

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

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- 2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
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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.

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
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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:	New Britain		
Name of Grant Contact Person:	Sharon Locke		
Phone # of Contact Person:	860-827-2200		
E-mail of Contact Person:	locke@csdnb.org		
Address of Contact Person:	Street Address:	272 Main St	
	City:	New Britain	Zip Code: 06050
Name of Superintendent:	Kelt Cooper		
Signature of Superintendent:		Date:	
Name of Board Chair:	Sharon Beloin-Saavedra		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	August 12, 2013 (anticipated)		
Priority School District?	x Yes <input type="checkbox"/> No		

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 vision of the Consolidated School District of New Britain is to promote and sustain a culture and a safe and secure learning environment that builds capacity in administrators, faculty, and parents to improve academic achievement, equipping all students with the necessary aspirations, skills, and knowledge to successfully complete college, be lifelong learners, and be productive citizens.

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

The mission of the Consolidated School District of New Britain is to provide a rigorous and relevant, high-quality, research-based, data-driven education that meets the intellectual, physical, moral, and social developmental needs of every child.

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

- High expectations and a commitment to excellence
- Safe learning environments in supportive, engaged neighborhood communities
- Mutual respect and appreciation of diversity
- Shared responsibility and accountability for performance
- Vital partnerships with parents, family and community
- Rigorous, balanced and coherent standards-based curricula
- Highly qualified professionals are essential to improve the quality of our schools
- Investment in building the capacity and effectiveness of administrators and teachers to develop a deep understanding of the responsive processes of teaching and learning that is data-driven and research-based
- Teaming for the purpose of collaborative inquiry and collective ownership of continuous improvement

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?

CSDNB Theory of Change

If we partner with families and the communities to create a climate of high expectations for our students in our neighborhood schools and ensure that each school has an effective leader, a coherent system of core instruction, and a systematic process to support all students' learning, then student achievement will increase.

If we structure shared responsibility for student learning and teacher efficacy, and utilize stakeholder strengths, then we will ensure a climate of continuous improvement.

Significant district redesign is necessary in order to accomplish this Theory of Action. Establishing and operating an effective, aligned educational system is not simply making the current system work better. It is a fundamental change from a loosely-coupled to a tightly-integrated operation. The roles and responsibilities of nearly every adult and process will be reviewed and possibly changed. Administrators, teachers, parents, and community leaders must understand and support this shift.

The focus of the instructional program is Literacy PK-12

If we....

- **Design an explicit English Language Arts instructional program tightly connected to English Language Development instruction, and**
- **Reduce class sizes, and**
- **Have highly skilled adults deliver core instruction and specialized interventions, and**
- **Provide our leaders and teachers targeted feedback and professional development;**

Then...

- **Our students will be reading at or above grade level at the end of each academic year, and**
- **Will graduate from high school with the skills for success in college and careers**



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:	10,232	Per Pupil Allocation: ²	14,306		
Total # Schools:	15	Operating Budget:	146,387,047		
# Review Schools: ³	9	# Turnaround Schools:	5		
Student Demographics (2012-13):					
% White:	22%	% F/R Lunch:	81%		
% Black:	14%	% IEP:	15%		
% Hispanic:	60%	% ELL:	17%		
% Other:	4%	Attendance Rate:	19.3		
District Personnel (2012-13):					
# Certified School-based Staff:	748	Median Teacher Salary: ⁴	\$84,070.00		
Student/Teacher Ratio: ⁵	13.7	# Central Office Administrators:	9		
# School Administrators:	30	# Central Office Support Staff:			
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a		n/a	
Math	Gr. 3 CMT at/above Goal:	20.4	25.4	25.1	n/a
	Gr. 5 CMT at/above Goal:	34.3	31.0	26.9	n/a
	Gr. 8 CMT at/above Goal:	26.9	20.9	21.5	n/a
	Gr. 10 CAPT at/above Goal:	16.2	15.2	14.8	n/a
Reading	Gr. 3 CMT at/above Goal:	20.5	22.8	23.1	n/a
	Gr. 5 CMT at/above Goal:	25.6	23.0	27.7	n/a
	Gr. 8 CMT at/above Goal:	36.8	33.7	34.7	n/a
	Gr. 10 CAPT at/above Goal:	18.2	17.2	18.0	n/a
Chronic Absenteeism Rate: ⁶					
4-Yr Graduation Rate:	na	52.3	61.2		
% Pursuing Higher Education:			62%		

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 not required to cite strengths and growth areas in each of the four areas.

