be progress monitored) and schools are progress monitoring benchmark students and demonstrating a focus on using data to drive core instruction and paying close attention to cut points for each grade at each benchmark. Below are data points at each grade level. BOY=beginning of year, MOY=middle of year, EOY=end of year

Kindergarten Data Points

- 75% of K students that were Benchmark in DIBELS were Proficient or Above in TRC.

- 94% of Benchmark Students at BOY remained Benchmark at EOY

- 68% of Intensive students at BOY moved to Strategic or Benchmark by EOY

Grade 1 Data Points

- 92% of Grade 1 students that were Benchmark in DIBELS were Proficient or Above in TRC

- 19% of Benchmark Students at BOY fell to Strategic or Intensive at EOY

- 64% of Strategic students at BOY moved to Benchmark at MOY

Grade 2 Data Points

- 72% of Grade 2 students that were Below Benchmark in DIBELS were Proficient or Above in TRC.

- 95% of Grade 2 students that were Benchmark at BOY remained Benchmark at EOY

Grade 3 Data Points

- Good growth in both DIBELS and TRC, but better with TRC

- 50% of Strategic students at BOY fell to Intensive at MOY

Grade 4 Data Points

- Scores increased across every measure

- 43% of Intensive students at BOY moved up to Strategic or Benchmark by EOY

Grade 5 Data Points

- 30% of Grade 5 students that were Intensive in DIBELS were Proficient or Above in TRC.

- 74% of Intensive students at BOY remained Intensive at MOY

We continued our work with Literacy How in reestablishing our reading teachers' roles to support core instruction while also strengthening classroom teachers' instructional reading practices. Based on our reading teacher's log, it was evident that they spent more time in classrooms rather than providing interventions and it was evident through walkthrough and evaluations that classroom teachers have made the instructional shifts necessary to address the rigor of the CCSS, but it will be necessary to reexamine our current curriculum to provide for more vertical alignment and enable us to make connections across disciplines. The Year 2 Alliance application will address this next level of work.

3. FOCUS ON STUDENTS HAVING DIFFICULTY WITH MATERING CURRICULUM DURING THE REGULAR SCHOOL DAY:

We expanded the before- and after-school programs in all our schools. All nine (9) of our schools implemented a before- or after-school program designed to provide another layer of enrichment, reading/math interventions, ESL support and/or developmental counseling for students outside of their regular school day. East Haven has several schools that have been cited for the over-identification of students in District. As a preventative structure, this key initiative helped to decrease the number of students identified for special education services at several schools.

   We utilized the work of the Early Intervention Team (EIT) as a resource for identifying students who needed more academic or behavioral supports in an extended-day program. The principal, classroom teachers, support staff (Reading teachers, Math coaches), School Psychologist and other key individuals were part of the EIT that examined multiple measures of data to determine the students who participated in the extended-day program. This team also assisted in identifying the skills and content students needed the greatest support with. We also utilized CMT performance data and individual student performance indices, internal District assessments, and DIBELS next data to identify students in need of academic support. These data sets assisted in the development of skill-based interventions (such as phonemic awareness, decoding, fluency, phrasing), as well as, interventions related to comprehension and writing as aligned to the Common Core State Standards. While we targeted students in most need of additional supports outside of the traditional school day, we also did not discourage students performing at high levels from participating, as we remained committed to moving students across all performance bands.

Throughout the collaborative work between the EIT team and the before/after school teams, we discovered several inconsistencies with paperwork, structures, and procedures. As such, we will be creating a district SRBI team that will examine current EIT paperwork and structures to create consistency across schools in the district. This will ensure all before and after school programs have access to meaningful data to recruit key students into the program, provide adequate interventions/supports or enrichment and intentionally create connections between the regular and extended school day.

