

FINAL APPLICATION
NEW BRITAIN

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

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

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR COMMISSIONER OF EDUCATION

Nondiscrimination Statement

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

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

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

B. Application Deadline

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

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

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

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

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

D. Timeline

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

E. Application Approval Notice

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

F. Questions

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

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

Part II: Alliance District Overview

A. Introduction

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

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

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

B. Eligibility Requirements

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

C. Responsibilities of Approved Applicants

Each approved applicant must:

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

D. Review of Applications

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

E. Application Procedure

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

Section I: Overall District Improvement Strategy

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

Section II: Differentiated School Interventions

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

Section III: Budget

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

F. Use of Evidence and Data

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

G. Substantial Majority Requirement

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

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

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

H. Menu of District Reform Initiatives

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

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

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

I. Competitive Opportunities

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

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

Name of District: Consolidated School District of New Britain		
Name of Grant Contact: Sharon Locke		
Phone: 860-827-2200	Fax: 860-612-1527	Email: locke@csdnb.org
Address of Grant Contact: 272 Main Street New Britain, CT 06050		
Name of Superintendent: Kelt Cooper		
Signature of Superintendent:		
Name of Board Chair: Sharon Beloin-Saavedra		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: ____ Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: __September 10 th , 2012__ completed presentation (attachment # 4) but BOE approval pending revisions _____		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

The Consolidated School District of New Britain will continue to create a system of supportive accountability so that leaders and teachers make the best decisions to improve student learning based on real-time data. The district's framework for improving student performance and closing the achievement gap(s) is grounded in Richard Elmore's Instructional Core:

(a.) rigorous curriculum - The district will continue to develop a Common Core State Standards aligned core curriculum with a focus on instruction driven by student performance data. Text book audit, inventory and updating process will also occur during year 1 ;

(b.) teacher efficacy - The data teaming processes will use student assessment data to monitor the progress of students and identify professional learning needs of the adults in the system. Our goal is to provide an intentional link between professional learning and student outcomes and to promote collaborative inquiry regarding student learning and instructional strategies and shared ownership for student achievement. During the 2012-2013 school year we will embark on the development of a new teacher and administrator evaluation and support plan utilizing CT/PEAC guidelines to strengthen individual and collective practices in order to improve student growth; and,

(c.) student engagement with learning – The district will structure a system of adult practices that teaches students to be active decision makers, problem solvers, and key participants in their own learning. A safe school climate that is culturally responsive, promotes students' cognitive, behavioral, and civic learning will remove non-academic barriers to academic achievement.

The Instructional Core described above is the operational foundation of our coherence framework and will continuously be monitored, evaluated and adjusted to ensure systemic alignment and focus and monitored for fidelity of implementation.

In addition to the fundamental iterative improvement process described above, New Britain is crafting a plan of specific interventions to improve student performance and close achievement gaps.

The New Britain Board of Education conducted an 18 month search for a new superintendent and ultimately selected Mr. Kelt Cooper from Texas because of his proven track record of increasing student performance. Mr. Cooper has particular expertise with English Language Development and Strategic allocation of resources based on demonstrated need. He is swiftly developing a strategic improvement plan with an emphasis on increased instructional time for all students especially ELL students. He has also set forth an agenda to systematically return to neighborhood schools.

During the past administration, the CSDNB implemented many smaller learning communities (SLC) as an improvement strategy. In addition to the pockets of improved student achievement, this subsequently created several challenges across the district. Over time, student movement from school to school became excessive. Last school year (11-12) 386 students moved from one district school to another. This high mobility each year created a lack of community and a lack of ownership of student performance. Excessive transportation costs were also an unintended consequence of the SLC strategy. A shift to neighborhood elementary schools will help to increase accountability. Principals and staff have control over students' education for six years and cannot point to a previous school as a source of the problem. For the students, neighborhood schools provide a sense of security and belonging because the relationships developed encourage students to be more accountable for their own learning and behavior. It will also enable parents and students to develop strong, long lasting relationships with their community school. Neighborhood schools reduces the number of educational transitions, which research indicates are difficult for students, particularly students with special needs and English Language Learners.

The Consolidated School District of New Britain is committed to and values the health and well being of the families of our students. The district has many partnerships and services currently provided to our families. We have currently have two successful Family Resource Centers at two of our elementary schools and applied for and were granted one of the new FRCs allocated in this year's reform legislation. The district will continue to collaborate with community partners to identify supplemental grant money to expand our services to our families. (Attached are the application for the FRC (attachment #2) and a chart of the district's wrap around services (attachment #3).

The specific reform initiatives we selected will address the needs identified by our analysis of student performance data. We have used the SDE's new accountability measures, the District Performance Index (DPI) and School Performance Indices (SPI) to develop targeted interventions and support continuous growth.

The Consolidated school district of New Britain will collaborate with the State Department of Education on a truly iterative process in substantial strategic planning and school intervention planning and utilizing the data and accountability system to track progress.

The district has selected 4 reform initiatives directly selected from the menu of options provided in the alliance application. Each is described in detail below.

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

Reform Initiative #1: Strengthen the foundational programs in reading to ensure mastery in K-grade 3

This initiative is designed to increase teacher capacity to deliver targeted tiered instruction based on closely monitored student progress in Foundational Reading Skills and Reading Comprehension so that 90% of our students are reading on grade level by third grade.

2012 CMT data indicates that 75% of our third grade students scored below Goal on the CMT in reading with 42 % scoring in the Below Basic Performance Band. DRA2 results from Spring 2012 indicate that in grades K-3 we have about 60% of our students reading below grade level (see table).

Grade	Substantially Deficient	Below Grade Level
K	5%	57%
1	34%	62%
2	34%	57%
3	40%	60%

Education research recognizes that proficiency in reading by the end of third grade enables students to shift from learning to read to reading to learn, and to master the more complex subject matter they encounter in the fourth grade curriculum. Most students who fail to reach this critical milestone falter in the later grades and often drop out before earning a high school diploma.

Reform Initiative #2: Additional Targeted Learning Time

In 1983, members of the National Commission on Education published *A Nation at Risk*, and reported that “we recommend that significantly more time be devoted to learning. Additionally, a meta-analysis conducted by Erika A. Patall, Harris Cooper (2009) examined 15 empirical studies of expanded school days and/or years showed that, overall, expanding school time can be an effective way to support student learning, particularly (a) for students most at risk of school failure and (b) when considerations are made for how time is used.