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

Academics	<ul style="list-style-type: none"> • Increased uniformity in academics to create consistency, high standards, equity, and access across schools for all students • Five new Assistant Principal positions to increase time and resources for instructional leadership Focus on K-3 foundational reading program • English Language Development (ELD) initiative and plans for a train-the-trainer expansion model • Web-based curricular resources for teachers • CCSS alignment underway in reading, writing, and math • Plans to tier schools based on achievement level and need • Pre-Kindergarten program in all elementary schools
Human Capital	<ul style="list-style-type: none"> • Competency-based interview protocols and processes • Commitment to aligned professional development, particularly around the ELD model, CCSS, and educator evaluation • Prioritization of low-performing schools in the staffing process • System of supports for new teachers • Superintendent’s authority around staffing • Central office reorganization to promote organizational effectiveness and efficiency • New Chief Academic Officer and Chief Operations Officer positions
Operations	<ul style="list-style-type: none"> • Collaboration with the city to secure bond funding for much-needed resources and investments • Central office reorganization to increase efficiency • Capital improvements • Site-based scheduling flexibility within certain parameters

Culture and Climate	<ul style="list-style-type: none"> • Move toward neighborhood schools to ensure equity and stability across schools • School board collaboration around the Alliance District plan • District focus on attendance and safe school climate
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For the following domains, identify the district’s most significant **growth areas**.

Academics	<ul style="list-style-type: none"> • Common planning time needed in all schools • Focus on school accountability and improvement; new requirement for Campus Improvement Plans for all schools • Performance monitoring system and SRBI processes • Variable data access and capacity at the school level • Universal screening process for all students • Tier II instructional program • Development of a continuum of special education services • Use of technology to enhance instruction
Human Capital	<ul style="list-style-type: none"> • System of position control; efforts underway with a new technology platform • Staff recruitment strategy; limited talent pipelines with access to high-quality pools of applicants • Principal autonomy in the hiring and staffing process for his/her school • Past practices around RIFs and eventually rehiring staff • Central office staffing to support and oversee school turnaround

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Operations</p>	<ul style="list-style-type: none"> • Budget process and ongoing financial management • Payroll monitoring and approval process • Funding level from the city • Site-based budget autonomy • Development and fundraising strategy • Desire to move toward zero-based budgeting
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Culture and Climate</p>	<ul style="list-style-type: none"> • Equity within and across schools • Focus on staff professionalism, norms, and expectations • Focus on school safety and 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. Move to Neighborhood Schools (described in overall improvement strategy in last year's application)
2. Strengthen Foundational Reading Program in K-3
3. Additional Targeted Learning Time (including English Language Development)
4. Preschool to Kindergarten Coordination and Alignment
5. Teacher Evaluation Plan

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

1. Neighborhood Schools:

CSDNB developed and implemented a plan to create effective neighborhood schools for the 2013-2014 school year. With the support of the BOE, the plan has been successfully implemented. We partnered with DecisionInsite, to map the city's student population, create updated enrollment zones, and communicate with parents regarding students assignments for the 13-14 school year.

Once student placements were defined, our Chief Information Officer developed custom reports in PowerSchool that enabled the Department of Academics to collaborate with school and district leaders to analyze data about the students enrolled in the neighborhood schools and design academic programs and allocate resources to serve the needs of the student population. The "program design team" used ELL, reading and IEP data to inform instructional and staffing decisions.

The entire operating budget for the 13-14 school year was then completely reconstructed to support the needs of the ideal program design.

