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

Name of District: West Haven	
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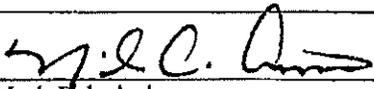
Name of Board Chair: Mr. Mark Palmieri
Date:

Signature of Board Chair:
Date:

Please indicate if plan approved by local board of education: ___
Date of Approval: _____

If not, please indicate date at which plan will be presented to local board of education: 9/04/2012

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

<u>Section I: Overall District Improvement Strategy</u>

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 West Haven Public Schools is committed to a holistic approach to improving **all schools, with a concentrated effort of support to our Title I and Tier III schools.** The foundation of our philosophy is embedded in the research base and practices of the *Connecticut Accountability for Learning Initiative* (CALI). CALI includes data-driven decision making, effective teaching strategies, performance-based benchmark tasks and assessments, school climate and curricula which is consistently practiced and reviewed in our district. All school leaders and staff have been trained in these practices during the past three years and we will continue this course **utilizing this professional development and data based model.**

Our main goal is for all teachers to become instructional leaders and decision makers in order to best support the youngsters within their school building; and, for our leaders to be better able to support them in this effort, rather than relying on outside experts to control classroom performance.

Reform will focus upon the key district initiatives:
(1) **Talent Development Strategy**: The development of teacher leader capacity within each school to support classroom teachers, and eventually, providing that career ladder for teachers. Teacher leaders will be selected for curriculum (CCSS), literacy, mathematics, and language arts.

(2) **K – 3 Literacy Interventions**: The emphasis on non-fiction reading, writing genre, listening and speaking at early grades. Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade 3 with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement and professional development for teachers.

(3) **Early Childhood Services**: Improve and expand early childhood education and services for our population reinforced with cooperation and collaboration with early childhood education providers. Includes wrap around services targeted to Tier III schools (Review) before and after school programming, community programs, and summer programs for special education youngsters, as well as targeted youngsters in grades K and 1.

(4) **Teacher and Administrator Evaluation**: Creation of a new teacher and administrator evaluation system coupled with appropriate training for school leaders and other staff.

(5) **Parent/Community Engagement and School Climate**: Actively engage parents of students and the community in the educational planning and support for students.

Systemic and purposeful professional development as the vehicle for improvement: All initiatives are supported by and delivered through intense, systemic, embedded and consistent professional development, which continues to be conducted over the next five years. To this date, all CALI professional development has been delivered to all staff and reinforced/monitored within the school setting by district coordinators, instructional leaders and the assistant superintendent. New staff receives foundational training in data driven decision making,

research based instructional strategies and curriculum design. This process has produced growth as detailed in our State Report delivered to our partners in early June and attached to this document as a reference (District Improvement Progress Monitoring Report, June 2012). *Any and all professional development, regardless of the funding source, must tie into the school systems and individual school's needs with no exception allowed.* Professional development is designed at the district level to support individual school's identified needs based on assessment data, teacher observations/evaluations, teacher/leader surveys and other state data. Professional development opportunities will be funded both from local, state, federal and community resources (i.e., Discovery Grant through Graustein; Readiness Grant funding for all community early childhood providers).

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.

Prior to identification of being a district in need of improvement, West Haven began the process of reforming schools. In 2009, the newly hired Superintendent of Schools and the new Assistant Superintendent of Schools, along with other school leaders determined that curricula in all content areas was sadly lacking, antiquated, and non-specific. Concurrently, instructional data (other than the CMT/CAPT) to support the definition of student needs or growth was non-existent. It became imperative that a common language of curriculum across grade levels and content areas needed to be established immediately, followed by consistent use and implementation of curricula across all schools. The articulation of what was most important to teach across grade levels (both horizontally and vertically) was a critical need to ensure equity to access across the district's schools.

Leadership training for teachers in both curriculum design/alignment, as well as assessment, occurred. This training was then followed by the teacher designed common formative assessments and benchmark assessments using Rigorous Curriculum Design. We now find that we require greater support to our classroom teachers while they are learning new methodology, instructional strategies and curriculum. Thus, we have chosen an embedded approach to providing professional development through the use of highly trained colleagues within their schools.

Another need which was identified in 2009 was the lack of collaboration and coordination among early childhood providers. As a result of that need, we established an Early Childhood Committee composed of childcare providers, community and private early childhood programs (Head Start and community programs), healthcare providers (mental health providers, city health department, dentists), early childhood educators, United Way of Greater New Haven, parents, and the Mayor's office representative. The Early Childhood Committee has been charged with coordinating resources, supporting each other, sharing curriculum and supporting parents.

Key reform initiatives (CALI) or what we prefer to call a **professional growth model for district and school improvement, continue to be our framework for improvement.** We continue to use this framework to support any and all initiatives: (1) Curriculum development, implementation and continual curriculum review, with an emphasis on reading comprehension and mathematics improvement; (2) Use of the district data (developed by teachers for teachers), the use of state and national assessment data, and the use of other meaningful data (attendance, graduation) to drive the decision making process to monitor and improve instruction; (3) Use of research based instructional strategies in the classroom and the monitoring of practice through embedded professional development support, and (4) Monitoring and refinement of school climate plans, which are designed to encompass parent/community school and district involvement and provide greater opportunities for parents to better understand the school and classroom goals.

Note: All teachers have been trained in the understanding of curricula development and practice and we will continue reinforcing the importance of the 'active curricula' throughout the next five years.

Prior to 2009, district data was dependent primarily upon the interpretation of the CMT/CAPT. Other than science and writing data, mathematics and reading scores indicated that we were not moving toward the goal of all youngsters being proficient. The demographics of the district were changing quickly and we were not addressing their special education or English language learner needs. To that end, we required better information to inform our direction, progress and resource needs. Benchmark assessments have been created by our teaching staff, K-12, and most recently updated to interface with and align with the Common Core State Standards. The data is now in

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place to support decisions within the classrooms as well as in the district. A data system allows easy access to multiple types of data including, but not limited to, suspension and expulsion data, attendance data and other assessment data used for providing baseline information on youngsters in reading, mathematics, and science. We will continue the data driven decision making process, accompanied with new data bases such as the CCSS and universal screening data, as well as maintaining scheduled data teams in all schools, during the next five years.

The use of **research based instructional strategies** that are proven to work if used consistently and with fidelity, is an area which requires professional development throughout the grade and content levels. The emphasis is on utilizing strategies which enable all youngsters to access the curriculum.

The modification of **adult actions** such as utilizing appropriate, purposeful instructional strategies, especially for reading instruction, need to be part of school reform efforts and explicitly taught to all school leaders and staff. That continues to be an ongoing key reform effort, most recently to be reinforced through an **embedded professional development strategy.** We have seen growth in that body of evidence through purposefully addressing leadership roles and identifying and recording adult behavior evidence. All leaders have begun the training involving understanding what specific adult behaviors are desired, followed by the method of collection. We will continue to identify targeted strategies and adult behaviors that require greater consistency and fidelity in their use.

*Please note: The rationale for selecting these initiatives provided West Haven with the framework to build teacher and leader knowledge and practice and was initiated **prior to becoming a *Partner School District. This framework will remain throughout the Alliance District Plan.*** The preliminary 2011-2012 state data, though just received, indicates that we are slowly moving in the right direction to improve our schools. **For more evidence of growth far too lengthy to add to this section, please note evidence of growth noted in our District Improvement Progress Monitoring Report for the CSDE, conducted June 2012 and attached to this document,** as well as placed in the overview of our existing initiatives.

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?

In 2010, West Haven began implementing the Data Driven Decision Making Process to better inform the teaching and learning process, as well as to monitor student growth through CFA and benchmark assessments. We will continue to utilize the CALI Data Driven Decision Making process to examine teaching and learning effects, to monitor student progress, to identify and monitor adult actions, and to develop action research at the school level. Additionally, this process may be considered a professional growth model in that all teachers have the opportunity to examine the effects of their teaching and learning strategies using timely data regularly. Another name for these groups is the Professional Learning Community (Dufour) with data.

Growth has been evident at many grade levels, subjects, and content areas. We have worked on extending Steps 4 and 5 which focuses upon the fidelity and consistency with which specific strategies are used to change both **adult and student behaviors.**

The following provide the reader(s) with our plans to continually monitor through the data team process, student performance, teacher involvement and adult behavior:

- All schools will continue with scheduled collaboration time by grade level/content area K – 12 (secondary schools 2 times per week; intermediate and elementary schools, 1x every 10 day cycle).
- Professional development in the DDDM Process to new staff and staff needing refresher course will ensure fidelity of process.
- Monitor progress of each data team through on site involvement on teams by district coordinators: collect agendas and data for school data teams monthly.
- Display data walls in all schools for staff and community to see growth in specific targeted units/skills.

- Use data from multiple sources to determine school climate needs, progress and interventions.
- Monitor changes in adult behavior through the collection of data team interventions.
- Monitor data team emphasis on steps 4 and 5 on a monthly basis and intervene where appropriate.
- Procure internal teacher leader support and external support to coach/facilitate the work of leadership and teacher teams as they analyze adult action and student outcome data related to implementation of units of instruction aligned to CCSS and identify strategies to improve teaching and learning using the DDDM process.