New Britain has a large portion of its students “at risk”. 76% of CSDNB students receive free or reduced lunch, about 15% are identified as ELL and approximately 13% are receiving special education services. On the 2012 CMT, 82% of our elementary students who scored Below Basic are in the high needs (F/R lunch) subgroup. Our high needs population needs more instructional time to close the achievement gap and the time needs to be targeted for their specific learning needs.

A new school calendar with less early release time will increase instructional time for all students. Additional Targeted learning time will also be provided for English Language Development interventions for our ELL students. Our 2012 CMT data indicates that only 9.7 percent of our ELL students score Proficient on the reading CMT (proficiency is used as a benchmark and exit criteria for ELL). Las Links data shows that more than 50% of ELL students had no growth in proficiency levels from 2011-2012.

Reform Initiative #3: Preschool to Kindergarten Coordination and Alignment

Data collected using the CT Kindergarten Inventory (2012) revealed that only 23% of CSDNB kindergarten students were rated as having age appropriate development in language, literacy and personal/social development. Data gathered on the same cohort of students from preschool sites illuminated a disparity in expectations between the preschool and kindergarten teachers. Coordination and collaboration between the district and early childhood education providers is critical for ensuring students enter kindergarten ready for success.

Reform Initiative #4: Teacher Evaluation Model

On June 27, 2012 the State Board of Education, in consultation with the Performance Evaluation Advisory Council (PEAC), adopted guidelines for a model teacher and administrator evaluation and support program. This new evaluation framework is in stark contrast to The Comprehensive Professional Development and Educator Evaluation Plan that was adopted by the New Britain School System in 2003. Although both view evaluation as a continuous process the new guidelines clearly provide indicators that include: student academic growth and development, multiple observations, and student, parent or peer feedback (surveys). We have selected this reform strategy because we believe that our development and implementation plan of the new teacher evaluation and support program will increase student achievement.

Our analysis of 2012 CMT results indicate that approximately 35% of our teachers have an average student reading vertical growth that is below the state's average. Approximately 70% of our teachers have average student math vertical growth that is below the state's average. By utilizing a teacher evaluation and support program that links student achievement to teacher practice, we believe student vertical growth will improve.

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

To meet or exceed district, school, subgroup, and subject performance targets established by the SDE. The district will meet or exceed the performance targets established by the SDE each year. In order to do this each school will need to meet or exceed their SPIs and subgroup DPIs established by the SDE (see tables below).

Green highlight indicates school classification advancement from Review to Transitioning.

Name	2011-2012 DPI or SPI	12-13 Target	13-14 Target	14-15 Target	15-16 Target	16-17 Target	17-18 Target
NB District	44.9	47.7	50.7	53.7	56.7	59.7	62.7
Chamberlain**	53.0	47.7	50.7	53.7	56.7	59.7	62.7
DiLoreto	30.1	37.4	40.4	43.4	47.4	50.4	53.4
Gaffney**	48.6	46.8	49.8	52.8	55.8	58.8	61.8
Holmes	44.3	48.7	51.7	54.7	57.7	60.7	63.7
Jefferson**	53.5	55.4	58.4	61.4	64.4	67.4	70.4
Lincoln**	61.7	60.2	63.2	66.2	69.2	72.2	75.2
Northend**	57.5	60.5	63.5	66.5	69.5	72.5	75.5
Smalley	33.9	42.2	45.2	48.2	51.2	54.2	57.2
Smith**	47.3	49.4	52.4	55.4	58.4	61.4	64.4
Vance	55.7	58.4	61.4	64.4	67.4	70.4	73.4
HALS	95.6	Maintain					
Pulaski	35.9	38.8	41.8	44.8	47.8	50.8	53.8
Roosevelt	36.7	40.8	43.8	46.8	49.8	52.8	55.8
Slade	48.7	52.3	55.3	58.3	61.3	64.3	67.3
New Britain High School	44.3	48.0	51.0	54.0	57.0	60.0	63.0

Name	2011-2012 DPI or SPI	12-13 Target	13-14 Target	14-15 Target	15-16 Target	16-17 Target	17-18 Target
NB District	44.9	47.7	50.7	53.7	56.7	59.7	62.7
Students with Disabilities	22.3	23.8	26.8	29.8	32.8	35.8	38.8
Eligible for Free or Reduced Price Lunch	41.5	43.8	46.8	49.8	52.8	55.8	58.8
Black	45.0	49.4	52.4	55.4	58.4	61.4	64.4
Hispanic	39.3	41.6	44.6	47.6	50.6	53.6	56.6
ELL	21.9	24.5	27.5	30.5	33.5	36.5	39.5

During the summer of 2012, the district has conducted professional development workshops with building administrators to analyze student performance data on the CMT and CAPT by performance bands. In August Administrative Council, administrators will be setting goals to move 50% of their students from Below Basic to Basic, Basic to Proficient, and Proficient to Goal in Reading, Writing, and Science. The district will provide common assessments to monitor student growth in these same areas and will use the existing Data Team structure to monitor and intervene.

Summative Data will be collected during the Fall, Winter, and Spring using DRA2 for K-5 and NWEA data for grades 4-10 (NWEA will be a new tool this year and will begin during the winter administration).

To increase the number ELL students meeting performance standards necessary to exit programs of English Language Instruction in less than 30 months.

The district will continuously check for mastery of English during set intervals to track the progress of ELL students. Performance data as measured by the LAS Links, will determine if ELLs students are moving along the ESL level continuum. (ESL levels 1 through 5).

At the High School, grades and credits accumulated will be monitored each quarter and semester.

At all levels, attendance and discipline data will also be used to monitor student engagement and school climate.

Preschool Performance Targets

Measurement: Benchmark levels attained by children who attend BOE, School Readiness or Head Start in New Britain by the end of preschool using the CT Preschool Assessment Framework or the next iteration of state preschool assessment.