We believe that this reorganization will:

- Enable us to prioritize and align all of our resources with student, and school need; and
- Create a foundation for effective schools where all stakeholders share responsibility for student success

2. Foundational Reading:

Our literacy initiative was minimally effective. We saw significant gains in our kindergarten DRA2 results. In the Spring of 2012, 44% of our kindergarten students demonstrated grade level reading on the DRA2. This Spring (2013), 52% of our kindergarten students were demonstrating grade level reading on that same measure. **This represents an 8% point increase.** Unfortunately in grades 1-3 we saw little or no gains on this assessment. However, on the Spring 2013 CMT results for grades 3-8, we realized gains in 98% of areas at or above proficient and at or above goal.

Our strategy to improve reading outcomes for our students also involved creating a more systematic and consistent system of interventions. Literacy coaches and tutors in each building were deployed (using Title 1 funds) to support this effort. This initiative also involved hiring a district level administrator to facilitate the

process. The process to hire this talent took a very long time as the selected candidate was one of our highest performing elementary principals and the transition required ensuring an effective school leader was in place. The Response to Intervention coordinator (RTI) will actually begin work in this critical role July 1, 2013. During 2012-13 we purchased software technology that enabled teachers to assess reading with an online version of the DRA2. This also provided the school and district data teams with quicker access to student performance data. The training and calibration process for using this program was scheduled throughout the Fall. Teachers continued to express concern with the amount of instructional time that was utilized to administer this assessment. The District Coordinator of ELA speculates that the use of this technology likely captured a more accurate assessment of student reading level than in past years and impacts the dependability of using the results comparatively from last year.

3. Additional Targeted Learning Time (including English Language Development)

There were two objectives in this strategy:

- The first was to recapture instructional time by minimizing the number of early release professional development days in the school calendar. Again, with Board support, this change was implemented last summer and we effectively increased instructional time by 32 hours in grades K-8.
- The second was to develop an English Language Development program that increased targeted instructional time for our low performing ELL students. This initiative is showing leading indicators of significant success! Utilizing the end of year LAS data and the exit numbers available at the date of this evaluation, the growth numbers are significant. For grades K-2 the number of student increased from approximately 40 students in 2011-12 to over 70 students in 2012-13. The exit determinations for grades 3-8 are pending CMT results but we anticipates significant gains there as well as the LAS data indicates that students gaining at least one level on the LAS has improved by on average 20 percentage points per school.

4. Preschool to Kindergarten Coordination and Alignment

We identified an organizational problem of practice regarding our Preschool administration and designed this initiative to begin to structure change in philosophy and programming. Historically, preschool in New Britain was separated into School Readiness *or* Special Education. This separation was supported by two separate district coordinators who worked in silos.

The district first created a new district level administrative position, Preschool Coordinator, that places responsibility of all district preschool programming with one person. The talent search was challenging and required two postings and interview processes. The selection team finalized its selection in February 2013 and the new coordinator began in April 2013. Already contributing to the reform efforts, this new administrator has worked with the preschool stakeholders and is redesigning integrated programs to meet the needs of all students. She is also developing preschool RTI and aligning the curriculum with CCSS.

5. Teacher Evaluation Plan

In 2012-2013, the District administration partnered with the teachers' and administrators' unions to collaboratively develop a new evaluation plan according to the CT Core Requirements required by PA12-116. This collaborative team of volunteers met on Saturdays throughout the winter and early Spring to develop the IDRIVE - Teacher Development and Evaluation Plan that was submitted to the SDE for approval (pending slight revisions).



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 is going to stop using the TANGO DRA2 software for K-3 reading assessment which was a key strategy in our reading initiative.