Annual, measurable performance targets that will be used to gauge student success are well defined in our district improvement plan, and include the following for the 2012 – 2017 school years:

- Increase 16 DPI points (state assessment data) over a six year period (3 DPI annually growth), with a razor focus on growth for special education, ELL and school based cohorts (6 DPI annual growth).

- Increase to 80% of the student population achieving at or above proficiency in mathematical concepts utilizing a standardized measure (Symphony Math); i.e., grade 2 youngsters demonstrating proficiency of 70% in the fall, will increase to 75% in the spring. Baseline data being gathered – new assessment.

- Utilizing Symphony Math as a district benchmark and a progress monitoring tool, all students will be tiered according to district established proficiency cut scores and monitored utilizing the instrument three times per year. Baseline data being gathered – new assessment.

- A minimum of 80% of all second grade students will be proficient in reading (level 28 NF) as indicated by the spring administration of the Developmental Reading Inventory (DRA) by June 2017.

- Annually, a minimum of 80% of all students, K – 10 will be proficient in reading as indicated by the administration of the DRP test.

- Increase the percentage of youngsters at or above the proficiency level in math, reading and language arts on district common assessments administered three times per year.

- Increase to 90% the number of youngsters mastering the six traits of writing and writing proficiency, K – 12, as measured by district established portfolio assessment. Base line data being gathered – new assessment.

- Increase the engagement of parents of students in the educational process and planning for students by 10% annually as measured by literacy participation activities, grades K-12.

- Increase the number of students by 10% annually who move from one stage of English Language Acquisition to a higher level of English Language Acquisition as measure by the LAS-LINKS. *(Most recent data indicates that we are meeting, if not surpassing the 10% marker with an average 25% growth of the number of youngsters achieving reading mastery at grade 3; 13% at grade 4; and over 28% at the high school.*

Adult actions are explicitly measured throughout our Plan and are intended to be used to monitor the implementation of our initiatives. Without changes in adult behaviors, student growth cannot occur at an aggressive pace. We have been collecting data throughout this past school year and while in some areas we have not met our target, we will continue to set high expectations in this area. To that end, we have set the Tier II indicators at 100% over the next six years for all teachers to perform specified adult behaviors with fidelity and consistency. They are measured and monitored using walkthrough data (collected), survey data, and the results of student achievement data, to name a few. Please refer to our most recent

Addendum to West Haven Public Schools Alliance Grant Application

Part I, Question 3, Measures of Student Progress

The West Haven Public Schools will aim to achieve five year DPI targets, as noted below. Schools are given SPI targets for 2012 – 13. School Improvement Plans are being written to incorporate these targets.

DPI Targets for CMTs
2012 - 13 through 2016 – 17

Indicator			DPI Performance Targets				
			2012 – 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
District Performance Index (DPI)	Baseline 70.2	(+1.5)	71.7	73.2	74.7	76.2	77.7
DPI: Students with Disabilities	Baseline 36.1	(+3.0)	39.1	42.1	45.1	48.1	51.1
DPI: Eligible for F/R Priced Lunch	Baseline 63.5	(+2.1)	65.6	67.7	69.8	71.9	74.0
DPI: Black	Baseline 62.4	(+2.2)	64.6	66.8	69.0	71.2	73.4
DPI: Hispanic	Baseline 63.4	(+2.1)	65.5	67.6	69.7	71.8	73.9
DPI: English Language Learners	Baseline 45.5	(+2.0)	48.5	50.5	52.5	54.5	56.5

DPI Targets for CAPT
2012 - 13 through 2016 – 17

Indicator			DPI Performance Targets				
			2012 – 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
District Performance Index (DPI)	Baseline 59.9	(+2.3)	62.2	64.5	66.8	69.1	71.4
DPI: Students with Disabilities	Baseline 25.4	(+3.0)	28.4	31.4	34.4	37.4	40.4
DPI: Eligible for F/R Priced Lunch	Baseline 52.8	(+3.0)	55.8	58.8	61.8	64.8	67.8
DPI: Black	Baseline 51.8	(+3.0)	54.8	57.8	60.8	63.8	66.8
DPI: Hispanic	Baseline 55.0	(+2.7)	57.7	60.4	63.1	65.8	68.5
DPI: English Language Learners	Baseline Not available						

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)?

All reform initiatives under our district framework for improvement (CALI) must be reflected in any current funding strand (state or federal) and any future funding strand. Every funding strand supports the improvement plan; no program, initiative or resource will be supported by ANY funding source if it does not support the District Improvement Plan.

- **Title I, Part A** supports staffing of reading and mathematics staff (reading teachers/mathematics coaches) and supplemental mathematics and reading materials aligned with our curriculum. Funding also supports the development of a curriculum aligned with the CCSS. Title I funding provides district wide professional development in all areas aforementioned. As we were identified as a District In Need of Improvement, we utilized this funding to complement our system professional development efforts including leader training in adult behavior observations and identification, instructional strategy training, data driven decision making training, and school climate training and implementation. The professional development model (CALI) is systemic and all professional development in this district is linked together. There is no fragmentation; all professional development focuses on the use of data to improve instruction, monitoring of student progress, the use of curricula, and the use of research based instructional strategies. We will be utilizing this funding in the same fashion: to complement local funds/Alliance funds to support the identified initiatives.

- **Title II** supports the same professional development strands as our Plan outlines. We do not vary from the district and school plans to improve instruction. This funding may be used occasionally to support non Title I schools provide the same type of supplemental instruction to students that is in place in our Title I schools. Funding will be used to support training of all staff: (1) in the use of reading strategies to improve early reading skills; (2) in the teaching of writing strategies through lab based models; (3) attendance to a variety of state/RESC identified sessions; (4) training in the new evaluation model, and (5) supporting teacher requests which align with this plan.

- **Title III, Part A English Language Acquisition** funding, while limited, is combined with local funds, as well as Title I funding, to support our professional development needs for **all teachers** in our district as we address the targeted instruction of the ELL population in reading, as well as accessing content and early literacy skill areas. All teachers teach this population and all teachers require additional information and training in the use of these research based instructional strategies.

- **Family Resource Center state funding** supports our early childhood and family needs. The Center is located in our most needy school – REVIEW School **(Savin Rock Elementary School)**. Funding to this site is supported with a combination of state and local funding. The district provides funding for a variety of early childhood and family activities, as well as the coordinator of the FRC. The FRC is represented within our Early Childhood Community Committee. We merge all early childhood efforts across community and school to avoid duplication of efforts, as well as to maximize services to our early childhood population and the community; thus, the activities and resources to and from the FRC align with our community and school needs.

- **Summer School Programming.** We do not receive any Priority School District funds or Summer School/Extended School Hours Funding as we are not a Priority School District. We use local funding combined with IDEA funding to operate a **4 week summer program** for at risk kindergarten (entering) and at risk first graders. This is our first year attempting to address the early childhood needs of our youngsters. We do not have full day kindergarten. We will continue to fund this program and monitor the results of these at risk youngsters during the course of the school year.

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- **Wrap Around Services/Extended School Hours Programming.** This type of programming is funded through Title I funding in our four eligible schools (Carrigan Intermediate, Forest, Savin Rock and Washington Elementary Schools). The Community House provides us with after school programming and other types of wrap around services for our youngsters in the form of a before and after school program which operates all year round. This community based agency works with our curriculum and with us to support our family and student needs throughout the school year. We are increasing our support to this agency to ensure that we have better communication between the schools, as well as increased use of our technology.

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.

Our Alliance District Plan development, (District Improvement Plan), has included a variety of stakeholders, including teachers, teacher union representation, community leaders, principals, content area coordinators, and parents (names are available upon request). The input received from our team has been a resounding, *"stay the course!"*

Teachers and teacher leaders, alike, have stated been very vocal about the level of professionalism the district plan and district philosophy (framework for change) has brought to the teaching staff. The majority of teachers (survey) have indicated that they are able to effect change in their classroom with confidence; that they are finally using and understanding how curriculum, when used correctly and consistently, successfully addresses student needs; and, further, that instructional strategies must be implemented with fidelity and consistency in order to affect student performance.

Community leaders are truly involved in all we are doing, and understand our plan of action to improve student performance. They interface with us, both from a sharing of curriculum, as well as a sharing of resources, in after school programming, Early Childhood Committee, Readiness Council and through our parent/community activities. Parents are beginning to feel that they better understand what we are attempting to do and why we have made our changes. They want to continue our efforts to improve instruction for all and communication with our community. Changes from our education community will be an enhancement to our Plan. We will be increasing our professional development model to include much more lab settings to be used for professional development; teacher coaches for support to teachers during the school day; and additional resources to support all youngsters in reading, writing and mathematics.

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 – which the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

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

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

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

- **Five Year Strategies and Implementation Steps**: List the steps the district will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description**: Describe in greater detail the implementation steps that will occur in the 2012-13 school year.

- **Years of Implementation**: Indicate the anticipated length of the proposed initiative.

Key District Initiative

I. Talent Development Strategy: Curricula alignment to CCSS to increase mathematics and reading/writing student performance supported through the development and use of teacher leaders as measured by state assessments with the goal of no less than 16 DPI over a six year period (3 DPI growth annually).