Our ELL teachers and District ELL Facilitator have extensive knowledge of second language acquisition. This team provided ELL students with supports after school. In the event ELL certified staff was not able to provide the support to students in the program, they were able to provide PD to all individuals working with ELL students to ensure they had the resources and critical strategies to effectively provide ELL students with high-quality supports and instruction. The district has 214 ELL students, 65 of which attending the extended day programs at their home schools. 86 of the 214 students scored a 4 or 5 on the 2013 LAS links assessment and 23 of the 65 students attending the extended day programs have exited the ELL program. We anticipate further ELL exits as CMT and CAPT data become available.

We are still seeking a more consistent and systematic way in which to report student attendance and student academic growth specific to the extended-day focus. This may involve developing a more formal and consistent tool in PowerSchool that all school-based coordinators of the program use to collect data and information on students participating.

School Student group	Grades	Total students at school	Students attending extended day	# students with 80% attendance	# of students making academic progress*
EHA	3-8	274	49	32	38
JMMS	6-8	594	55	N/A*	48
Tuttle	3-5	198	52	47	42
Ferrara	3-5	221	75	69	72
Momauguin	3-5	170	65	48	50
DC Moore	K-2	178	86	78	70
Overbrook	K-2	192	51	44	46
Deer Run	K-2	333	34	26	34
EHHS	9-12	891	169	N/A*	148

*These were fluid programs and students moved in and out of the programs through out the year based on need to recover attendance, credit, grades or obtain support in specific content areas.

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.

The District will not discontinue any of our key initiatives. The Year 2 Alliance application will support the next level of work around the continuation of the Year One initiatives.

For example, a Year One Alliance key initiative indicated that we would develop a 5-year strategic plan. This was accomplished, and as such, the Year 2 Alliance application will include priorities to support the goals and objectives represented in the 5-year plan.

Similarly, a Year One Alliance Key initiative indicated we would complete a new teacher and administrator evaluation plan. This was accomplished, and, as such, the Year 2 Alliance application will include initiatives to support the acquisition and implementation of the tech platform to manage the implementation of the plan and PD for staff.

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	Create an infrastructure that will provide all students with access to rigorous PreK-12 curriculum aligned to the CCSS	New Priority
Priority #2	Focus on highly-effective instructional practices aligned to the CCSS that support and challenge all learners. Develop teachers' ability to utilize high-yield instructional strategies, demonstrate strong content knowledge, and differentiate instruction	Continued from Year 1
Priority #3	Develop a comprehensive system of evaluation for educators to provide growth and capacity of teachers and administrators.	Continued from Year 1
Priority #4 (optional)	Provide all students with extended-day opportunities to support and challenge all learners through interventions and/or enrichment activities	Continued from Year 1

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

Theory of change:
If we successfully create the systems* necessary to improve and sustain the effectiveness of instructional practice, then achievement for all students will substantially improve over time.

*The systems most closely linked to teaching and learning are well-designed, fully aligned, and effectively implemented. Such systems include curriculum, instruction, assessment, professional development school/classroom environment, collaborative structures/practices, and personnel selection/retention/evaluation/support.

The priorities above support the District's theory of change and strategic direction because they are all focused around the improvement and sustainability of instructional effectiveness and student learning, which are foundational to the priorities outlined in this Alliance application.

The priorities will then include strategies that are foundational to the theory of change:
1. Ensuring a well-articulated curriculum aligned to the CCSS
2. Accessing and analyzing student achievement data and utilizing it to make instructional decisions
3. Training to ensure all evaluators conduct consistent high-quality evaluations
4. Development and support needed for CCSS instructional shifts
5. A systematic approach to PD focused on changing adult practices around lesson design, planning, delivery,
6. Formative assessment and reflection for further instruction
7. The development of precise and common language around effective practice as articulated in Danielson's Framework for Teaching and Learning
8. Evaluation of effective practice and support for building teacher capacity and professional growth

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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.

The CSDE focus areas are in direct alignment with the District's priority areas and strategies that are embedded throughout our Alliance application.
You will find our work in these areas described in the templates below.