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	<p>Ensure all Schools have Effective Reform Leaders and Teachers</p> <p>Building capacity of our human resources is key to improving teaching and learning. Our first priority in Year 2 of the alliance plan is to establish baseline data in our newly zoned neighborhood schools so we can identify and offer supports to schools, leaders, and teachers in need of interventions. The use of evidence, drawn from current practice at all three levels of the system (classroom, school, district school board) to inform strategies and actions, is a critical part of this improvement strategy. Using student performance, attendance, discipline and stakeholder survey data, we will be able to identify schools, leaders and teachers and provide intense support for improvement in the way of human and financial resources and professional learning opportunities.</p> <p>Each School will have a principal who will have the responsibility to ensure continuous improvement in their school. Leaders will be held accountable with the SEED Administrator evaluation tool that uses the CT Standards for School Leaders to establish expectations and professional development to support the success of our school leaders. Each campus will develop a Campus Improvement Plan aligned with the district's vision, mission and change theories and philosophies. The Campus Plans will structure a plan that:</p> <ol style="list-style-type: none">1. Guides the development of a vision, mission and goals at each school that actively engages faculty, staff, students, families and community partners;2. Expects leaders to generate collective excitement and responsibility for meaningful change that will result in improved student performance.3. Ensures teacher development and evaluation is used to continuously improve teaching and learning that is data-driven and research-based; and,4. Creates a safe and healthy school environment for high performance. <p>Additionally, at the district level, we will create a talent development plan that includes innovative approaches to developing collaborative teams at all levels of the district.</p>	Continued from Year 1 x New priority
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<p style="text-align: center;">Priority #2</p>	<p>Reading Instruction, Assessment, and Intervention</p> <p>The District researched and piloted a new core reading program that is aligned with the rigorous Common Core State Standards for ELA. Houghton Mifflin (Pk-5) and Pearson (6-8) were selected purchased as the new core program. The New Britain Board of Education and the City's Mayor have agreed that the city will allocate additional funds utilizing a short-term bond to purchase the new ELA texts and other critical materials and technology. This onetime anticipated 5 million dollar investment will enable the district to implement a much need core program and redesign its ELA curriculum to meet the changing needs of the next generation.</p> <p>Although not articulated as a key reform initiative, the District invested a fair amount of financial and human capital resources to convert to online access to district CCSS aligned curricula. During the 13-14 school year, the district will focus on monitoring the implementation of non-negotiable district curriculum and assessments.</p> <p>We will be implementing NWEA assessments including a universal screening tool, ongoing progress monitoring, and benchmark assessments that are administered online in an adaptive format. A secondary benefit of using NWEA is that our students will be better prepared for the online, adaptive Smarter Balanced Assessment Consortium Assessments. NWEA provides the assessment information to structure effective collaborative data teams as well as data to initiate Tiered interventions.</p> <p>With the Response to Intervention Coordinator now in place, the District will structure and monitor the RTI process to ensure that it is being used consistently across the district. Common assessments identified in the core curricula and NWEA benchmark assessments will be used to provide targeted tiered interventions to students in a "need over label" approach. Interventionists (special ed teachers, speech pathologists, and reading teachers) will work as teams to develop a continuum of services to meet the tiered literacy needs of all students.</p>	<p>X Continued from Year 1 <input type="checkbox"/> New priority</p>
<p style="text-align: center;">Priority #3</p>	<p>English Language Development</p> <p>During 2013-2014 we will be expanding our partnership with Clark consulting and have designed a tiered system for delivering English Language Development Services. Next year, ELD training will be provided and ELD methodology used intensively. During the Spring of 2013 we administered a benchmark assessment and designed instructional programs at each school based on student need. Professional development will include workshop, modeling and coaching for an additional 34 teachers, we will continue the administrative PD and also develop 2 district wide ELD coaches.</p>	<p>X Continued from Year 1 <input type="checkbox"/> New priority</p>

Priority #4	<p>New Educator Development Evaluation Plan</p> <p>The new educator development and evaluation plan was developed in collaboration with NB Teachers' and Administrators' unions. All of our administrators are scheduled to attend the SDE sponsored training modules this summer so they will be approved to implement the plan during the 2013-14 school year. The district believes that this tool will enable us to develop the capacity of both our teachers and administrators. Using the CCT and CCL standards of practice and performance rubrics to shape the work, New Britain is committed to using this tools to help create a culture of continuous improvement in adult practice linked to student results.</p> <p>New Britain has signed on to use BloomBoard and has purchased the added data analytic tools to enable us to use the data regarding teacher performance to provide individualized professional development based on teacher performance.</p>	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
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Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

The priorities listed above support the CSDNB Theory of change on every level and were designed for that purpose. In Priority Number One, we believe that the strategy of revitalizing our neighborhood schools will position us to realize the goal of creating and developing effective schools. In Priority Number Two, a designing the coherent system of core instruction and interventions we know we need in order to support student learning. In Priority Number Three, we are designing instruction to meet the needs of a particular subgroup of students who have historically been low performing, and in Priority Number 4, we are structuring shared responsibility for student learning and teacher efficacy in order to create a climate of continuous improvement.