New or Existing Reform?   x New   Existing   **(embedded PD is new reform initiative)**

Overview: The West Haven Public School System has made a concerted effort to build teacher and administrator instructional capacity within the nine schools over the past three years. The Connecticut Accountability for Learning Initiative (CALI) model has provided us with a framework and focus with which to develop all staff knowledge of curriculum development and enactment, data team development by content area, grade level, school level and district level, and the use of research based instructional strategies.

Consistent implementation of curricula and common formative assessments demonstrate a slow, but steady growth in student performance. Common formative assessment data run through our data teams is extremely useful in changing daily instruction and targeting student needs in preparation for the end assessments. This is best typified, in part, through the analysis of our CMT data at grades 3 and 4 through matched cohort comparison in Mathematics and LA by subgroups, as well as whole grade levels for the 2010 – 2012 data points:
- Increase in proficiency rates over 4% each in mathematics, reading and writing;
- Black/African American 7% increase in math proficiency and flat for reading;
- Hispanic 2% increase in mathematics, 10% increase in reading and 10% increase in writing;
- F/R CMT 3% increase in mathematics, 3% increase in reading and 6% increase in writing;
- special education 9% increase in reading and 26% increase in writing (N=36);
- ELL increase from 0.0% (grade 3) to 31.3% (grade 4 N=32) in reading, 31.6 increase in writing (N=38).

*Also note: Grade 4 – 5 matched cohort comparisons showed similar results with reading whole group demonstrating 5% increase in proficiency rates in reading and writing. Subgroup analysis shows similar increases as grades 3-4, with the exception of mathematics (critical point of resource and curricula changes). **Grades 5-6 matched cohort comparisons demonstrated 20% increase in reading (the n=399 youngsters who were supported using an embedded professional development model at Carrigan Intermediate School). This data supports our decision to transition to an embedded professional development model using our literacy staff.**

We realize that investment in human resources as it relates specifically to leadership development is critical to sustaining and impacting the improvement efforts of our district. Therefore, we will support the PK – 12 math and reading/language arts curricula aligned with CCSS through transition from a group professional development model (albeit some will be ongoing) to an embedded professional development model. Most importantly, however, the teacher leaders will be provided the opportunity to take their knowledge and skills in curriculum development, data analysis and instructional strategies and become resources to their school peers as they have never done before. Point in case, while the development and consistent implementation of curricula, common formative assessments and data teams in mathematics and reading/language arts in the 2009 – 2011 school years *by teachers for teachers* was a major accomplishment in our district, the effort lacked the support within the school building by *teachers for teachers*. The teacher leader role will support school-wide and content specific data teams, reading, writing, language arts and mathematics support to the classroom teacher as we move forward to implementing curriculum linked to performance based tasks. The Alliance Grant will support the ongoing training costs, additional materials, and development of our teacher leaders (curriculum, literacy, and mathematics), our literacy teachers, and our mathematics and literacy/reading coaches.

Teacher leaders are selected based on (1) their expertise in the development of curriculum utilizing the Rigorous Curriculum Design Model; (2) their outstanding daily use of curriculum as the roadmap for guiding instruction; (3) their demonstrated ability to define and create effective instructional practices; (4) their extensive knowledge based in particular content areas; and (5) their ability to support their peers within the school and classroom. Teacher leaders supported by this grant include professional development for teacher curriculum leaders, literacy teacher leaders, and mathematics/literacy teacher coaches. We have identified 100 teacher curriculum leaders (which include two high school department heads – English/Language Arts and Mathematics) and exposed them to Smarter Balanced resources, specific training in performance based assessments, and application/interpretation of the new Common Core State Standards.

All teacher leaders will directly support the classroom teachers through on-site, embedded professional development relative to deeply understanding the shifts in the CCSS curriculum, as well as the skills necessary to teach those 'shifts' in the classroom.

I. A. Curriculum Teacher Leaders: Teacher support understanding the curriculum roadmap in mathematics and reading/language arts, PK – 12 (new). Teacher leadership in the area of curriculum development are represented by approximately 100 individuals, (with a minimum of 4 teachers at each elementary school and 20 teachers at the intermediate, middle and high school) who were chosen based on their skill in the development of our previous curricula and common formative assessments using Rigorous Curriculum Design process, and/or their skills in using curriculum Observers to our process, which included professors from Quinnipiac and neighboring school districts, are amazed at the professional discourse among these teams of teachers as they began the process of understanding the CCSS. These teachers will now be available to lead and support their colleagues in the interpretation of the curricula, as well as the implementation of the performance tasks. We will be working with the curriculum teacher leaders as they continue to revise and create existing and remaining curriculum units and provide them with updated information regarding the changes made through the Smarter Balance Consortium. These teacher curriculum leaders will remain in place throughout the next five years as we revisit the curriculum on a regular basis. All staff is aware that these individuals are resources within the buildings, as they have been defined as such by both the district and school based administrators.

The long range plan is to continue to build on the strengths of these individuals, including the two Department Heads who were also identified and used as teacher curriculum leaders, as they work with classroom teachers to better deliver the curricula, as well as provide embedded professional development to their colleagues in developing and delivering performance based tasks. Substitutes will be provided to allow teacher sharing and demonstration of key lessons. These leaders will be encouraged to attend any professional development training offered within the state to improve their teaching, learning and communication skills. Additionally, we will be supporting all of our teachers through our own systemic and targeted professional development plan which includes implementing effective instructional strategies, performance based task development and use in classroom instruction, strategies for youngsters to access non-fiction, instruction of speakers of other languages, and six traits of writing, to name a few topics. High School teacher curriculum leaders (Department Heads are also curriculum leaders) as part of their regular responsibilities will be providing greater support to the classroom teacher through interpretation of the CCSS standards; appropriate use of new curriculum and the demonstration of performance based tasks .

I. B. Reading Consultants/Literacy Teachers, K-12 (existing and expanding)
Over the past decade, the reading consultant's role in our schools have focused much on providing individual or small group support to our most needy youngsters. We have redefined the role of our reading consultants to have a dual purpose of (1) modeling of research based reading interventions, and (2) direct support to Tier 3 youngsters.

Our reading consultants are the **experts (state certified) in the field of reading**. They will be taking a leadership role in the day to day operations of reading/language arts, K – 12. They will be utilizing current research to reinforce our efforts to have over 80% of our grade 2 youngsters reading at a DRP level of 28 by June 2017. Additionally, they will be responsible for **modeling within classrooms** the importance of teaching our youngsters the skills to access a wide variety of content (nonfiction). This is in stark contrast to their previous role which has been one on one support to youngsters and little impact relative to supporting the regular classroom instruction or instructor (Tier I). They will now embed professional development within the classrooms modeling guided reading, flexible grouping strategies and reading strategies. Again, they are the experts in reading and writing. They will support teachers as they develop their reading skills through modeling lessons using the new curriculum as their guide.

Literacy teachers (Title I) will continue to support our SRBI efforts in the provision of support to our Tier 2 and Tier 3 youngsters. As teachers wrote the curriculum for reading/language arts, they not only developed their literacy classroom design, but also constructed listings of resource needs in alignment with the new state standards.

Our reading program at the high school is READ 180 and is designed to support adolescents still at the developmental reading level. The middle school has two developmental reading teachers who team teach to support our most needy readers within the classroom setting. The remedial reading teacher (certified) will focus on supporting all classroom teachers better understand how to effectively instruct the adolescent reader especially in the area of text connections. High school and middle school select staff will be trained to become trainers in the University of Kansas research based strategies. Through this model, teachers will be better equipped to assist adolescents access the content.

I. C. Mathematics coaches, K – 8 (new).
We will begin our second full year of utilizing a new resource to match our mathematics standards. We have reorganized our mathematics resources across the elementary schools as they were not sufficiently addressing support to our schools. We will hire four mathematics coaches/facilitators, so as to support all K-8 mathematics classroom teachers, rather than supporting cohorts of youngsters. Coaches will be trained in delivering support to classroom teachers through modeling within the classroom. Coaches will be assigned to provide *embedded* professional development and support to all classroom teachers within their assigned schools so as to improve Tier I instruction for all youngsters. Each coach will be assigned to two schools and will target, using our data, classrooms to support in the delivery of mathematics, as well as the use of data and new resources. Additionally, these coaches will provide school based professional development in the use of new mathematics software, smart board use and the enactment of the curriculum. This position differs from the role of the teacher curricular leaders (includes DHs) in that they focus on not only the curriculum changes, but more so they are the experts in mathematics content and will be used to demonstrate mathematic instruction and grouping strategies. Teacher curriculum leaders will be supporting classroom teachers to better understand the CCSS curriculum, as well as begin acquiring skills to model the delivery of the instruction within their buildings and as being part of the data teams, will be able to address any interpretation and implementation on a daily basis of the new curriculum. These particular coaches are not assigned to classrooms. They are assigned to schools to support teachers as they strive to better understand the content of mathematics. Math coaches have expertise in the content area of mathematics AND how it translates to the new CCSS curriculum. They do not have classroom assignments, unlike the teacher curriculum leaders.