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.

Create an infrastructure that will provide all students with access to rigorous PreK-12 curriculum aligned to the CCSS

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

Information obtained from a formal review of curriculum is useful in program evaluation and decision-making around professional development and support systems. A systematic review promotes the identification of program needs and development of proposals for program improvement. A comprehensive curriculum review process will provide a vertically articulated K-12 Curriculum and ensures alignment and equity across schools and classrooms.

Priority #1, and the strategies listed below, will assist us in responding to several of the Year 1 Alliance site-visit growth areas identified by the CSDE technical assistance team. The report stated that growth was needed towards strengthening the vertical alignment of curriculum and instruction for all subject areas. The District seeks to formalize the curriculum review, revision, and writing process and define connections and opportunities for interdisciplinary work beginning with an extensive curriculum mapping process. This will ensure a seamless PreK-12 curricular alignment and provide staff with the ability to electronically access all curriculums for interdisciplinary purposes and contribute by uploading lessons into the electronic platform. The purpose of a Curriculum Review process is not only to retain and improve vertical K-12 and horizontal articulation, but also support and provide opportunities to integrate curriculum areas. Content areas such as Social Studies and Language Arts can be placed in the same review cycle in a common year to provide opportunities for joint self-study committee work for integration between these content areas.

The CSDE site-visit report also stated that the District needed to continue to develop and finalize benchmark assessments for all grade levels. This is a key objective under goal 3 of our strategic plan (see attached). Therefore, this Alliance curriculum development priority is inclusive of the systematic revision and development of benchmark, interim, and summative assessments as part of the curriculum development process. The SBAC resources, anticipated Digital Clearinghouse, and SBAC computer adaptive interim assessments will all be used to help construct the comprehensive system of balanced assessments.

The implementation and monitoring of this curriculum will involve monitoring the development of the written curriculum and monitoring the implementation of the taught curriculum. The monitoring of the curriculum development will be done systematically through following the action steps, timelines, and indicators of success in our 5-year strategic plan. Goal one, objective one under "teaching and learning" in our strategic plan, clearly

articulates the action steps, timelines, and outcomes necessary to meet Alliance priority #1.

The monitoring of the implemented taught curriculum will be done through the evaluation process and other systematic non-evaluative learning walks/walkthroughs, and processes (such as data team meetings, grade-level meetings, and lesson study cycles) to gather information and data that will provide teachers with feedback and support to ensure consistent curriculum implementation translating into systemic change in adult practices.

While East Haven has Reading and Math curriculum tied to the CCSS, priority 1 will provide an opportunity to engage in the next level of work that will ensure consistency and accessibility across the district. This work includes:

- Publishing our curriculum units to the Atlas curriculum software platform and running an analytics report to ensure we have not under or over represented standards
- Creating common lesson and performance task templates and using these to build examples within each unit
- Providing staff with access to Atlas in order to contribute resources, lessons, activities, assessments to each of the curriculum units

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

Clearly aligned PreK-12 curriculum aligned to the CCSS for ELA, math and technology
Units available to all teachers electronically for district-wide access

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 K-5 District math and ELA coordinators to strengthen Central Office's ability to meet the needs of low performing schools and monitor the development/implementation of the curriculum at the K-5 level	Student needs identified and tiered interventions organized, scheduled, and provided at each school		X	X	X	
	Data and instructional data team minutes review and monitoring of new curriculum development and implementation		X	X	X	
	Number of new instructional units posted to the electronic curriculum platform		X	X	X	X
	Number of job-embedded PD sessions provided			X	X	