Year 1 baseline data

Years 2-4 targets to be determined based on baseline data, to reach Year 5 goal

Year 5 80% of all children, and at least 75% from any preschool program, attain age-appropriate level of development in all domains

Measurement: CT Fall Kindergarten Inventory or its next iteration

Year 1 baseline data

Years 2-4 targets to be determined based on baseline data, to reach Year 5 goal

Year 5 80% of all children who attended preschool in New Britain, and at least 75% from any New Britain preschool program, attain age-appropriate level of development in all domains

Measurement: Percentage of ELL and Free/Reduced Lunch-eligible kindergartners who have at least one full year of preschool experience

Year 1 baseline data

Years 2-4 targets to be determined based on baseline data, to reach Year 5 goal

Year 5 85% of all ELLs and Free/Reduced Lunch-eligible kindergartners have had at least one year of preschool experience

Measurement: Percentage of kindergarteners achieving grade level expectation or higher on the Spring DRA2 (42.9% in 2012)

Year 1 50%

Year 2 58%

Year 3 66%

Year 4 75%

Year 5 80%

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

Please see attached Budget Summary for specific allocations. The new superintendent announced reorganization of central office including a Chief Academic Officer whose role will be to see that all revenue dollars (form local or grant funds) are aligned to support the strategic plan and mission of the district. In the past, several coordinators managed grant funds resulting in a fragmented and sometimes redundant approach to spending. The oversight will enable all funds to support district initiatives.

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

The development of the Alliance Plan has been a collaborative effort including school administrators, parents, teachers, BOE members. The new superintendent has been meeting regularly with members of these stakeholder groups to listen to feedback and include their input into the plan. The actual writing of the grant began with a large committee and, due to summer time constraints, was written by a team of district level administrators with superintendent oversight to ensure alignment with stakeholder feedback and input.

Key District Initiative Number 1
Strengthen the foundational programs in reading to ensure mastery in K-grade 3

New or Existing Reform? New Existing – New and expanded

B. Key District Initiatives

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

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

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

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

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.
- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

Overview:

The Consolidated School District of New Britain will strengthen its Foundational Reading Program in order to ensure students are reading on grade level by the third grade. CSDNB has embarked on a community partnership with the Early Learning Collaborative Grade Level Reading Campaign. The district has a research-based K-3 core reading program aligned with the Common Core State Standards and CT Blueprint for Reading. Student progress toward grade level reading standards will be benchmarked three times a year by the Developmental Reading Assessment 2 (DRA2). With DRA2 Ipad- Tango Software Edition, teachers instantly identify students' strengths and weaknesses while administering the assessment on a handheld device and then quickly access DRA2 results for student grouping, class summary and progress monitoring.

All students reading below grade level will continue to have an individual reading plan that will be monitored by the Title I funded literacy coaches. Student mastery of grade specific reading standards will be recorded in our student information System via report cards and progress reporting. Additionally, teachers will be provided with ipad software (Tango) that provides progress monitoring tools and instructional strategies from The Florida Center for Reading Research. Data team structures will be utilized to identify students requiring tiered interventions and professional development will be targeted for teacher capacity development for implementing Scientifically based research tiered interventions. Student progress will be monitored at the classroom, school, and district level using the data generated from the progress monitoring tool. School progress will be monitored in district quarterly review process. A district RTI coordinator will be hired to structure the RTI process and coordinate interventions based on identified student needs. Reading interventionists will be contracted to provide tiered interventions. This initiative also requires the hiring of a reading data integration specialist to ensure teachers have access and use the data in a timely fashion.

Five Year Strategies and Implementation Steps:

Year 1 (2012-2013):

- Purchase ipads and student licenses and provide professional development on administering the DRA2 and progress monitoring assessments on ipad, Tango Central Software, for all K-3 Teachers.
- Apply for K-3 ELI competitive opportunity
- Monitor student progress on district assessments for CCSS Foundational Reading Standards at the school and district level utilizing our student information system (PowerSchool).
- Provide professional development to teachers and administrators in Foundation Reading Skill Analysis and Interventions (August, 2012).
- Assist and support building assigned interventions including literacy tutors.
- The district will monitor student attendance.
- Hire an RTI Coordinator
- Identify and place a reading data specialist
- Contract with reading interventionists after needs are identified

Year 2 (2013-2014):

- Purchase student licenses for K-3 students for DRA2 and Progress Monitoring software
- Repair and replace ipads as necessary and additional professional development as required
- Expand Progress monitoring with ipad software to grades 4 and 5
- Continue Reading Professional development based on identified student and teacher needs.
- Replicate the highest leverage interventions identified in the pilot K-3 ELI
- Analyze and use data collected during year 1 to determine additional interventions, core program needs and professional development (imbedded coaching).

Year 3 (2014-2015):

- Purchase student licenses for K-3 students for DRA2 and Progress Monitoring software
- Repair and replace ipads as necessary and additional professional development as required
- Analyze and use data collected during year 2 to determine additional interventions and core program needs, and professional development (imbedded coaching).

Year 4 (2014-2015):

- Purchase student licenses for K-3 students for DRA2 and Progress Monitoring software
- Repair and replace ipads as necessary and additional professional development as required
- Analyze and use data collected during year 3 to determine additional interventions and core program needs, and professional development (imbedded coaching).

Year 5 (2015-2016):

- Purchase student licenses for K-3 students for DRA2 and Progress Monitoring software
- Repair and replace ipads as necessary and additional professional development as required
- Analyze and use data collected during year 4 to determine additional interventions and core program needs, and professional development (imbedded coaching).

Year 1 Implementation Steps Description:

During the 2012-2013 school year, K-3 teachers will be provided with assessment calendar and progress monitoring tool to implement SRBI for Early Reading. Each teacher will receive professional development in Foundational Reading Standards and diagnostic tools to determine necessary interventions for accelerated student learning. Coaches will provide imbedded literacy strategies. The district will publish protocols and expectations for each adult and will monitor the implementation. The district will establish a data team calendar and will meet quarterly with each building principal to review school progress. Interventions and support will be provided based on the progress.

Should we receive the K-3 Early Literacy Initiative, the district will use the pilot data to replicate interventions. Attendance tracking and monitoring processes will be established and also reviewed at the quarterly school review.

Years of Implementation:

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

**Key District Initiative Number 2
Additional Targeted Learning Time**

New or Existing Reform? X New X Existing – New and expanded

Overview:

The district has redesigned its school calendar (BOE approval August 13, 2012) and increased instructional time by 32 hours per year in grades K-8 by reducing Early Release Professional Development days.