We anticipate that this initiative will lead to increases in student performance as has curricula alignment with the CMT/CAPT and GLEs and as detailed in our State Progress Monitoring of DIP, June 2012 (attached. We will use some of the Alliance funding for professional development of teacher leaders/administrators, as well as for some positions.

Five Year Strategies and Implementation Steps:

1. All teacher leaders (coaches/consultants/facilitators) will continue to write and deliver to classroom teachers the new CCSS curricula in reading and mathematics and support their school grade level teams. (Spring 2012 – Spring 2014)

2. All teacher leaders (coaches/consultants/facilitators and school leaders) will receive training in performance based tasks that align to the CCSS as it relates to both reading/writing and mathematics. (Spring 2012 – Spring 2015)

3. Teacher leaders/coaches/consultants/facilitators and school leaders will model in the classroom for other grade level teachers, the practice of performance based tasks as it relates to expanding the possibilities in teaching and learning. (Fall 2012 – Spring 2017)

4. Practice with classroom teachers the use and design of performance tasks to effect change in adult behavior of teaching. The teacher becomes the facilitator rather than the sage on stage. (Spring 2013 – Spring 2017). Surveys will be used to ascertain effectiveness of support.

5. Teachers and administrators will be trained through RESC support, as well as in house staff, to better identify and quantify changes in adult behaviors as they use performance based tasks to increase student performance. (Spring 2014 – Spring 2017) Student performance and teacher survey used to determine effectiveness of support.

Year 1 Implementation Steps Description:

1. Continue developing teacher leaders in the writing of curricula and CFAs which align to the CCSS. (Winter 2012 – Spring 2013) through specifically designed/targeted professional development conducted on a monthly basis.

2. Train teacher leaders to better support their colleagues as they implement the new curricula. (Fall 2012 – Spring 2013).

3. Support teacher leaders with the necessary embedded professional development from our district coordinator, mathematics coaches, reading consultants and external trainers, to better enact the curricula using performance based tasks. (Winter 2012 – Spring 2013).

4. Target areas of greatest support need for classroom teachers and provide district wide, specific training in research based strategies, especially as it relates to our ELL and special education cohorts. (Winter 2012 – Spring 2013).

5. Coordinators will develop and implement a plan to support all curriculum leaders in the development of their skills as it relates to both content and modeling of instruction. Professional development will be designed to strengthen their communication skills, content area knowledge through targeted professional development from content area experts; and embedded professional development by experts in the field to sharpen their delivery skills.

Years of Implementation:
- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Key District Initiative

II. K – 3 Literacy Interventions: To increase reading, writing and mathematics performance over the next six years by a minimum of 16 DPI points (2 DPI annually) for whole group as measured by the state assessments in order to meet/increase targets established by state for whole and subgroups (3DPI annually).

New or Existing Reform?   X New   Existing

Overview: Many changes were necessary in program design and delivery for K-3 classrooms. As over 100 teachers spent time unpacking the standards of the CCSS, we also had key individuals reviewing our reading and writing textbooks, and appropriate resources to support our roadmap for improvement, along with establishing a literacy philosophy for grades K – 3. This came about after we saw flat growth in CMT scores over the past two years. We analyzed the variables and along with the CCSS, constructed a framework which varies tremendously from the past.

It is anticipated that with these major changes in literacy, grades K – 3, with the integration of embedded professional development and opportunities for teachers to become leaders within their own school, we will see growth in student achievement beginning with our first benchmark assessment. We will be strengthening our core instruction versus pull out support. Classroom teachers will begin to better understand that they have the knowledge and ability to meet the needs of all youngsters in their rooms. The model for K-3, and indeed for all of our grade levels, represents a major departure from the past literacy design where change was reliant upon teachers making instructional decisions based on their application of sound professional development combined with professional conversations in their data team meetings. The missing element was ongoing professional development during the course of the school day to ensure the feasibility of success. This change in practice places evaluation in every leader's job. Time has been provided within all schedules (K – 12) to review data (data teams) and now with embedded PD opportunities, to continue learning 'on the job'. We believe that this transition logically and methodically moves our staff to the next level of quality and begins our clear definition of effective practice.

We are strengthening the core curriculum and the amount of time spent in the language arts and mathematics areas. The district will emphasize reading, writing, thinking, listening and speaking as our mantra for designing successful instructional lessons. In summary, major changes occurred as a result of analyzing the readiness of our youngsters coming into kindergarten and first grade, therefore, we

- Aligned curriculum to CCSS
- Created a literacy philosophy for grades K – 3
- Created a district goal: All classroom lessons will exhibit use of reading, writing, thinking, listening, speaking skills.
- Created centers in the kindergarten classroom which included our speech and language consultant, ELL teacher and Literacy teachers
- Purchased multiple copies of fiction, non-fiction text and manipulative materials for group work
- Increased teacher time with groups of youngsters in both mathematics (90 minutes) and language arts (90 minutes)
- Increased the use of science and social studies nonfiction to impact reading achievement
- Create more teacher coaches to support classroom teachers and schedule them with a greater amount of time into the K-3 classrooms
- Provide classroom teachers with specific strategies and resources to improve teaching of English language learners and special education youngsters (embedded professional development).
- Access to reading and mathematics software and teaching resources for high risk youngsters

Clearly, with emphasis on improving the core instruction for all youngsters at K-3, we will begin to see a more rapid movement toward student success. Moving to embedded professional development and teacher/administrator evaluation allows for the development of staff within their school setting and provides continual access to classroom teachers for support.

II. A. Writing Curricula Review and Changes (new): Our performance in writing has always been our highest performance area; however, with the advent of the CCSS we must *change our curriculum*. We recognize the new standards will require knowledge of all three types of writing. To that end, we have already rewritten the reading/language arts curricula to better reflect that need and recognize the need to train all teachers in all forms of writing, K – 12. New curricula have been written to address the CCSS and are accompanied with common assessments.

II. B. Embedded Professional Development Across K-3 Classrooms (new):   We will be continually developing the professional learning community (schools) with content experts guiding a shared understanding of effective teaching strategies. To this end, *embedded* professional development in reading and writing will be conducted by teacher leaders, as well as by external consultants. The external consultants will continue providing professional learning for our reading consultants, as well as for our department heads and teacher leaders. Their expertise guarantees that we are continually learning cutting edge research, instructional strategies and teaching pedagogy, as well as support in the design of classroom instruction. With the expertise in reading by Dr. Nancy Boyles, SCSU), in writing by (Tricia D'Amore, SCSU) and in ELL by (Bonnie Bishop, Lead and Learn), we will provide embedded professional development, to all school staff, including teacher leaders (reading consultants, teacher curriculum leaders, and mathematics coaches), in order to further their content knowledge.

These are experts in their field and will be furthering the skills of our teacher leaders so as to better prepare them to support classroom teachers. They will also be training them to operationalize research based interventions in the classrooms through modeling of instruction. Thus far, three external consultants are providing the bulk of professional development within the elementary schools; one for writing, instruction of reading for ELL youngsters, and reading support.

II. C. Writing Lab Classrooms and External Professional Developer (new): An external writing consultant (Trish D'Amore, SCSU) will focus on providing our most needy schools (Tier 3) beginning with grade 1, with the content area knowledge to support writing within a lab setting. The writing lab will provide the setting for embedded professional development in the writing process for classroom teachers, including teacher leaders and reading consultants. Additionally, this design develops another teacher leader with expertise in the area of writing instruction and research. Within the first grade (Fall) and kindergarten (January 2013), we will identify a classroom teacher to become the expert/teacher leader in the area of writing. Teacher selection will be done jointly by the school based reading consultant, district coordinators and principal. Selection characteristics will include an individual who is eager to continue their professional learning, have a sound understanding of the new CCSS curriculum and are effective teachers. This teacher will house the lab for training by all teachers within grade 1. It is anticipated that the following year (2013) will include a 2nd grade lab setting and thereafter, through grade 3 (2014). Staff will see writing and conferencing in action and further, will learn the connections between reading, writing, speaking, listening and thinking. Much training will be provided all K-3 teachers in the development and use of writing rubrics, conferencing, portfolio development, as well as the types of writing. However, we are focusing on support within the lab setting beginning with grade 1 in September 2012 and grade K in January of 2013. Data will be maintained on a pre/post basis (rubric to determine growth along all three types of writing, along with CFA pre/post assessment) to determine growth over time. It is anticipated that our teacher leaders in writing will be able to sustain the labs and train new teachers each year.

II. D. Materials to support the reading/language arts curricula (new). Our reading/language arts curriculum is also undergoing major revision. We have reviewed reading materials and have selected additional support from *Literacy How* in the selection of appropriate text and materials for our K – 3 classrooms. Training in the use of these materials, as well as training in the Daily Five (management system) will be conducted during the first professional development day in August 2012 and monitored through targeted adult behavior 'tallies' by the principals and coordinators.