Develop a formal cycle for curriculum review and revision for all content areas, create PreK-12 curriculum map utilizing Atlas software, development of curriculum units and assessments	Established document outlining formal review and revision cycles		X			
	Fully aligned PreK-12 curriculum map for ELA, math, and technology				X	
	ELA, math, and technology units uploaded into curriculum software and accessed by entire educational community					X
	Lesson Study lessons uploaded into corresponding units in electronic curriculum platform					X
Recruit curriculum mapping team and secure substitutes to map curriculum and sequence a system of balanced assessments	Teacher participation in mapping Number of ELA, Math, and technology units mapped Schedule of assessments	X	X	X		
Recruit curriculum teams and secure payment for teachers to write curriculum and develop comprehensive system of balanced assessments during summer of 2014	Scheduled 2 weeks of writing time led by instructional leaders and K-5 reading and math coordinators Fully articulated PreK-12 curriculum & assessments for ELA, math, and technology Teacher participation rates during curriculum writing					X

Priority #2: Insert the Year 2 priority below.
Focus on highly-effective instructional practices aligned to the CCSS that support and challenge all learners. Develop teachers' ability to utilize high-yield instructional strategies, demonstrate strong content knowledge, and differentiate instruction.
Summary: Briefly describe the District's comprehensive approach to implement this priority.

The District will take a systematic job-embedded PD approach to implement this strategy so that teachers are collaborating with content area specialists and colleagues to design lessons, deliver instruction, assess, and reflect on instructional practices. This approach ensures an explicit change in adult practices related to the instructional shifts required of the CCSS. This priority and the strategies below assist the District in responding to the CSDE Alliance site visit identified growth area of providing time of school-based collaborative work for improving teaching and learning through effective data collection, analysis and use.

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

Adult: Percent of teachers making progress towards a summative rating of "professional" and "exemplary"

Higher number of non-evaluative walkthroughs

New PD plans based on teacher evaluation outcomes

Student: Increase in the percentage of students at or above goal on the state assessment system. Increase in the percentage of students making growth on our K-5 benchmark system from the beginning to the end of year.

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
Utilize ACES lesson study model to develop effective instructional practices focused around the CCSS instructional shifts and intentional differentiation practices in grades 3-8	3 cycles of completed lesson study across various content areas and grade-levels 1 completed lesson per cycle aligned to corresponding unit of instruction and posted to curriculum map Principals will collect evidence of effective instructional practices that were highlighted in lesson study model through observations with feedback		X	X	X	
Elicit the services of Literacy How to continue providing PD to teachers and reading specialists with deep levels of reading knowledge and provide opportunities to model high-quality	16 Job-embedded PD sessions with teachers around CCSS foundational skills and key shifts in writing Number of times Reading teachers		X	X	X	

reading strategies in a job-embedded environment	model/provide support in core instructional literacy blocks Principal collection of evidence of effective reading practices relative to PD through observations				
Utilize UNH interns to provide consistent substitute coverage for teachers	Teacher participation in all cycles of lesson study and literacy how PD Schedule of intern coverage for teachers	X	X	X	
Utilize Mclass K-5 benchmark and progress monitoring system to collect and analyze student growth in measures around foundational reading skills	95% assessment completion rate for beginning, middle, and end-of-year benchmarks in K-5 schools 70% of all students in need of strategic or intensive interventions consistently progress monitored 80% of students making continuous progress towards assessment benchmark goals	X	X	X	
Utilize school and instructional data teams to monitor the implementation of the CCSS instructional shifts and ensure teachers are adjusting strategies that result in students' ability to meet the curriculum standards and expectations	Data team minutes reflective of strategies necessary to support curriculum Data/evidence collected from observations/walkthroughs supporting implementation of curriculum and data team strategies	X	X	X	
Monitor lesson plans during the planning and preparation conversations amongst teachers and specialists at grade-level meetings	Lesson plans reflective of CCSS standards Data/evidence collected from observations/walkthroughs support attainment of lesson plan standards/objectives	X	X	X	

Increase in the number of non-evaluative walkthroughs and formal evaluations inclusive of evidence of CCSS grade-level alignment and instructional practices that demonstrate instructional shifts necessary to support the delivery of the curriculum.	Number of non evaluative walkthroughs Evidence of PD needs					