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.

Mentioned in Priority Number 2 above is the work of the district regarding the CCSS aligned curriculum. CSDNB has been implementing the CCSS since 2011 and have aligned all of our curriculum with the CCSS. We are proud of the iterative work we have accomplished on the curriculum and the new software system provides teachers a venue to access resources and share ideas and effective strategies with their colleagues. We are committed to using student and teacher performance data to inform the ongoing development of our curriculum.



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.						
Ensure all Schools have Effective Reform Leaders and Teachers						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
In 2013-2014, the District will implement this priority by developing an interconnected accountability system of district improvement, school improvement, leader improvement and teacher improvement; yielding student improvement. We will use data to inform our interventions and supports at each level; school, leader and teacher. The system will provide professional learning in a team environment and individualize professional learning interventions for targeted interventions.						
Outcome Metric: What is the desired result of the implementation of Priority #1?						
Effective schools that contribute to an increasing District Performance Indicator (DPI). School leaders that demonstrate proficiency (minimally) on the administrator evaluation tool. Student growth that is equal to or greater than the district average growth from Fall to Spring on NWEA results. Increase attendance rates (decrease in chronic absenteeism), and a school climate that is conducive to student learning. We expect student discipline incidents to decrease from September to 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
Campus Improvement Planning - template and admin professional development and support	Completed CIP for each school		x			
Resource allocation based on school/student need - including smaller class sizes and more classroom teachers	Student informed zero-based budget allocations	x				
Develop administrative cadres and provide ongoing professional development based on demonstrated needs	Cadre team schedule, meeting agendas, minutes and data walls		x	x	x	x
Use online professional development tools within BloomBoard to provide individualized professional	BloomBoard reports and analytics		x	x	x	x



development based on observation and student performance indicators						
Parent Engagement activities and support	2 neighborhood school events completed	x	x			
Partner with City Officials for resources	Budget increase and Bond secured	x				
Develop a talent development plan to recruit and develop the capacity of leaders and teachers in the district	Talent development plan, BloomBoard Reports			x	x	x

Priority #2: Insert the Year 2 priority below.						
Reading Instruction, Assessment, and Intervention						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
Coherence and support are the pinnacle of successful implementation with regard to improving core instruction in our district. We have been attempting to reform our district for many years without the foundational tools necessary for success. This year, we will implement the foundation and believe it will yield reform results. We need to improve literacy instruction at the core. We will do this by first reducing elementary class sizes to a reasonable level, then we will provide a CCSS aligned core program, a systematic approach to interventions, and an assessment system that enables us to identify and direct us to intervene early and provide research based interventions.						
Outcome Metric: What is the desired result of the implementation of Priority #2?						
Fall to Spring increase in Reading results on NWEA (compared with national growth rates). We will develop specific targets after we administer the Fall baseline assessment. Increase the percent of elementary students reading on grade level from 45% (June 2013) to 55% by June 2014. Decrease the total percent of elementary students needing tier 2 interventions (29%) or tier 3 interventions (26%) by 10% by June 2014.						
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
Purchase and provide PD for new Core reading program	All teachers in PK-8 have materials and Professional development by Sept 1, 2013	x				
Develop systematic approach to use data and intervention teaming to design tiered instruction	Collaborative design meetings with RTI Coordinator and School Principal	x				
Purchase and implement a progress monitoring tool (Skills Pointer) to provide ongoing progress monitoring of	NWEA Skills Pointer PD and use of system		X	X	X	x



interventions and student growth						
Develop a monitoring system in PowerSchool to log interventions	Monitor use and implementation of intervention log using reports		X	X	X	x
NWEA Professional development and capacity building	PD workshops, data teaming, results in PowerSchool	x	x	x		
Connect the focus of the new teacher evaluation with instructional practice in new core reading program	Administrative PD agendas designed to support calibration of feedback specific to reading program	X	X	X	X	x
Develop the capacity of instructional teams to use the NWEA reading data to inform instructional practices and interventions	Instructional planning team binders		X	X	X	X
Hire and develop a team of 6 curriculum information teachers to support the interoperability of the data systems and provide professional development to ensure teachers are using the new tools to implement the curriculum and improve instruction	Have 6 curriculum intervention teachers in place. Gather and analyze feedback from all professional development provided		X	X	X	x
Provide ongoing professional development and support to the administrators targeted at literacy instruction	PD calendar, agendas and exit slip data		X	X	X	x