The district will increase instructional time in English Language Development. The ELL continuum of services will be restructured to provide increased learning time for students in a tiered approach (see details in year 1 description below). The restructuring of the Bilingual and ESOL Department will consist of an English Language Development Program structure. ELL students will be placed in one of the three programs: (a.) accelerated language program for beginner/low intermediate, Levels 1 and 2, (b.) transitional English program 1 for high intermediate/advanced for levels 3 and 4, and (c.) transitional English program 2 for level 5 advanced high. Separate instructional blocks of time that focus exclusively on language will be created within school schedules to provide one to four hour blocks for English Language Development. Our Theory of Action is that if we provide daily intensive targeted interventions using an English Language Development Model, then ELL students will increase proficiency levels on the LAS Links and meet Goal on the Reading, Writing, Math, and Science sections of the CMT's and, meet exit criteria in less than three years.

Students in grades 6-12 will receive extended learning time for targeted tier II reading intervention 5 days times per week. Teachers will utilize Scholastic's Read 180 program that requires 90 minutes a day.

The district will be hiring a consultant with experience and knowledge of ELL instruction to infuse English Language Development into our daily practice across all grades and content areas.. Intensive professional development for administrators and current Bilingual and ESOL teachers will be implemented in September.

Five Year Strategies and Implementation Step for Initiative #2s:

Year 1 (2012-2013):

- Provide an overview of English Language Development to administrators (September, 2012).
- The district will Hire Clark Consulting to conduct a program review of the ELL services in the district during Sept 2012
- The results of the program review will be used to develop interventions to be included in all campus improvement and focus school intervention plans
- Provide initial English Language Development training to existing self-contained Bilingual and ESL teachers.
- Revise Bilingual and ESOL teacher job descriptions to reflect restructuring of the Bilingual and ESOL Department and delivery of service model.
- Identify teachers with current Bilingual and TESOL endorsements by school, including English Language Arts teachers at the middle and secondary level for English Language Development training.
-
- Develop a trainer of trainers' model.
- Deploy English Language Developers (formerly titled Bilingual and ESL teachers) equitable across schools to provide direct services to ELLs based on their levels of English Language proficiency.
- Redesign school schedules with one to four hour blocks to reflect delivery of services.
- Monitor implementation of English Language Development strategies within classrooms to ensure fidelity of program components.
- Measure ELL language growth with frequency to assess English mastery at each level of proficiency.
- Monitor student progress on district benchmark assessments at the school and district level utilizing our student information system (Power School).
- Input monitor students who have met ELL exit criteria in year 1 using newly created monitor fields, Monitor 1 (M1's) and (M2's) in Power School.
- Analyze and use data collected during year 1 to determine, year 2 core program needs and professional development (in-class support using a co-teaching model) with ELD consultant.

Year 2 (2013-2014):

- On-going English Language Development professional training for newly hired teachers and existing teachers as needed.
- Replicate the highest leverage interventions identified in year 1.
- Monitor student progress on district be Measure ELL language growth with frequency to assess English mastery at each level of proficiency benchmark assessments at the school and district level utilizing our student information system (Power School).
- Analyze and use data collected during year 1 and 2 to determine core program needs, and professional development (in-class support using a co-teaching model).
- Analyze data from M1 students who have met ELL exit criteria in year 1 and M2 students in year 2 to measure growth.

Year 3 (2014-2015):

- Continue English Language Development professional development for newly hired teachers and existing teachers as needed.
- Analyze and use data collected during year 2 to determine core program needs, and professional development (imbedded coaching) by ELD teachers.
- Analyze data from M1 students who have met ELL exit criteria in year 2 and M2 students in year 3 to measure growth.

Year 4 (2015-2016):

- Analyze and use data collected during year 3 to determine core program needs, and professional development (in-class support) by ELD teachers.
- Analyze data from M1 students who have met ELL exit criteria in year 3 and M2 students in year 4 to measure growth.

Year 5 (2016-2017):

- Analyze and use data collected during year 4 to determine core program needs, and professional development (in-class support) by ELD teachers.
- Analyze data from M1 students who have met ELL exit criteria in year 4 and M2 students in year 5 to measure growth.

Year 1 Implementation Steps Description:

During the 2012-2013 school year, the ELL program will undergo major adjustments. A consulting firm will provide an onsite evaluation of the services provided to assist the district in developing both short and long term plans to improve the English learning and academic achievement of district students. The shift in delivery will include intensive interventions in a planned, sequential and aligned manner.

Years of Implementation:

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

Key District Initiative Number 3
Preschool to Kindergarten Coordination and Alignment

New or Existing Reform? X Existing and Expansion – re-focus

Overview:

This initiative will expand and strengthen the existing collaboration in our community between preschool and kindergarten, and between BOE and community preschools, as noted in the menu of district reform initiatives, in the areas of curriculum development, intentional teaching, program evaluation and program quality. The leadership of a school district administrator for preschool programs is key to the coordination of these efforts.

A strong collaboration has been established between the school district and the community preschool and Head Start programs through working together in the New Britain School Readiness Council and the New Britain Transition to Kindergarten Committee, particularly over the last five years. We have worked collaboratively, rather than competitively, to solicit and accommodate increases in School Readiness slots. An increased area of focus has been the review of student data from preschool and kindergarten assessments. Data has been collected by the School Readiness Council from all School Readiness programs on the preschool benchmark levels of all children exiting their programs to kindergarten, to ascertain the students' levels of development on each of the CT Preschool Standards as evaluated by their preschool teachers. The School Readiness Council is beginning conversations with preschool program directors about strengths and weaknesses their groups are exhibiting. Another data point has been the ratings by kindergarten teachers on the CT Kindergarten Inventory, traced back to the sending preschools. The data about preschoolers' school readiness is informing our analysis of the effectiveness of our preschool programs individually and collectively, in order to identify needs for professional development, materials, communication and monitoring.

In the last two years, this collaboration has increasingly focused on developing an emphasis on language, early literacy, and social-emotional development in all preschool programs in our community. With funding support from the New Britain Early Childhood Collaborative's *New Britain Reads* grant, coherent materials and professional development to support language and literacy development have been provided to all programs as an initial step, and next steps have been identified.