Priority #3: Insert the Year 2 priority below.
Comprehensive system of evaluation for educators to provide growth and build capacity of teachers and administrators
Summary: Briefly describe the District's comprehensive approach to implement this priority.
The District will provide PD around the implementation of new evaluation plan and Danielson's Framework for Teaching. The evaluation system will monitor the continued implementation of priority #1 outside of the PD outlined in other priorities. Evidence of implemented best practice and strategies will be explicitly linked to components of Danielson's Framework for Teaching. This priority is aimed at developing a common language around effective practice through the precise language outlined in each of the domains in Danielson's Framework for Teaching rubrics. This priority will enable us to gather observational data around effective practice and respond to the growth area identified in the CSDE Alliance site visit related to how PD can be more effectively differentiated and embedded to meet the needs of schools, student subgroups and individual educators.
Outcome Metrics: What is the desired result of the implementation of Priority #2?
100% of the teachers will be evaluated using the new evaluation plan Collect baseline summative data by Summer 2014 for all administrators and teachers being evaluated

Student: Increase in the percentage of students at or above goal on the State assessment system.

5% increase district-wide in the percentage of students making growth on our K-5 benchmark system from the beginning to the end of year.

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
Acquisition and training of technology platform to support implementation of evaluation plan so all staff have access to use for evaluative purposes	100% of certified staff provided a TeachScape reflect account Number of teachers accessing technology platform Teacher participation and satisfaction with PD		X			
Consistently conduct high-quality effective evaluations	Number of administrators passing Teach Scape proficiency and calibration examination Number of evaluations conducted	X	X	X	x	
	High quality feedback provided to teachers on how to increase instructional effectiveness (Superintendent and Assistant superintendent can monitor the feedback through the Teach Scape system)	X	X	X		
	Staff meetings and PD responsive to feedback provided in evaluations	X	X	X		
Purchase hardware for certified staff to access evaluation technology platform	Number of certified staff with mobile technology device to access evaluation platform		X			
	Number of staff logging into platform for evaluative purposes		X	X	X	
	Number of evaluations completed				X	

Training on new teacher evaluation plan and development of a common language around effective practice utilizing Danielson's Framework for Teaching	All certified staff with set Student Learning Objectives, and goals identified for the 10% (parent feedback), 5% (whole school learning indicator) and 40% (teacher practice)	X			
	Collected evidence of effective practice based on Framework for Teaching Teacher participation and satisfaction with PD (Google form/survey for collected feedback, attendance logs)	X		X	X
	Growth among developing teachers as reported on teacher evaluations				X
Analyze interim and formative student data to monitor teacher progress towards SLO attainment	Teacher participation in monthly 1-hour evaluation PD support sessions around SLO attainment	X	X	X	
	# of teachers at mid conference that are adequately progressing towards IAGDs using related classroom assessments		X		
	% of teachers meeting their SLOs			X	
	Number of teachers acquiring a summative rating of proficiency or higher			X	
Hire Human Resources Coordinator to provide higher levels of administrative support for the management of • human resources, systems to identify/retain high- performing teachers • secure highly qualified teachers in physics, languages, trades, and other shortage areas	All vacancies filled with highly qualified teachers Individualized support plans for teachers not meeting proficiency under teacher evaluation system Number of new teachers hired	X	X	X	X

• Host induction/orientation for new teachers • Define a system for talent recruitment and retention	Participation rates during orientation					
Design District-wide or school specific PD offering for 2014-15 based on school and teacher needs	District and school-level PD topics aligned to teacher evaluation data and needs identified from walkthroughs, culture and climate surveys and student achievement data				X	X