II. E. Elementary, K-3, Reading Facilitator (new). Our district requires more support to our early literacy program. Reading consultants and literacy teachers in grades K – 3 require more targeted and embedded professional development support from our district. A new reading/language arts/writing facilitator position will be required to support our K-3 interventions in all elementary schools. This individual will have many years of successful experience as a reading consultant at the elementary level. The consultant will support the targeted schools first (Review schools), followed with additional support to those schools which require more need based on student number. This position will be charged with the creation of stronger early elementary literacy programs and will report to the Assistant Superintendent. Our goal is to change up what has been and replace the existing programming with cutting edge resources and classroom instruction through the assistance of this school focused position.

II.F. Technology (new). A reading skill and mathematics skill support software will be utilized by K – 3 classrooms to support student needs. This software will also be used by the before and after school program in our highest need schools (Title I – Lexia and Symphony Math).

III.G. Targeted Subgroup Support (existing and extending): ELL embedded training relative to the strategies most successful for all teachers to use with the ELL population will continue in our highest need schools (Bonnie Bishop, Lead and Learn). The ELL expert consultant will provide embedded professional development to all ELL instructors, special education teachers, and classroom teachers, reading consultants and reading consultants in our highest need schools. As a result of this professional development, we have seen growth in our LAS Links assessment: 41% of our ELL population has reached proficiency. This design includes intensive professional development, teacher assignments, demonstration of successful research based instructional strategies within the classroom, and, thereafter, continual support by our reading consultants, teacher leaders and ELL instructors. We are moving this forward to improve Tier 1 instruction in the classroom for our ELL population as it has been very effective.

Additionally, all special education subgroup needs are addressed through staff training in all of the district's embedded professional development (reading/mathematics/writing) so as to better use curricula for all youngsters. Past practice did not use the general education curricula for teaching and learning support of our special needs population. Rather, the special education staff focused on utilizing strategies without ties to the general education curricula, to attempt to improve student access to the curricula. This does not work. We now have our special education staff attend all general education training (embedded and not), and further, they are part of the curricula writing team along with the ELL teachers.

Five Year Strategies and Implementation Steps:

1. Implementation of the new writing and reading/language arts curricula and common formative assessments with the support of the teacher leaders/mentors. Fall 2012 – Fall 2015

2. Embedded professional development with internal reading specialists, as well as external reading/language arts consultants will be conducted and practiced with the consultants and the school leaders, within the classrooms, with an emphasis on grades K – 3. Fall, 2012 – Spring, 2015.

3. Writing lab with external professional developer support will be established beginning in grade 1 and emphasized throughout K – 4. Fall, 2012 – Spring, 2017.

4. New reading/writing materials will be purchased, disseminated with professional development training, with equalized access across the district. (note: a new reading series will be purchased only if it meets our needs for alignment with the CCSS, as well as the needs of our population). Fall 2012 – Spring 2017.

5. Performance based tasks will be reinforced across the K-3 classroom with the support of the new reading facilitator. Fall 2012 – Spring 2017.

6. Intense reading support will be provided to all teachers in order to ensure that student ELL cohorts, sped cohorts and other student cohorts will best benefit from the strategies best designed to match student need. Fall 2012 – Spring 2017.

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Year 1 Implementation Steps Description:
1. Implementation of new reading/language arts and writing curriculum. Fall 2012

2. Embedded professional development beginning with writing labs (grade 2 and 1) and reading embedded support K – 3. Fall 2012

3. Daily Five classroom management program, time management program for reading, grades 1 and 2. Fall 2012.

4. New materials purchased to support newly aligned curriculum and student need. Summer 2012 – Winter 2012.

5. Performance based tasks practiced within the K-3 classroom setting. Fall 2012.

6. Reading strategies for specific student cohorts (ELL/Sped) emphasized through embedded professional development. Fall 2012 – 2013

7. Literacy How Year 2 Program interventions for assessment and early reading will continue to support teachers learn how to link targeted student needs to research based strategies. (Year 2: Fall 2012 – Fall 2013 – addition of Savin Rock Elementary School)

Years of Implementation:
- X   Year 2
- X   Year 3
- X   Year 4
- X   Year 5

Key District Initiative

III. Early Childhood Services: To increase the quality of early childhood programming for all youngsters as evidenced by an increase in the number of youngsters able to read and access content proficiently by the end of grade 2.

New or Existing Reform?	X New	x Existing and extending

Overview:

West Haven was a district with Priority School District funding until 2002. During that period of time, most of the funding was utilized to support all day kindergarten. We no longer have that resource, thus the programming costs are prohibitive. To that end, we have been creative during the past two years and attempted to extend learning time through summer programming, maximize teaching and learning time in the classroom and, in general, placed a great emphasis on the resources and professional development necessary for our teachers to be successful. We also, through the use of AARA and Jobs Bill funding, hired an Early Childhood Coordinator. With that funding no longer available, we will utilize this funding stream to maintain the position and continue our efforts to develop our early childhood program within the schools and the community. The Early Childhood Council will continue to the vehicle with which we coordinate services across the community (health, social, behavioral and educational), as well as share resources so as to maximize our impact. The specific role of this individual is to: (1) Increase coordination and communication with all community childcare providers to maximize CCSS impact on student readiness; (2) Increase parent and community involvement at childcare facilities and public schools; and (3) Ready our youngsters for kindergarten. Our Las Links assessment was administered to all incoming kindergarten youngsters for the first time this year. We will post test in May and anticipate that we will see growth as a result of changes in our program design, curriculum support to our childcare centers and collaborative professional development.

III A. Alignment of educational standards, curricula, assessment (existing and extending). Continued development and alignment of the Early Childhood Curriculum PK – 12 with the CCS. This process will continue with an emphasis in PK – K. Currently, our curriculum is ready for implementation this September.

III. B. Professional development (existing) for the community, school system and parents has been extensive this past year. We have focused upon the enactment of a curriculum that supports our regular education population, as well as our special needs and ELL population. Data teams will examine benchmark assessment data, CFAs, and other indices to determine appropriate interventions. Research based strategies specific to these groups of youngsters continue to be focused upon in order to prepare youngsters for their next steps and teachers will continue to receive staff development. We will support classroom teachers through our teacher leaders, reading teachers, mathematics coaches, and reading consultants throughout the school year.

III. C. Emphasis on listening/speaking/reading/writing (existing and extending). All kindergartens and some first grades focused on the development of learning centers last year. Centers were staffed by the classroom teacher, the ELL instructor, the speech and language teacher, and the reading consultant. All individuals followed a curriculum and utilized CFAs to determine student growth and needs. This year, we will be modifying the centers based on the new curriculum, include numeracy, and new materials purchased to support the initiative.

III. D. Early childhood screening (existing and extending). Prior to last year, our district did not have any way of ascertaining the developmental level of our youngsters. To that end, through our community Early Childhood Committee, we created a process with specific academic, behavioral, health, communication and social screenings for parents and their youngsters to go through to better prepare for meeting their needs on their first day of school. The screening has been very successful and we will prepare on continuing the process.

III.E. Family involvement (new) has been particularly lacking for the prekindergarten/kindergarten program. While it is very strong at the school level, we need to ramp up the support and programming for parents. During our Literacy Week of the Child, we identified parent and family needs to focus on this coming school year. **Title I Funded.**

Five Year Strategies and Implementation Steps:

1. Completion, review, and modification of curricula aligned to the state standards and the use of performance based tasks to measure growth in all four areas of child development for grades PK – K. Winter 2012 – Fall 2017.

2. Professional development five year plan will focus on strengthening teacher skills in the delivery of language development curricula and numeracy and instruction of second language learners within the context of a center model. Winter 2012 – Fall 2017.

3. Expansion of high quality learning centers into all grade 1 classrooms with an emphasis on the use of performance based tasks, speaking skills, independent reading, writing, and listening skills, as well as numeracy. Fall 2013 – Spring 2015.

4. Early childhood screening for entry into kindergarten will continue to be refined and will include a greater number of community agencies available to support families. Winter 2012 – Spring 2017.

6. Expansion of summer programming for at risk prekindergarten, special education, kindergarten and grade 1 youngsters from four weeks to five weeks, with the intent to maintain growth over the summer months and better prepare our youngsters for September start. Summer 2012 – 2017.

5. Early Childhood Committee will continue to become a driving force within the community which bonds the family with the school system, private day care providers, community child services, health services, and behavioral health services which provide one stop shopping for families and increases unduplicated support to families. Subcommittees of the Early Childhood Committee will continue to meet on a monthly basis and create venues for parents to access information to support their youngsters. Fall 2012 – Fall 2017.

Year 1 Implementation Steps Description:

1. Teacher leader/mentor support to classroom teachers in grades PK – K in the form of embedded professional development focusing on understanding and implementing the new curricula standards. Fall 2012 – Fall 2013.

2. Embedded professional development in center development, including the purchasing and use of center materials that best deliver the new curricula. Fall 2012 – Fall 2013.

3. Re-examination and revision of Early Childhood Screening and Grade 1 Universal screens to ensure we are accurately identifying student needs. Fall 2012 – Winter 2012.

4. Professional development both within and outside of the classroom in the delivery of instructional strategies which develop strong listening, reading, speaking and writing skills for all classrooms. Fall 2012 – Spring 2013.

5. Development of a strong family plan developed by the Early Childhood Committee to use in all elementary schools, private daycare and community agencies. Fall 2012 – Fall 2013.