The District has had a District Coordinator of Grants and Early Childhood Programs as an administrative position since 1997. The Coordinator serves as the Superintendent's designee to co-chair the New Britain Early Childhood Council, the chair of the New Britain Transition to Kindergarten Committee, the district administrator for kindergarten, the program administrator for the BOE School Readiness program, and program administrator for NAEYC accreditation of BOE preschool programs. This position also has had a range of other responsibilities, such that only about 50% could be allocated to the preschool areas. District level responsibility for the preschool special education program has been under the administration of the District Coordinator of Elementary Special Education. Under this initiative, a new administrative position will replace the previous Coordinator of Grants and Early Childhood Programs. A District Coordinator of Preschool Programs will direct all the BOE preschool and kindergarten programs, including preschool special education services, and will lead expanded efforts to bring optimal continuity among all preschool programs and preschool with kindergarten.

We do not yet have available the data for the 2011-12 preschoolers who are entering kindergarten this fall. The most recent data is our analysis of the correlation between the CT Kindergarten Inventory and the preschool program attended by the child, focusing on the three key domains of language, literacy and personal social development. Of the children who attended preschool, 23% were rated by their kindergarten teachers as having age-appropriate development in all of the three key domains. These results varied by program, ranging from 16.6% to 42.9% of “graduates” scoring age-appropriate development in all three domains. The domains of language and literacy development showed the most variation among programs. It is also apparent that the assessment of children by their preschool teachers at the end of preschool and the ratings by the kindergarten teachers of these same children in the fall evidence wide disparity. The data indicates that we are on the right track in identifying a need for more consistent, high quality developmentally appropriate instruction in our preschools, improved consistency of accurate assessments, and greater understanding of the continuum from preschool to kindergarten.

Five Year Strategies and Implementation Steps:

The over-arching strategy is the establishment of the position of District Coordinator of Preschool Programs to closely align BOE special education and School Readiness preschool programs; to closely align BOE and community preschool programs and kindergarten; to work with community groups and organizations on behalf of New Britain's young children. The District Coordinator of Preschool Programs will be responsible for the following strategies and implementation steps.

Strategy: Strengthen the continuity of quality instruction among early childhood programs

- Create a revised administrative position of District Coordinator of Early Childhood Programs to further unify BOE School Readiness and preschool special education programs and fill the position with a special education/regular education early childhood expert.
- Refine data collection and analysis of the effectiveness of our community preschool programs in developing school readiness as measured by the Preschool Assessment Framework, the CT Kindergarten Inventory, and the winter Kindergarten DRA, as well as other measures that may become available.
- Develop common understanding of the meaning of each preschool standard among all preschool teachers.
- Expand opportunities for systematic, high quality professional development for all community and BOE preschool teachers in the areas of language, literacy and social-emotional development, under the School Readiness Council's sponsorship.
- Build preschool teachers' understanding of the Kindergarten Common Core State Standards for Language Arts, Mathematics, Science and Social Studies
- When the new CT Early Learning Standards and Assessments become available, provide opportunities to learn about and implement the new system and provide support to programs.
- Investigate materials and professional development to enable all preschool programs to optimally support language, literacy and social-emotional development
- Assist community preschool programs to understand the principles of Response to Intervention and to implement effective RTI practices within their programs
- Continue the development of skills of intentional teaching and explore strategies for differentiation, including same-age grouping.
- Continue, strengthen and expand transition to kindergarten activities, such as preschool visits to kindergarten and consultations between preschool and kindergarten teachers regarding incoming kindergartners.
- Coordinate visits by teachers to early childhood programs in the community at different agencies or for different age levels

Strategy: Increase the availability of high quality preschool in BOE programs

- Establish policies and procedures to implement the newly awarded 44 Extended Day School Readiness slots for BOE special education preschoolers to attend school every day in their Large Integrated preschool classrooms.
- Seek additional funding for Extended Day School Readiness slots to enable special education preschoolers in small integrated or self-contained classrooms to attend preschool every day.
- Seek funding for at least one more part day/part year School Readiness classroom.
- Identify barriers to preschool enrollment in neighborhoods with low enrollment, and implement outreach strategies
- Increase the numbers of ELL children who attend preschool
- Ensure effective Child Find practices and procedures

Strategy: Strengthen the effective delivery of a developmentally appropriate, rigorous kindergarten program

- Provide professional development and coaching in effective language and literacy instruction and supervise practices
- Provide professional development in the creation and implementation of learning centers, including play-based learning, and supervise practices
- Provide professional development in classroom management and positive behavior interventions

Year 1 of Implementation:

1. Develop job description for District Coordinator of Preschool Programs. Recruit and hire a highly qualified candidate.
2. Implement the new Extended Day School Readiness slots for preschool special education students in Large Integrated classrooms
3. Review end-of-preschool assessment data for the Preschool Assessment Framework benchmarks with BOE preschool teachers. Identify areas of concern and develop program responses to improve outcomes
4. Develop a curriculum-based assessment system appropriate for children functioning developmentally below 30 months based on the CT Early Learning Standards
5. Work with the School Readiness Council to analyze 2011-12 PAF benchmarks of outgoing preschoolers by program. Identify areas of concern and develop responses to improve outcomes.
6. Work with School Readiness Council and the New Britain Blueprint for Young Children leadership to develop a more consistent, systematic and refined method of data collection from programs and analysis of outcomes.
7. Provide professional development to BOE and community preschool programs about the CCSS for kindergarten
8. Further develop strategies to market preschool opportunities in New Britain, especially to non-English speaking families
9. Investigate the feasibility of creating a BOE Preschool center housing all preschool classes in one building.
10. Advocate for more School Readiness slots for New Britain with the legislature and governor.
11. Convene the New Britain Transition to Kindergarten Committee. Establish goals and strategies for 2012-13. Develop and implement work plans to accomplish strategies.
12. Organize and lead Kindergarten Child Consultations between kindergarten and elementary special education teachers and sending preschool teachers during the week prior to the start of school. Preschool teachers share information about children's needs and effective strategies to address them in order to facilitate kindergarten planning for children.