Priority #4 (optional): Insert the Year 2 priority below.
Provide all students with extended day opportunities to support and challenge all learners through interventions and/or enrichment activities
Summary: Briefly describe the District's comprehensive approach to implement this priority.
All East Haven schools will provide students with extended-day opportunities to expand the number of days, hours, and scope of services (inclusive of ELL support and behavior interventions) provided to students in a before or after-school setting. The program will target students in need of academic, language, and social/emotional interventions so that we can reach more students at a frequency and intensity level that makes a dramatic impact on their targeted need at an accelerated pace. This will also include extended-day opportunities for ESL students to help accelerate their English language and literacy skills while ensuring content is comprehensible. Additionally, the extended-day will support a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion. The extended-day program will serve as an extension to the regular school day and will support what students are expected to master in their regular school day classrooms. This priority will enable us to coordinate our wraparound services to ensure a strong alignment with our reform strategies. We will utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who needed more academic or behavioral supports in an extended-day program. The principal, classroom teachers, support staff (Reading teachers, Math coaches), School Psychologist and other key individuals will be part of the EIT that examines multiple measures of data to determine the students who participate in the extended-day program. This team will also assist in identifying the skills and content students will need the greatest support with.

We will use a collection of data sets such as high-stakes summative performance data and individual student performance indices, internal district assessments, and DIBELS next data to identify students in need of academic support. This data will pinpoint those students in need of skill-based literacy and math interventions (such as phonemic awareness, decoding, fluency, phrasing, fact fluency, number sense, counting & cardinality), as well as, interventions related to comprehension, writing, and problem-solving as aligned to the Common Core State Standards. While we will target students in most need of additional supports outside of the traditional school day, we will not discourage interested students who are performing at high levels from participating, as we remain committed to moving students across all performance bands.

Each school will have the opportunity to serve up to as many students as their school-based budget will support. Each school will get a set budget to organize the hiring of their coordinator and staff their program based on the number of students in attendance and supports/interventions needed to promote academic growth. Staff will be paid the homebound rate of $28.78 per hour. Programs will run 1.5-2 hours in length and 2-4 times per week.

Outcome Metric: What is the desired result of the implementation of Priority #4?

All schools with established extended-day program
Students attending regularly
Students making progress based on pre/post data (academic and social/emotional)

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
All schools providing extended-day opportunities through a before or after school program	Every program staffed with a coordinator Number of schools with an extended-day program		X			
	Program adequately staffed with hired personnel to work with students		X			
	small groups of students receiving interventions		X	X	X	
	Teachers utilizing necessary instructional materials, software, and resources to support student needs		X	X	X	
	Students making academic growth based on pre-/post-intervention data sets		X	X	X	

Utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who need more academic or behavioral supports in an extended-day program	Identified students to participate in extended-day program Students grouped based on identified need and making academic growth Number of meetings between EIT team and extended day coordinator		X	X	X	
Maximize the number of students in attendance through offering transportation	Students accessing transportation to attend the program Consistent student participation as evidenced by student attendance data		X	X	X	
Develop data collection and reporting tool to monitor student attendance and academic/social or emotional growth	% of students making academic growth or hitting targeted social or emotional goals					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?

Central Office consists of the Superintendent, Assistant Superintendent. Central Office also includes the Director of Pupil Services, Finance Manager, and Technology Director as part of the district-level cabinet team.

The Year 2 application includes the hiring of two additional administrators to serve as District coordinators for ELA and math at the K-5 level. This will expand the existing team of instructional leaders (one in each core content area, ELA, Math, Science and Social Studies) who work at the 6-12 grade level. The expansion of this team will create a comprehensive structure for K-12 curricular and instructional support and alignment. It will also enable us to respond to the CSDE identified area of growth of strengthening the vertical alignment of curriculum and instruction for all subject areas. These individuals will be instrumental in the work involved around Alliance priority #1 through collaboratively leading the curriculum mapping process and review/revision of core content area curriculum.

The Year 2 application also responds to the CSDE identified area of growth to obtain a higher level of administrative support for managing human resources/capacity through hiring of a personnel supervisor to support Central Office in the effective selection/retention/support and evaluation of personnel.