6. Increased use of the Family Resource Center by other school attendance areas as a vehicle to provide ELL support to the ELL family in order to reinforce the use of the English language in the home, while better understanding the learning occurring in the grade PK – 2 classrooms. Fall 2012 – Fall 2013.

Years of Implementation:
  X   Year 2
  X   Year 3
  X   Year 4
  X   Year 5

Key District Initiative
IV. Teacher and Administrator Evaluation: To develop and implement a new evaluation system which aligns with state guidelines and provides appropriate training and support to improve teacher and leader quality and retention.
New or Existing Reform?   x New   ☐ Existing

Overview:
West Haven has a teacher evaluation model which addresses some of the new state guidelines, specifically, a tiered support system for improvement and peer assistance. The administrator's evaluation model requires a complete overhaul. We have been meeting with the teacher's union during the past year to begin the process of ascertaining our next steps and the defining the direction we plan on moving in. A teacher and administrator team will be enlarged to include more staff and district coordinators. The goal this year will be to develop a plan which aligns with the state guidelines for implementation the following school year and to provide appropriate professional development to ensure a smooth transition. It is very possible that we will adopt the state model, SEED, as it aligns with our effort to provide embedded professional development and a departure from a CEU system.

Clearly, we will be strengthening our core instruction versus pull out support. Classroom teachers will begin to better understand that they have the knowledge and ability to meet the needs of all youngsters in their rooms. The transition to the use of embedded professional development, combined with our use of CALI as our philosophy, represents a major departure from the past professional development design. We have spent two years laying the foundation and common language for moving to our next step; school specific – embedded professional development. The district has established training for our new teachers, as well as retraining for our staff that requires refresher training in the CALI modules.

With data driven decision making in place, as well as our common assessments and benchmark assessments, we provided the school with the tools to focus on steps 4 and 5 of the DDDM process where change is reliant upon teachers making instructional decisions based on data. Those DDDM collaboration times are prescheduled into K-12 classes and regularly allow for teachers to develop their expertise in teaching. The application of sound professional development combined with professional conversations in their data team meetings was right on target. **The missing element was ongoing professional development during the course of the school day to ensure the feasibility of success, as well as secure teacher leadership and ownership of student learning.** This change in practice places evaluation in every leader's job. Time has been provided within all schedules (K – 12) to review data (data teams) and now with embedded PD opportunities, to continue learning 'on the job'.

We believe that this transition philosophically, logically and methodically, we will move our staff to the next level of quality and begins our clear definition of effective practice and readies us for a new teacher evaluation model. Teacher and administrator evaluation will neatly fit within the context of our instructional model, coupled with embedded professional development support to classroom teachers. We will be better informed as to what specific targeted needs our teachers require in order to ensure student success. The professional learning communities are in place, albeit, some are better than others. These communities become closer as they realize they are in charge of their learning. With a new evaluation design, they are also better able to be supported on a regular basis.

It is anticipated that Alliance funding will support this effort.

Five Year Strategies and Implementation Steps:

1. Review state guidelines, legislation and current evaluation systems and establish a plan for both the teachers and administrators to use toward implementing the new systems. Winter 2011 – Spring 2013.

2. Improve teacher and leader quality and retention through collaboration with teachers/administrators and ACES PDSI Teacher Evaluation Team to develop a plan for implementing teacher evaluation model according to new state guidelines. Fall 2012 – Spring 2014

3. Differentiated professional development for small groups of teachers identified by areas of need according to analysis of data gleaned from teacher evaluation process. Fall 2013 – Spring 2017

4. Implement new evaluation system for both teacher and administrator groups. Fall 2013 – Fall 2017

5. Ongoing coaching of building leaders, teacher evaluators relative to increasing capacity to support staff continuously through the process. Spring 2013 – Fall 2017

6. Coaching of administrator evaluators (building/district level). Spring 2013 – Fall 2017

Year 1 Implementation Steps Description:

1. Create team of administrators and teachers to work as a team and develop the evaluation plans based on the new state legislation and guidelines. Fall 2012.

2. Attend all staff development focused on the new guidelines and legislation on teacher/administrator evaluation, as well as collaborate with ACESPDSI Teacher Evaluation Team. Fall 2012 – Spring 2013.

3. Professional development for all teachers and evaluators on aligning teacher practice rubrics in new evaluation system with instructional practices necessitated by CCSS implementation. Fall 2012 – Fall 2013

4. Begin coaching of teacher evaluators/building administrators relative to the:
   - Effective use of observation rubrics
   - Using walkthroughs and learning walks to identify building-level areas of need
   - Conducting effective collaborative conversations (cognitive coaching) – goal-setting, midyear, summative ---to promote teacher effectiveness Spring 2013 – Fall 2013

5. Begin coaching of building leaders
   - Effective use of student learning indicator data and stakeholder feedback data to inform leadership decisions
   - Effective uses of teacher evaluation data to design, implement, and monitor the success of pd targeted to meet teacher need.
   - Developing a reflective leadership practice
   - Using peer observation protocols to promote leadership growth. Spring 2013 – Spring 2014

Years of Implementation:

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

Key District Initiative

V. Community/Parent Coordination (school climate): To actively seek out and engage the community in order to better effect school perceptions and impact the development of a positive school climate.

New or Existing Reform?	☐ New	X Existing

Overview:

In order to continue our reform process in the public schools, we need to ensure that parents are well informed, active in a variety of ways, and supportive. Awareness of school goals and learning activities coupled with a variety of involvement venues beyond attending banquets and sports events creates the mutually respectful organization between school and the community.

V. A. School Governance Councils must be active organizations within the buildings. Currently, all schools have active Councils. They are beginning their first full year of activity with goals established. Training will be extended through the CSDE offerings.

V. B. Coordination and collaboration with community agencies and resources must increase. Currently, we have used our Early Childhood Council to garner all community resources together to increase resource access and communication.

V. C. Update school climate plans as part of the school improvement process and includes interventions specific to each school to support a respectful environment.

V. D. Establish School Compacts in each building each year to provide parents with educational goals and focus by grade level.

All of these vehicles have successfully progressed over the course of last year and will continue into this school year. We have data to support marked differences in suspensions, expulsions and disciplinary interventions as a result of these targeted interventions. Families and community agencies have much more information about our district initiatives, as well as access to school data. We will continue to collect disciplinary data, along with parent, community and staff survey data to monitor the success of our interventions. See attached **State Progress Monitoring of DIP, June 2012,** for evidence of past success in this area.

Five Year Strategies and Implementation Steps:

1. Maintain active and purposeful School Governance Councils within each school, regardless of the 'high need status'. Fall 2012 – Fall 2017
2. Coordinate and collaborate with outside community resources to better support school system needs, i.e., Yale University, U of New Haven, West Haven Community House, United Way, to name a few. Spring 2012 – Fall 2017
3. Maintain active school climate plans that focus on mutual respect for each other. Fall 2012 – Fall 2017
4. Establish school compacts across all schools that inform parents as to the grade level foci in each building coupled with ways to support these targeted interventions at home. Fall 2012 – Fall 2017

Year 1 Implementation Steps Description:

1. All schools will continue School Governance Councils with a specific target for the coming school year. Fall 2012
2. Coordination with the University of New Haven will begin with the establishment of a variety of programs: mentor/mentee program; targeted high school program for our entering freshmen; credit courses for high school students and teacher training for implementation of our new STEM program in engineering to be offered this Fall, 2012 – Fall 2013
3. Coordination with Yale University will continue through our Science summer program, and our school year science alliance. Summer 2012 – Fall 2013

4. School climate plans will be updated using the new state climate surveys in a data driven decision making process and implemented immediately. Survey data will determine plan content and interventions, as well as using data from any and all disciplinary infractions. Fall 2012 – Fall 2013

5. School compacts have been established in Title I schools. All schools will have School Compacts that clearly identify grade level/school targets. Compacts will be reviewed and updated using new data for targets. Fall 2012 – Winter 2012.