Year 2 of Implementation:

1. With additional available School Readiness slots, open at least one more Large Integrated preschool classroom serving 12 School Readiness and 8 special education students in each A.M. and P.M. group.
2. Work with School Readiness Council and the New Britain Blueprint for Young Children leadership to implement a more consistent, systematic and refined method of data collection from programs and analysis of outcomes.
3. Assess the effectiveness of current Child Find practices. Determine and implement changes as needed.
4. Introduce the new CT Early Learning Standards for Preschool to the BOE preschool staff. Determine implications for practice and make necessary revisions to practices.
5. Continue to identify and provide for professional development needs of BOE preschool staff.
6. Working with the School Readiness Council and New Britain Blueprint for Young Children leadership, assist community preschool programs to understand preschool SRBI and to implement SRBI strategies and procedures
7. Continue to provide professional development to BOE and community preschool programs to understand the kindergarten CCSS.
8. Convene the New Britain Transition to Kindergarten Committee. Establish goals and strategies for 2013-14. Develop and implement work plans to accomplish strategies.
9. Review end-of-preschool assessment data for the Preschool Assessment Framework benchmarks with BOE preschool teachers. Identify areas of concern and develop program responses to improve outcomes
10. Implement a curriculum-based assessment system appropriate for children functioning developmentally below 30 months based on the CT Early Learning Standards
11. Advocate for more School Readiness slots for New Britain with the legislature and governor.
12. With the New Britain School Readiness Council and New Britain Blueprint for Young Children leadership, analyze preschool outcomes for children entering kindergarten. Identify areas of concern and implications for preschool practices. Collaborate with these groups and preschool programs to modify practices in order to improve outcomes.
13. Organize and lead Kindergarten Child Consultations between kindergarten and elementary special education teachers and sending preschool teachers during the week prior to the start of school. Preschool teachers share information about children's needs and effective strategies to address them in order to facilitate kindergarten planning for children.

Year 3 of Implementation

1. Convene the New Britain Transition to Kindergarten Committee. Establish goals and strategies for 2014-15. Develop and implement work plans to accomplish strategies.
2. Continue to identify and provide for professional development needs of BOE preschool staff.
3. Review end-of-preschool assessment data for the Preschool Assessment Framework benchmarks with BOE preschool teachers. Identify areas of concern and develop program responses to improve outcomes
4. Advocate for more School Readiness slots for New Britain with the legislature and governor.
5. With the New Britain School Readiness Council and New Britain Blueprint for Young Children leadership, analyze preschool outcomes for children entering kindergarten. Identify areas of concern and implications for preschool practices. Collaborate with these groups and preschool programs to modify practices in order to improve outcomes.
6. Organize and lead Kindergarten Child Consultations between kindergarten and elementary special education teachers and sending preschool teachers during the week prior to the start of school. Preschool teachers share information about children's needs and effective strategies to address them in order to facilitate kindergarten planning for children.

Year 4 of Implementation

1. Convene the New Britain Transition to Kindergarten Committee. Establish goals and strategies for 2015-16. Develop and implement work plans to accomplish strategies.
2. Continue to identify and provide for professional development needs of BOE preschool staff.
3. Review end-of-preschool assessment data for the Preschool Assessment Framework benchmarks with BOE preschool teachers. Identify areas of concern and develop program responses to improve outcomes
4. Advocate for more School Readiness slots for New Britain with the legislature and governor.
5. With the New Britain School Readiness Council and New Britain Blueprint for Young Children leadership, analyze preschool outcomes for children entering kindergarten. Identify areas of concern and implications for preschool practices. Collaborate with these groups and preschool programs to modify practices in order to improve outcomes.
6. Organize and lead Kindergarten Child Consultations between kindergarten and elementary special education teachers and sending preschool teachers during the week prior to the start of school. Preschool teachers share information about children's needs and effective strategies to address them in order to facilitate kindergarten planning for children.

Year 5 of Implementation

1. Convene the New Britain Transition to Kindergarten Committee. Establish goals and strategies for 2016-17. Develop and implement work plans to accomplish strategies.
2. Continue to identify and provide for professional development needs of BOE preschool staff.
3. Review end-of-preschool assessment data for the Preschool Assessment Framework benchmarks with BOE preschool teachers. Identify areas of concern and develop program responses to improve outcomes
4. With the New Britain School Readiness Council and New Britain Blueprint for Young Children leadership, analyze preschool outcomes for children entering kindergarten. Identify areas of concern and implications for preschool practices. Collaborate with these groups and preschool programs to modify practices in order to improve outcomes.
5. Organize and lead Kindergarten Child Consultations between kindergarten and elementary special education teachers and sending preschool teachers during the week prior to the start of school. Preschool teachers share information about children's needs and effective strategies to address them in order to facilitate kindergarten planning for children.

Year 1 Implementation Steps Description:

Formerly, the district's preschool programs and the preschool programs in the community have been run with only minimal coordination and alignment. Within the district, preschool regular education services and preschool special education services have been coordinated by two separate coordinators; one for regular education, and one for special education. The plan in year one is to create a revised preschool coordinator role that would have both regular education and special education preschool programs in the district coordinated by one person. The coordinator will have both experience and expertise in regular and special education services. The role will also involve collaborating with the school readiness council and community preschools to ensure aligned expectations throughout the city. Attached (Attachment #1) you will find the job description for the new position as well as chart of all the preschool programs that we offer in the school district.

Years of Implementation:

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

**Key District Initiative Number 4
Teacher Evaluation and Support Program**

New or Existing Reform? X New

Overview:

On June 12, 2012 the CT state Board of Education adopted guidelines for a model teacher and administrator evaluation and support program. The CSDNB will convene a committee of teachers, administrators, including union representatives to develop new teacher and administrator evaluation and support programs. The plan will be presented to the CT SDE for approval by June 1, 2013 and adopted by the CSDNB Board of Education for implementation in the 2013-2014 school year.

Five Year Strategies and Implementation Steps:

Year 1 (2012-2013): Create a new teacher and administrator evaluation and support program in accordance with the State guidelines.