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?

Our turnaround strategy is deeply rooted in our theory of change that is, creating systems necessary to improve and sustain the effectiveness of instructional practice in order to substantially improve achievement for all students over time.

Schools, such as Ferrara School, Momauguin School, Tuttle School, and Joseph Melillo Middle School will be provided differentiated support to develop instructional structures based on each school assessed area of need. For example, District and State student achievement data from Tuttle, Momauguin and Ferrara indicate a need for increased math achievement levels. Therefore, these schools will be supported with the capacity to schedule math instructional blocks that provide students time (70 minutes at the minimum) to engage in math experiences that move students along a continuum of concrete, pictorial to abstract understanding of math translating into deeper levels of mathematical thinking and reasoning while utilizing the math practice standards.

Schools will also have flexibility in identifying teachers' content area strengths. Schools will be able to departmentalize at the grade 3-5 level and use the strongest teacher at each grade-level to teach math, reading, science, and integrated language arts. This will provide math coaches and reading teachers the opportunity to

spend more time working directly with these content-specific teachers to strengthen core their instructional practices while building teacher's content-specific knowledge. For example, the individuals selected to teach math will be supported directly by the math coach who will be placed in the schools needing the greatest amount of support. The math coaches will provide support to teachers in response to feedback generated from the evaluation process and non-evaluative walkthroughs. This support will be tailored to the identified teacher's support need, through standard structures such as collaborative weekly vertical math meetings, grade-specific weekly planning meetings, and/or co-teaching models that explicitly teach how to effectively differentiate, and formatively assess for student learning.

We will also use school performance indices; DIBELS and TRC Data set, as well as, District assessments to differentiate PD, resources, and scheduled support from personnel and external consultants. For example if Momauguin School data continues to indicate a need for increased reading achievement levels, we will host the ACES lesson study sessions at Momauguin to contextualize more closely to this school's needs and help support significant shifts in adult practices within their school and with their students in an effort to make the PD more impactful. Similarly, if we continue to find that the grade one teachers at Deer Run school have low levels of students meeting benchmark on nonsense word fluency, we can ensure that the Literacy How PD on alphabetic principle and letter/sound correspondence and blending is conducted at Deer Run in the grade one teachers' classrooms with their students.

Schools will have the opportunity to identify specific levels of support needed around the new evaluation plan and will be able to call upon the District evaluation PD committee for customized PD and support around the monitoring of the SLOs or other parts of the evaluation plan.

Finally, while standard accountability measures will exist related to attendance and documentation of student growth, all schools will have the ability to develop and manage their extended-day programs based on the needs of the students in their school.

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.

We will utilize a variety of ways to collect and use data to promote accountability. The Central Office Cabinet will be responsible for ensuring the successful implementation of the Alliance Plan.

The District will examine teacher and administrator goals set through the evaluation process to ensure a clear "through line" from the District Strategic Plan, to school-level improvement plans, to the administrator's goal, to the teacher's goal, and directly down to the instructional core. The assistant superintendent will supervise and evaluate the 6-12 instructional leaders and the K-5 math and ELA coordinators. The 6-12 instructional leaders and the K-5 math and ELA coordinators will lead and evaluate the math coaches and reading teachers.

Ongoing progress monitoring will take place through the district data team. This team is established and has set dates to meet during the 2013-2014 school year. The year 2 Alliance application is tightly tied to our 5-year strategic plan. The priorities set forth in this Alliance application are actionable strategies included in our District's 5-year Strategic Plan. As such, through meeting the expected outcomes of our strategic plan, which will be monitored by our District Data Team, we will also be meeting our Alliance priorities and metrics.

The assistant superintendent will oversee the development of the curriculum infrastructure and systems outlined in priority #1, the fidelity to priority #2, as well as, the implementation of the evaluation system as outlined in priority #3.