Years of Implementation:
- X Year 2
- X Year 3
- X Year 4
- X Year 5

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
Schools that require the least support and oversight/should be given the most freedom: These schools should be identified because of their high performance and/or progress over time.	*Tier I* Mackrille	- CMT SPI≥85 - CMT SPI Hisp ≥75 - CMT F/R SPI≥75 - Bl. SPI≥75 - Reading DRA/DRP scores growth model - Mathematics and reading benchmark assessment	Leadership: Each school currently has a school improvement plan which aligns with the district plan and specific interventions. Schools required using the school data team to examine the data and identify specific areas they will focus on and define the interventions they will be responsible for implementing with consistency and fidelity. Schools are assigned a district coordinator to support them as they work through establishing priorities and interventions. The school principals will be held accountable for monitoring the development of the intervention plan which will t hen be explained and supported by the school governance council in each building. Each school will be requested to partner with a minimum of two community businesses for support in the changes. Extensive parent involvement will be expected from these schools. Instruction/Teaching: All instruction/teaching backs into regularly scheduled DDDM teams by grade level/content area. District coordinators monitor data teams, review agendas and participate in instructional and school based data teams. Instructional strategies are defined and addressed utilizing benchmark, universal and common assessment data on a prescheduled basis. Data walls are required to be displayed within buildings to demonstrate active use of information. This data is used to also provide needs assessment information as the district tailors

			professional development for the district, but more importantly to address the immediate needs of our Tier III schools. All strategies must be research based and implemented with consistency and fidelity and is monitored through district coordinators and the data team process. Coordinators are assigned to schools and review implementation of research based strategies. Review of data used to inform instruction and teaching. Support provided in classroom (embedded) through teacher curricula leaders, coaches and district coordinators.
			Effective Use of Time:
			Time on task monitored by coordinators and principals using walk through procedures. Time for reading and mathematics at elementary and secondary level recently changed to 90 minutes for English LA and 60 for mathematics. Additional nonfiction reading required through science and social studies content areas to maximize instructional time. All instruction is monitored on a daily basis by the coordinator, the district literacy coach and mathematics coach and the assistant superintendent. The district has redesigned the delivery model for instruction by requiring better use of flexible grouping, block scheduling and the itinerant teaching schedule. Art and music instructors have a curriculum which complements the reading/LA and math instructional pacing guide, thus maximizing our instructional opportunities.
			Curriculum:

			District curricula required as is adherence to the common assessment schedule. District curricula monitored by Coordinators to ensure fidelity of implementation through on site participation in data teams and regular collection of assessment data. Teacher curriculum leaders receive training from district on CCSS and content to better able them to support classroom teacher in real time. All PD is embedded in the classroom to bring the curricula to life in a realistic setting. The curriculum is consistent in all schools; however, the resources to support the curriculum varies based on our district data, e.g., Lexia reading software is used regularly in our Title I schools, and Read 180 is used in our High School. The curriculum is aligned to the CCSS and as we have done with all new curriculums, we will be monitoring our roadmap and making continual changes as required during the next five years. Changes are made based on teacher input.
			Use of Data:
			Data Driven Decision Making is required within each building and at the district level. Data teams are both instructional/grade level data teams or school data teams. All are prescheduled and submitted to district office to dispatch coordinator support to the teams. Scheduled time for data team meetings are a minimum of once per 10 day cycle in elementary and intermediate schools and 2x per week in each secondary school. DDDM process used for instructional/grade level teams, school level teams and district level teams. District Coordinators (mathematics,

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			reading, LA, social studies, science, special education and ELL) are scheduled into data teams to monitor progress and adult actions. Data walls maintained and monitored. Attention paid to steps 4 and 5 (translation of data into planned and measureable action statements). Data used to inform professional development and resource needs for the school, as well as changes in instructional design. The use of data is required in everything the district does, e.g. we require data to support requests for additional instructional support or resources.
			School Environment:
			School Climate Plan required which details interventions to be used this year. School Climate survey conducted and data used to modify plan. District reviews the plans and makes recommendations. The schools are required to address time on task that is relevant, meaningful and purposeful knowing that Tier 1 instruction will only benefit, thus school climate will benefit. Some schools utilize the 5 Pillars Program of Respect; others have created their own objectives with the help of training from JoAnne Freiberg. The district has 10 certified CALI trainers in School Climate (administrators).
			Family and Community:
			School Compact/School Governance Council required across the school district even though only state mandated in high need schools. Maintain support to school through district professional development which will be onsite. Elaine Zimmerman, is

			involved in three of our schools through the MCAS Project and she continues to support us in the literacy section of this grant. All activities monitored through minutes and attendance to both Governance Council meetings, as well as attendance by the Early Childhood Coordinator, Assistant Superintendent and Superintendent. The Early Childhood Coordinator, as part of her responsibility on the district level, is to plan Literacy trainings for parents and community, as well as literacy activities at schools during the school year. Community agencies and child care providers are also included in all parent/family activities through the Early Childhood Committee, chaired by the Assistant Superintendent and the Mayor's office.
Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	**Tier II** Pagels Carrigan Intermediate (5, 6) Bailey Haley	- CMT SPI 71 – 85 - CMT SPI Hisp ≥62 - CMT F/R SPI≥62 - Bl. SPI≥62 - Reading DRA/DRP scores growth model - Mathematics and reading benchmark assessments	Leadership: Principal and teacher leadership team. Each school currently has a school improvement plan which aligns with the district plan and specific interventions. Schools required using the school data team to examine the data and identify specific areas they will focus on and define the interventions they will be responsible for implementing with consistency and fidelity. Schools are assigned a district coordinator to support them as they work through establishing priorities and interventions. The school principals will be held accountable for monitoring the development of the intervention plan which will then be explained and supported by the school governance council in each building. Each school will be requested to partner with a minimum of two

			community businesses for support in the changes. Extensive parent involvement will be expected from these schools.
			Instruction/Teaching:
			Research based strategies targeted by data teams; adult behaviors monitored and charted. All instruction/teaching backs into regularly scheduled DDDM teams by grade level/content area. District coordinators monitor data teams, review agendas and participate in instructional and school based data teams. Instructional strategies are defined and addressed utilizing benchmark, universal and common assessment data on a prescheduled basis. Data walls are required to be displayed within buildings to demonstrate active use of information. This data is used to also provide needs assessment information as the district tailors professional development for the district, but more importantly to address the immediate needs of our Tier III schools. All strategies must be research based and implemented with consistency and fidelity and is monitored through district coordinators. Coordinators are assigned to schools and review implementation of research based strategies. Review of data used to inform instruction and teaching. Support provided in classroom (embedded) through teacher curricula leaders, coaches and district coordinators.
			Effective Use of Time:
			District established. Minimum amount of time. Time on task

			monitored by coordinators and principals using walk through procedures. Time for reading and mathematics at elementary and secondary level recently changed to 90 minutes for English LA and 60 for mathematics. Additional nonfiction reading required through science and social studies content areas. All instruction is monitored on a daily basis by either the coordinator, the district literacy coach and mathematics coach and the assistant superintendent. The district has redesigned the delivery model for instruction by requiring better use of flexible grouping, block scheduling and the itinerant teaching schedule. Art and music instructors have a curriculum which complements the reading/LA and math instructional pacing guide, thus maximizing our instructional opportunities.
			Curriculum:
			District curricula required as are CFA/benchmark assessment schedule. District curricula monitored by Coordinators to ensure fidelity of implementation. Teacher curriculum leaders receive training from district on CCSS and content to better able them to support classroom teacher. All PD is embedded in the classroom to bring the curricula to life in a realistic setting. The curriculum is consistent in all schools; however, the resources to support the curriculum varies based on our district data, e.g., Lexia reading software is used regularly in our Title I schools, and Read 180 is used in our High School. The curriculum is aligned to the CCSS and as we have done with all new curriculums, we will be

			monitoring our roadmap and making continual changes as required during the next five years. Changes are made based on teacher input.
			Use of Data:
			Scheduled data teams, monitored agendas and meetings, data walls, aggregation of adult action changes required. Attention to F/R, sped, Hispanic subgroups. Chart subgroup cohorts. Data Driven Decision Making is required within each building and at the district level. Data teams are both instructional/grade level data teams or school data teams. All are prescheduled and submitted to district office to dispatch coordinator support to the teams. Scheduled time for data team meetings are a minimum of once per 10 day cycle in elementary and intermediate schools and 2x per week in each secondary school. DDDM process used for instructional/grade level teams, school level teams and district level teams. District Coordinators (mathematics, reading, LA, social studies, science, special education and ELL) are scheduled into data teams to monitor progress and adult actions. Data walls maintained and monitored. Attention paid to steps 4 and 5 (translation of data into planned and measureable action statements). Data used to inform professional development and resource needs for the school, as well as changes in instructional design. The use of data is required in everything the district does, e.g. we require data to support requests for additional instructional support or resources.

			School Environment:
			School Climate Plan required. Monitored using survey data, collaboration data with area businesses, disciplinary data. School Climate Plan required which details interventions to be used this year. School Climate survey conducted and data used to modify plan. District reviews the plans and makes recommendations. The schools are required to address time on task that is relevant, meaningful and purposeful knowing that Tier 1 instruction will only benefit, thus school climate will benefit. Some schools utilize the 5 Pillars Program of Respect; others have created their own objectives with the help of training from JoAnne Freiberg.
			Family and Community:
			School Governance Council; School Compact requirement; collaboration with Community House wrap around services. School Compact/School Governance Council required across the school district even though only state mandated in high need schools. Maintain support to school through district professional development which will be onsite. Elaine Zimmerman is involved in three of our schools through the MCAS Project and she continues to support us in the literacy section of this grant. All activities monitored through minutes and attendance to both Governance Council meetings, as well as attendance by the Early Childhood Coordinator, Assistant Superintendent and Superintendent. The Early Childhood Coordinator, as

			part of her responsibility on the district level, is to plan Literacy trainings for parents and community, as well as literacy activities at schools during the school year. Community agencies and child care providers are also included in all parent/family activities through the Early Childhood Committee, chaired by the Assistant Superintendent and the Mayor's office.
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).	***Tier III*** Savin Rock – Review school **(only school identified by state in a category for improvement)** Washington Forest WHHS	• CMT SPI ≤ 70 • CMT SPI Hisp ≤62 • CMT F/R SPI≤62 • Bl. SPI ≤62 • Reading DRA/DRP scores (growth model) • Mathematics and reading benchmark assessments • High school graduation rate ≥ 90%	Leadership: Principal, assistant superintendent, appointed leadership team meets bi-weekly to discuss goal progress within school wide data teams. Teacher leaders in the Tier III schools receive concentrated support in the understanding of curriculum, the enactment of curriculum, content knowledge, and instructional strategies. Teacher leaders are more heavily scheduled into these schools to support classroom instruction. Changes in school leadership, both administratively and instructionally, will occur as necessary and has already been done in two of these schools. Each school currently has a school improvement plan which aligns with the district plan and specific interventions. Schools required using the school data team to examine the data and identify specific areas they will focus on and define the interventions they will be responsible for implementing with consistency and fidelity. Schools are assigned a district coordinator to support them as they work through establishing priorities and interventions. In these schools, the district