Priority #3: Insert the Year 2 priority below.
English Language Development
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
The district will expand its partnership with Clark Consulting to implement the English Language Development methodology. Administrators will have professional development connected with the new teacher evaluation tool regarding the implementation of ELD in the classroom. During the Spring of 2013 we consulted with Clark Consulting as we designed our instructional programs based on the benchmark assessment and staffing needs. Building principals have designed English language ability based student groupings for next school year. Student progress will be monitored with quarterly language assessments. Teachers will participate in intensive professional development throughout the school year.



Outcome Metric: What is the desired result of the implementation of Priority #3?						
Increase the percent of our English Language Learners (k-12) who improve one or more levels on the LAS Annual Overall Score from 41% (2012/2013) to 51% (2013/2014). Student results on ELD benchmark assessments will increase in 80% of teachers who experience the ELD training and coaching.						
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
Administrative Professional Development regarding monitoring the implementation of the ELD methodology connected to the new teacher evaluation plan	Administrators complete assignments from PD and bring evidence to each meeting	x	x	x	x	
Allocation and development of teachers to implement ELD instruction	Job description, teachers identified	x				
Teacher professional development and coaching	Schedule of PD and coaching	x				
Quarterly benchmark assessments will be administered and analyzed at the student, teacher and building level	Benchmark data and student movement data from PowerSchool Reports		x	x	X	x

Priority #4: Insert the Year 2 priority below.
New Educator Development Evaluation Plan
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
The evaluation plan was developed in collaboration with the teacher and administrative unions during the 2012-13 school year. An introductory video and workshop was conducted in all schools at the end of the school year. In August (before school begins) teachers will have an orientation to the process with their building principals. Each administrator is attending the SDE sponsored workshops this summer. Ongoing Administrative PD will be provided for administrators to continuously calibrate their practice, develop technical competence in providing meaning feedback, and identify problems of practice and strategies for improving instruction in the district.

Outcome Metric: What is the desired result of the implementation of Priority #4?						
Baseline data regarding teacher effectiveness ratings. 100% of administrators demonstrate proficiency with new tool when they attend SDE training.						
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
Administrators attend SDE sponsored training and demonstrate proficiency as evaluators	SDE confirmation of attendance and proficiency of administrators	X				
District team creates teacher binder for year 1	Binder for every teacher	x				
BloomBoard on-boarding and training	Onboard with Bloomboard	x				
Orientation in August pre-service	Monitor completion of orientation and goal setting	x	x			
Coherence between all priorities and teacher evaluation	Ongoing monitoring using Bloomboard tool		X	X	X	x
Administrator Cadres developed with teams of administrators who will conduct shared observations, cross blind scoring, and calibrated feedback to teachers	PD schedule for Cadre meetings, agendas, BloomBoard Reports, Administrator and teacher survey results		X	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?

Central Office in New Britain has been evolving to meet the changing needs of our district for the past several years. Last summer, when Mr. Cooper began his tenure as the superintendent, he restructured and downsized central office in order to provide administrative resources to the schools; assistant principals were allocated to each elementary school with 550 or more students. Central Office was then strategically reorganized in order to accomplish greater support of school success. The Chief Academic Officer and the Chief Operations Officer work collaboratively with the Superintendent and his cabinet to develop and implement the districts strategic improvement plan. A new Finance Director was hired and a integrative software has already been purchased to align the work of the HR, Payroll and zero-based budgeting process.