Year 2 (2013-2014):

- Implement new teacher and administrator evaluation and support plan
- Provide professional development to administrators and teachers
- Collect and analyze data regarding teacher and administrator effectiveness including indicators of success
- Identify resources, support and strategies to address documented deficiencies
- Create a timeline for implementation of resources and support strategies
- Solicit feedback from teachers and administrators regarding the new plan
- Committee will review and revise as indicated by data and feedback collected
- Report annually to the SDE as required by the law

Year 3 (2014-2015):

- Annual orientation for new teachers and administrators
- Solicit feedback from teachers and administrators regarding the new plan
- Committee will review and revise as indicated by data and feedback collected
- Report annually to the SDE as required by the law

Year 4 (2014-2015):

- Annual orientation for new teachers and administrators
- Solicit feedback from teachers and administrators regarding the new plan
- Committee will review and revise as indicated by data and feedback collected
- Report annually to the SDE as required by the law

Year 5 (2015-2016):

- Annual orientation for new teachers and administrators
- Solicit feedback from teachers and administrators regarding the new plan
- Committee will review and revise as indicated by data and feedback collected
- Report annually to the SDE as required by the law

Year 1 Implementation Steps Description:

Convene a committee of to develop new teacher and administrator evaluation and support plans by Nov. 1, 2012 Committee will use CT Guidelines as a model when creating the district's new plan.

Years of Implementation:

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

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

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

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p>HALS Academy</p>	<p>SPI highest in the State of CT on initial list</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>

<p>Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p>DiLoreto Pulaski Smalley (SIG) Roosevelt</p>	<p>SPI and State Classification as Turnaround Schools</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p>
	<p>Chamberlain Gaffney Holmes Jefferson Lincoln</p>	<p>SPI and State Classification as Focus Schools</p>	<p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p>
	<p>Northend Smith Slade New Britain High School</p> <p>Vance</p>	<p>SPI and State Classification as Low Performing Schools</p>	<p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>

During the upcoming week (August 20-24) building Administrators will participate in professional learning regarding CT New Accountability System and will set performance goals for their schools. The new Superintendent will be working with the principals to develop a quarterly review process to measure results and provide responsive support and interventions. As we develop the School Improvement Plans, we will revise these documents with the SDE.

B. Interventions in Low Performing Schools

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

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

Focus School:	Grades Served:	# of Students:
Diagnosis		
a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i> <input type="text"/>		
b. What are the reasons for low performance in this school? (Please provide evidence) <input type="text"/>		
Performance Targets¹		
a. How will the district measure the success of the intervention? <input type="text"/>		
b. How will the district monitor school progress? <input type="text"/>		
Interventions		
What actions will the district and school take to ensure:		
a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place? <input type="text"/>		
b. That teachers are effective and able to deliver high-quality instruction? <input type="text"/>		
c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration? <input type="text"/>		
d. That a strong instructional program is in place, one which is based on student needs and		

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

ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

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

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

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

Funding

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

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

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

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

Selection of Schools
<ul style="list-style-type: none">Please list the subset of low performing schools that will be part of the Phase II cohort. <input type="text"/>
Data Examination
<ul style="list-style-type: none">How will your district support Phase II schools as they examine data to select areas of focus for improvement? <input type="text"/>
Diagnosis
<ul style="list-style-type: none">What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.) <input type="text"/>Which person(s) will be responsible for conducting the needs assessments? <input type="text"/>
Goal Setting
<ul style="list-style-type: none">How will you provide support for schools in the goal-setting process? <input type="text"/>
Intervention Selection
<ul style="list-style-type: none">What are the criteria you will use to select appropriate interventions for low performing schools? <input type="text"/>How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? <input type="text"/>
Planning for Implementation
<ul style="list-style-type: none">How will you support schools in the development of comprehensive implementation plans? <input type="text"/>
Monitoring
<ul style="list-style-type: none">How will you monitor schools to ensure that interventions are implemented? <input type="text"/>How will you monitor schools to ensure that interventions lead to increases in student achievement? <input type="text"/>

Timeline

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

Section III: Budget (See accompanying budget materials)

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

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

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

List of Appendices:

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

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

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

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

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

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

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

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

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

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

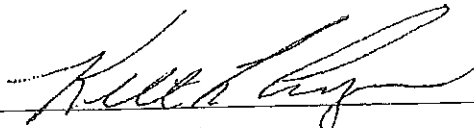
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut,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

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

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

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

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

Superintendent Signature: 
Name: (typed) Kelt L. Cooper
Title: (typed) Superintendent of Schools
Date: 8/15/2012

Reform Initiative: One: Foundational Reading

Element	Positions	Amount
Personal Services-Salaries		\$0
4 Kindergarten FTE = 8 extended learning ADK classrooms	4.00	\$299,842
1 technology resource teacher for technology professional learning and support	1.00	\$94,267
1 data integration specialist for reading data integration with PowerSchool and teacher access	1.00	\$77,207
Response to Intervention Coordinator	0.52	\$67,918
Reading Data Integration Specialist	1.00	\$94,267
Personal Services-Benefits		\$0
Benefits for 4 Kindergarten teachers listed above	4.00	\$80,000
Benefits for technology teachers listed above	1.00	\$24,300
Benefits for the data integration specialist	1.00	\$24,000
Benefits for Response to Intervention Coordinator	0.75	\$18,000
Benefits for District Reading Data Integration Specialist	1.00	\$24,000
Purchased Professional Services	0.00	\$0
DRA2 software and ipad training from Tango Central - 3500 x 2	2.00	\$7,000
Power School Standards based progress monitoring professional development	2.00	\$6,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Teacher Professional Development for Foundational Reading and Progress Monitoring	0.00	\$60,000
Reading Interventionists - hourly certified tutors		\$176,493
Property	0.00	\$0
Other Objects	0.00	\$0
Total	7.52	\$1,053,294

\$249,493

\$170,300

\$633,501

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$646,171	\$659,094	\$672,276	\$685,722
Personal Services-Benefits	\$173,706	\$177,180	\$180,724	\$184,338
Purchased Professional Services	\$300,000	\$250,000	\$200,000	\$150,000
Purchased Property		\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,119,877	\$1,086,275	\$1,053,000	\$1,020,060