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

We will work with teachers and administrators on the development of a system to collect evidence of effective practice outside of the evaluation process. This will include non-evaluative strategy implementation walkthroughs and non-evaluative observations that are designed to collect data around high-yield instructional practices, implementation of the written curriculum, as well as, the continuation of the collaborative lesson study model that promotes individual talent development and builds capacity of teachers around a common definition of good teaching. Systems such as these provide multiple opportunities for teachers to apply feedback gained from formal evaluation measures within another non-evaluative setting to build teacher capacity and drive instructional practices in a very systematic and deep manner.

The administrative instructional team (Superintendent, Assistant Superintendent, Instructional Leaders and K-5 math and ELA coordinators) will also conduct walkthroughs and provide schools with feedback relative to evidence collected utilizing Danielson's Framework for Teaching at the classroom level and the Common Core of Leadership Evaluation Rubric at the school level.

Administrators will be engaged in a book study on Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* focused around developing a common language to define effective practice. The

framework will be used as the foundation for professional conversations among administrators and teachers as they seek to enhance their skill in the complex task of defining effective teaching.

Central Office will conduct mid-year review conferences with all administrators who will provide evidence related to the outcome metrics identified for each alliance priority. Administrators will conduct mid-year review conferences with teachers who will provide evidence and data around student learning and change in instructional practices. It is expected that the administrator will provide evidence of effective practice and identify actions taken and, student achievement data and other collected evidence from non-evaluative and evaluative classroom observations to support teacher growth towards meeting expected summative ratings.

School-level data teams will be monitored and required to present academic growth and progress to the District data team.

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?

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.

The District consulted with the following stakeholder groups during the Year 2 Alliance application writing. Meetings were held to review key initiatives and strategies outlined in the Year 1 Alliance application and feedback was gathered on the next level of work that could appear in the Year 2 application.

- **Building Principals** – Full-time math coaches to support math instructional shifts, continuation of the lesson study model and expanding to other grades, continued use of Wireless Generation, revision of curriculum to reflect CCSS writing standards.
- **Director of Pupil Services** – Working with general education teachers to meet the needs of special education students in the general education setting. A bigger focus and training around co-teaching models.
- **Teachers** – Time to meet and plan collaboratively, more voice in the development of PD activities, continued development of a standards-based report card, opportunities for observing other teachers was valuable and would like to continue the lesson study model.
- **BOE** – Periodic updates regarding the monitoring of the strategic plan, stronger communication with parents and community, more frequent updates and presentations regarding programs and systems in place to move the District forward.
- **ELL Facilitator** – Translating District documents, hiring a bilingual teacher or the development of a dual language program, helping to educate general classroom teachers on how to effectively differentiate for ELL students.
- **Instructional leaders** – Curriculum mapping, revised curriculum documents and cohesive assessment schedule, increased technology for higher levels of engagement, moving evaluation documents to electronic platform to collect data about instructional strategies and practices.
- **Reading and Math Coaches** – Time to meet with grade-level teachers, more effective ways to model for more than one teacher at a time, better qualified interventionists, more effective data teams, better ways to use Wireless Generation data and progress monitoring data, full-time math coaches in all buildings.
- **District PTO Committee** – Make report cards clearer and more comprehensive, provide information in English and Spanish, give parents more information on how to support their children at home, positive feedback on the Wireless Generation reports, parents like the red, yellow, green coding and would like to know more about assessments and what they assess.
- **Teachers' Union** – Establishment of a District PD committee, a tool to make cross content connections, particularly in those areas that are departmentalized, more technology/software to support the before- and after-school programs.

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE:

THE APPLICANT: HEREBY ASSURES THAT:

(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)*   Anthony Serio

Title: *(typed)*   Superintendent

Date: June 28, 2013

B. Review and 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 <u>at least half</u> 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.

Please complete and submit the Appendix B form provided and customized for your district.

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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.