In 2013-14, we have a restructured the department of Academics in order to provide reform leadership. The majority of our schools are low performing so our focus is on creating a core CCSS aligned curricular program, smaller class sizes, common assessments, intervention teams who use assessment data to drive instructional improvements, feedback and PD individualized based on evaluation evidence. In order to accomplish this, we formed a cohesive coordinator team that specializes in system reform rather than subject area specialties. The Coordinator team meets 2x per month to analyze district data and provide support to administrators in their cadres. Coordinators participate in collaborative observations and team calibration exercises. Teacher professional development is designed based on the real-time data and feedback from the process.

Additionally, we created a new job of a curriculum information teacher. This team of six was selected to work as an innovative team. With the new technological tools, they work under the direction of the RTI coordinator to implement and provide PD for core curriculum in BYOC, Power School/Teacher reporting, NWEA, BloomBoard, and progress monitoring. This team ensures interoperability and alignment of our systems and processes and then provides support at the buildings during professional development and implementation. For example, our curriculum documents have "claims" (from SBAC) and learning targets formulated from CCSS. When we developed our observation documents (like the formal lesson planning template) for teacher evaluation we aligned the terminology so teachers can easily move between curriculum and evaluation documents.

This new structure in central office will enable us to effectively monitor and support the practices at our schools and provide interventions as data indicates. It also structures an ongoing support and calibration system for the teacher evaluation system that uses collective teaming strategies.

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?

CSDNB turnaround effort is built upon two key strategies. 1) The need to develop a much more sound infrastructure in both the operations and academic arenas; and 2) Accountability at all levels of the system in order to support the development of effective schools.

1. During his first year, Mr. Cooper had two outside agencies conduct needs analysis/audits in addition to the input from our SDE findings. All of the outside experts told us essentially the same thing. Our expectations were not clear or our processes not standardized resulting in a fragmented, incoherent system of too many people. Our special education opportunities review highlighted the disconnect between our core academic programs and our intervention and specialized services. Our ELD program review illuminated our lack of clarity regarding our theory of change regarding our students who are learning English, and our disjointed HR/Payroll/Budget process made it difficult to make strategic decisions about resource allocations because our information was not accurate or connected. Our Academic programs had also been in the state of flux with the implementation of CCSS and lack of funds for adequate programs and textbooks, we discovered schools were improvising regarding the core academic program. We need to improve our system infrastructure to provide clear standards of practice, expectations, and processes. Our Theory of Change and our Strategic Priorities all address the change required to create a coherent system that is structured to success.
- 2.) During the last administration, our schools operated in a silos and special programs were created that sorted students by their performance level and the district had unintentionally created a district where 45% of our students attended schools outside their neighborhood and many changed schools multiple times per year. We need a strategy to create an accountability system where student outcomes could be connected with school performance. Priority #1 in our plan is to create effective neighborhood schools with effective leaders who build a professional learning community of effective teachers in order to produce "effective" students. In order to accomplish this, we need to establish clear expectations for adult practice (Priority #4), and high expectations for student results. We believe that our new educator evaluation system will support our quest to develop effective leaders, teachers and students at our effective neighborhood schools.

During the summer, principals will work with central office to create Campus Improvement Plans (CIPs) aligned with the District's Key Priorities. Principals will participate in ongoing professional development. School needs will be evaluated through the CIP process and resources will be allocated accordingly.

The reorganization of the district that was implemented during the 2012-13 school year will provide the foundation for developing effectiveness in each of New Britain's schools. Having all students attend schools in their neighborhood school will minimize student mobility in the district and enable the district to concretely link student performance with school effectiveness. It will also enable us to ensure that resources are being allocated to in an equitable fashion to ensure equity and support within and across schools.

This new structure will enable the district to address many of the needs identified in the site visit report conducted by the CT SDE in the Spring of 2013.

The district has invested in Sungard Software Management System, a new Human Resource and Payroll system that will enable the district to implement a system of position control, and more detailed accounting and oversight of expenditures. This information system will support the student informed zero-based budgeting that was implemented during the Spring of 2013.