Reform Initiative: Two: Increased Targeted Instructional Time

Element	Positions	Amount		
Personal Services-Salaries		\$0		
8.3 English Language Developers	8.30	\$622,500		
English Language Development Coordinator (.26)	0.26	\$24,940		
Attendance Officer	1.00	\$51,248		
Personal Services-Benefits		\$0		
Benefits for 8.3 ELD teachers above	8.30	\$166,000		
Benefits for ELD Coordinator above (.26)	0.26	\$2,500		
Benefits for Attendance officer above	1.00	\$16,680		\$185,180
Purchased Professional Services	0.00	\$0		
Professional development of administrators in ELD program philosophy and design	0.00	\$40,000		
Professional development of teachers in ELD program philosophy and design	0.00	\$40,000		
Purchased Property	0.00	\$0		
Other Purchased Professional Services	0.00	\$0		
After school transportation		\$238,000		\$318,000
Supplies	0.00	\$0		
Property	0.00	\$0		
Other Objects	0.00	\$0		
Total	9.56	\$1,201,868		

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$712,662	\$726,915	\$741,453	\$756,282

Personal Services-Benefits	\$188,884	\$192,661	\$196,514	\$200,445
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property		\$0	\$0	\$0
Other Purchased Professional Services	\$280,000	\$300,000	\$325,000	\$310,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,181,545	\$1,219,576	\$1,262,968	\$1,266,727

Reform Initiative: Three: Preschool Coordination

Element	Positions	Amount
Personal Services-Salaries		\$0
Preschool Coordinator	1.00	\$129,000
Preschool Teachers	1.60	\$114,199
Preschool Paraprofessional	1.00	\$24,000
Personal Services-Benefits		\$0
Benefits for Preschool coordinator	1.00	\$24,000
Benefits for Preschool teachers	1.60	\$36,000
Benefits for Preschool Paraprofessional	1.00	\$24,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	3.60	\$351,199

\$84,000

\$267,199

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$500,000	\$525,000	\$550,000	\$575,000
Personal Services-Benefits	\$175,000	\$180,000	\$190,000	\$200,000
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0

Other Purchased Professional Services					
Supplies	\$25,000	\$30,000	\$30,000	\$30,000	\$30,000
Property	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Other Objects	\$0	\$0	\$0	\$0	\$0
Total	\$775,000	\$810,000	\$845,000	\$880,000	\$880,000

Reform Initiative: Four: Teacher Evaluation and Support Program

Element	Positions	Amount
Personal Services-Salaries		\$0
Response to Intervention Coordinator	0.25	\$32,639
Personal Services-Benefits		\$0
Benefits for RTI Coordinator	0.25	\$6,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Teacher participation after school in Teacher Eval Committee	0.00	\$5,000
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$43,639

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$75,000	\$75,000	\$75,000	\$75,000
Personal Services-Benefits	\$25,000	\$25,000	\$25,000	\$25,000
Purchased Professional Services	\$150,000	\$150,000	\$150,000	\$150,000
Purchased Property		\$0	\$0	\$0
Other Purchased Professional Services		\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0

Other Objects		\$0	\$0	\$0	\$0
Total	\$250,000	\$250,000	\$250,000	\$250,000	

4. Budget for Total Alliance District Funding

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY-2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$1,632,027
200	Personal Services/Employee Benefits	\$445,480
300	Purchased Professional Services	\$334,493
400	Purchased Property Services	\$0
500	Other Purchased Services	\$238,000
600	Supplies	\$0
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$2,650,000

Memo

To: Bob Pitocco
From: Sharon Locke
CC: Lol Fearon
Date: 10/12/2012
Re: Alliance Application Addendum

In your feedback to New Britain regarding our Alliance Application, you asked for an explanation about the significant number of staffing positions.

Long-term reforms in New Britain will be dependent on building capacity in our human resources and allocating those resources to meet the needs of the district. Currently, the district is undergoing 2 audits. One to look at the allocation of resources in special education and Intervention for struggling learners, and the second is in the allocation of resources in the ELL department.

The four reform areas in the grant require high level oversight and well trained personnel to implement and build capacity of others. The 2 audits will help us develop action steps to hire more highly qualified well-trained personnel. As we proceed through the five years as an alliance district our goal is to shift from responsive low level staff to efficacious highly qualified staff allocated in a more strategic way.

CSDNB
Alliance Application

Board of Education Update
September 10, 2012

Overview

- CT Reform Act (Public Act 12-116)

- CT New Accountability System for No Child Left Behind Waiver
 - District Performance Index
 - 30 Lowest Performing Districts = Alliance Districts
 - Increase in ECS for Alliance Districts
 - NB increase = \$2.65 million

ECS increase conditional upon

CSDDE approval of Alliance Application

What is in our application?

5 Reform Initiatives

5 year plans

1. Every student reading on grade level by grade 3
2. Additional targeted learning time (ELD, attendance, PD time, and afterschool interventions)
3. Preschool Coordination and Alignment with Kindergarten Readiness
4. Family Resource Center at Smith Elementary School
5. New Teacher Evaluation and Support Program for 2013-2014 School Year

Where are we in the process?

- Submitted First Draft on August 15th
- Feedback letter and conference call from CSDE August 29
 - Edits and revisions necessary with emphasis on commitment to collaborate with the SDE
 - School Redesign Plans to be crafted in partnership with the SDE after they receive further guidance from USDE (NCLB Waiver)

So when will we get the \$2.65 Million?

CSDDE has assured us that they will collaborate with us until we have approval on the Alliance Grant Application.

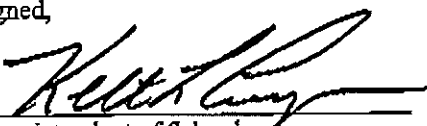
Once approved,
the money will be awarded.

Addendum to New Britain Year 1 Alliance District Application

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

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring and Implementation Support: The district will work with the CSDE to implement best practices in the implementation of the district's approved initiatives, and to ensure compliance with relevant federal and state regulations. The district will also work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Educator Evaluation: The district will work with the CSDE to ensure that its educator evaluation system is in alignment with the Connecticut Guidelines for Educator Evaluation, including all associated timelines. The district acknowledges that the CSDE's approval of its Alliance District application does not constitute approval of its evaluation system or its alignment with approved state guidelines.
- The district will work with the CSDE and partners such as the UConn Neag Center for Behavioral Education and Research, if designated by the CSDE, for the purpose of collaborating regarding the implementation, observation, assessment, and evolution of the district's early grade literacy initiatives. Such collaboration is expected to start this year and strengthen in future years, if the early grade literacy initiatives advance and are again approved.

Signed,



Superintendent of Schools