Each School will have a principal who will have the responsibility to ensure continuous improvement in their school. Leaders will be held accountable with the SEED Administrator evaluation tool that uses the CT Standards for School Leaders to establish expectations and professional development to support the success of our school leaders. Each campus will develop a Campus Improvement Plan aligned with the district's vision, mission and change theories and philosophies. The Campus Plans will structure a plan that:

1. Guides the development of a vision, mission and goals at each school that actively engages faculty, staff,



students, families and community partners;

2 Expects leaders to generate collective excitement and responsibility for meaningful change that will result in improved student performance.

3. Ensures the new teacher development and evaluation tool is used to continuously improve teaching and learning that is data-driven and research-based; and,

4. Creates a safe and healthy school environment for high performance.

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.

Monitoring the implementation of the Alliance Application at the district level is the responsibility of the Chief Academic officer. A schedule of professional meetings has been structured for the 2013-14 school year with all administrators. Ongoing professional development is scheduled for our new reading program, our ELD priority and new evaluation system. The Academic Leadership Team meets bi-weekly and the cabinet meets weekly to review the implementation of the plan, resolve any challenges, and ensure that all adults are working productively toward the established goals. We also will be using NWEA to monitor student growth data three times annually.

The district included SLO goals in our revised DIP (Attached) Coordinators will review progress toward these goals using data on common assessments, attendance and discipline data monthly. Reports have been created for this purpose in PowerSchool.

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

Using custom created reports in PowerSchool, neighborhood schools were able to set school-wide SLOs using accurate assessment data from Spring 2013. Monitoring of school efforts will be accomplished through a quarterly review process. Each quarter we will examine adult and student outcome data. Principals also meet monthly to continuously provide evidence that their plans and the district plans are being implemented. We intend to use both the new administrator and teacher evaluation process to monitor the effectiveness of our strategies. Our Chief Information officer along with the Curriculum Information teachers have constructed, within PowerSchool, a system that enables school leaders and teachers to access data in real time.

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?

I think this year the CSDE should focus on support the district's efforts to implement the new educator evaluation process. We strongly believe that a successful implementation and use of this new tool will enable us, combined with the district's supportive infrastructure will help us develop effective students because we are developing effective teachers by developing effective school leaders, by creating a coherent system of expectations and support.

For New Britain, more collaborative partnerships in school turnaround (like the commissioner's Network) would be appreciated

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.

The process of planning the year 2 Alliance plan and overall district reform plan has been an iterative process since submitting the year 1 plan and Mr. Cooper's arrival last summer.

Stakeholder engagement was and continues to be critical for success.

The collective bargaining unit has been a key partner in our Commissioner Network Partnership as well as the development of our new educator evaluation plan (priority #4). Attached you will find a joint letter from District Administration and Union Leadership about the development of the evaluation plan. The development process was co-chaired by the president of the teachers' union and the Chief Academic Officer.

School and District administration were also highly involved in the reorganization process (priority #1). Attached is an excel file with the timeline for the restructuring to neighborhood schools and associated zero-based budgeting process.

Teachers were surveyed for input two times during the year...once by the BOE and again by the teachers union.

Collaboration with the New Britain Board of Education was a primary means to accomplish parent and community stakeholder engagement regarding the move to neighborhood schools (Priority #1) and our English Language Development Initiative (Priority #3). Because we were re-districting to neighborhood schools, we needed to ensure equal access to public information. Special Board of Education Meetings were conducted, the superintendent and BOE president met with parent groups at individual schools, and additional marketing and advertising were completed by our director of communications. You will find evidence in every BOE meeting agenda and minutes (accessible on our district's website www.csdnb.org) regarding the ongoing development of all of our Priorities.

In June, each school held an open house where families could come preview their newly assigned schools. A software system was and is being used to provide school assignment information on-line. Our district's website has been another tool we have used to engage and inform our family and community stakeholder groups.

Parents and community members were key members of the interview teams that selected 3 new principals for next year. Jefferson, DiLoreto, and Northend.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: Alliance Grant Year 2 Amendment

THE APPLICANT: Sharon Locke HEREBY ASSURES THAT:
Consolidated School District of New Britain
(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:

Sharon Locke

Name: *(typed)*

Chief Academic Officer

Title: *(typed)*

July 9, 2013

Date:

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 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.

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

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.