<table>
<tr><td></td><td></td><td></td><td>coordinators are highly visible. The school principals will be held accountable for monitoring the development of the intervention plan which will t hen be explained and supported by the school governance council in each building. Each school will be requested to partner with a minimum of two community businesses for support in the changes. Extensive parent involvement will be expected from these schools.</td></tr>
</table>

Instruction/Teaching:

Introduction of new software to support Tier III instruction under SRBI. After school programming through Community House using our software and curricula to support student learning. Title I support in these schools with the exception of WHHS. All instruction/teaching backs into regularly scheduled DDDM teams by grade level/content area. District coordinators monitor data teams, review agendas and participate in instructional and school based data teams. Instructional strategies are defined and addressed utilizing benchmark, universal and common assessment data on a prescheduled basis. Data walls are required to be displayed within buildings to demonstrate active use of information. This data is used to also provide needs assessment information as the district tailors professional development for the district, but more importantly to address the immediate needs of our Tier III schools. All strategies must be research based and implemented with consistency and fidelity. Classroom application of strategies is monitored through district

			coordinators within classrooms and within data team meetings. Coordinators are assigned to schools and review implementation of research based strategies. Review of data used to inform instruction and teaching. Support provided in classroom (embedded) through teacher curricula leaders, coaches and district coordinators.
			Effective Use of Time:
			Time on task monitored by coordinators and principals using walk through procedures. Time for reading and mathematics at elementary and secondary level recently changed to 90 minutes for English LA and 60 for mathematics. Additional non-fiction reading required through science and social studies content areas in order to maximize instructional time. . All instruction is monitored on a daily basis by the coordinator, the district literacy coach and mathematics coach and the assistant superintendent. The district has redesigned the delivery model for instruction by requiring better use of flexible grouping, block scheduling and the itinerant teaching schedule. Art and music instructors have a curriculum which complements the reading/LA and math instructional pacing guide, thus maximizing our instructional opportunities.
			Curriculum:
			District curricula required and are adhered to via the CFA assessment schedule. District curricula monitored by

| | | | Coordinators to ensure fidelity of implementation through collection of district common assessment data. Teacher curriculum leaders receive training from district on CCSS and content to better able them to support classroom teacher in real time. All PD is embedded in the classroom to bring the curricula to life in a realistic setting. The curriculum is consistent in all schools; however, the resources to support the curriculum varies based on our district data, e.g., Lexia reading software is used regularly in our Title I schools, and Read 180 is used in our High School. The curriculum is aligned to the CCSS and as we have done with all new curriculums, we will be monitoring our roadmap and making continual changes as required during the next five years. Changes are made based on teacher input. |

Use of Data:

| Data Driven Decision Making is required within each building and at the district level. Data teams are both instructional/grade level data teams or school data teams. All are prescheduled and submitted to district office to dispatch coordinator support to the teams. Scheduled time for data team meetings are a minimum of once per 10 day cycle in elementary and intermediate schools and 2x per week in each secondary school. DDDM process used for instructional/grade level teams, school level teams and district level teams. District Coordinators (mathematics, reading, LA, social studies, science, special education and ELL) are scheduled into data teams to monitor progress and |

			adult actions. Data walls maintained and monitored. Attention paid to steps 4 and 5 (translation of data into planned and measureable action statements). Data used to inform professional development and resource needs for the school, as well as changes in instructional design. The use of data is required in everything the district does, e.g. we require data to support requests for additional instructional support or resources.
			School Environment:
			School Climate Plan in place and monitored monthly. Agendas gathered and data supports change in disciplinary actions/community perception. Priority given to needs in the facilities. School Climate Plan required which details interventions to be used this year. School Climate survey conducted and data used to modify plan. District reviews the plans and makes recommendations. The schools are required to address time on task that is relevant, meaningful and purposeful knowing that Tier I instruction will only benefit, thus school climate will benefit. Some schools utilize the 5 Pillars Program of Respect; others have created their own objectives with the help of training from JoAnne Freiberg. The district has 10 certified CALI trainers in school climate (administrators).
			Family and Community:
			Access to Family Resource Center Services. Program to work with ELL families as they

			and their youngsters together, learn English and better understand what is occurring in school environment. Both Yale and University of New Haven actively involved with our youngsters as they provide Mentors or a variety of donations of technology. Additionally, both facilities are supporting us through science programming and math programming (STEM). School Compact/School Governance Council required across the school district even though only state mandated in high need schools. Maintain support to school through district professional development which will be onsite. Elaine Zimmerman is involved in three of our schools through the MCAS Project and she continues to support us in the literacy section of this grant. All activities monitored through minutes and attendance to both Governance Council meetings, as well as attendance by the Early Childhood Coordinator, Assistant Superintendent and Superintendent. The Early Childhood Coordinator, as part of her responsibility on the district level, is to plan Literacy trainings for parents and community, as well as literacy activities at schools during the school year. Community agencies and child care providers are also included in all parent/family activities through the Early Childhood Committee, chaired by the Assistant Superintendent and the Mayor's office.

A. Interventions in Low Performing Schools   Not applicable.

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

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

Performance Targets

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

b. How will the district monitor school progress?

Areas of School Redesign

What actions will the district and school take to ensure:

a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

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

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?

d. That a strong instructional program is in place, one which is based on student needs and

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[1] Note 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?

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

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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?

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

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Funding

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

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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)?

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

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

Selection of Schools

- Please list the subset of low performing schools that will be part of the Phase II cohort.

  Savin Rock Elementary School (State identified)

Data Examination

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

  Savin Rock is a Title I school. Savin Rock Elementary School has a school improvement plan which aligns with the district improvement plan and corresponding district interventions that are grounded in the CALI framework. Savin Rock is required to use their school data team and the data driven decision making process (DDDM) to examine their new data and using the district framework (CALI) create a plan for improvement. In advance of the team decisions, the district has already examined the data and has made several changes: (1) change in leadership (principal); (2) change in reading consultant and literacy teachers; and (3) addition of mathematics coaches and corresponding support time, coupled with additional literacy coach time. Savin Rock will continue to identify the specific areas they will focus on and define the interventions they will be responsible for implementing with the support from three district coordinators (unlike other schools which have only one or two coordinators). In addition to the coordinators, they have the support of the literacy and mathematics coach double the amount of time (8X in a ten day cycle) to support teachers. The teacher curriculum leaders and the writing lab teachers will get much support from the outside consultant (K-3). The assistant superintendent, to support them as they work through establishing their priorities and interventions. The school principal, who is an outstanding reading consultant as well, will be held accountable for monitoring the development of the intervention plan which will then be explained and supported by the school governance council in each building. Each school will be requested to partner with a minimum of two community/business partners for the implementation of the changes. Our Early Childhood Coordinator has been directed to be at that building a minimum of 3 times per week and is on call as needed. Extensive parent involvement will be expected and the Early Childhood Coordinator will support these efforts at Savin Rock.

Diagnosis

- What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

  Clearly, our school wide data teams provide us with much information to direct our next steps. The district data team also provides us with specific information with which to guide our decisions and assess progress. We have district benchmark assessments, common assessments and universal screens which provide ongoing monitoring of instruction and implementation of the school wide goals. The 'tool' is the DDDM process which guides all we do in the district; using data to inform instruction. We will be examining multiple tools to assess the quality of leadership and instruction. We will adapt/develop curriculum assessments used for district feedback to use in each of these schools. Data assessment is provided on a regular basis to district office and to their school and content/grade level data teams. That information is continual and will be facilitated with the introduction of a data management system (Inform) currently being implemented for next year. School Climate data information will be gathered using the state assessment just recently approved. The new teacher/leader evaluation system will provide us information to bring to district data teams. We will be establishing those evaluations this year and hope to utilize the state system (SEED).

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

As has been stated, the Data Team at the school level is supported by the District Coordinators who are assigned to the school. Savin Rock has three coordinators from the district to support them as they aggregate their data. School Climate data will be aggregated at the district level. The district personnel will be responsible for ensuring all assessments are in place and we will disseminate them electronically to both parents/community, as well as to instructional staff within each building. The district will provide data to the schools to assist them in determining their next steps.

Goal Setting

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

We have district coordinators assigned to these school wide data teams. The goals will interface with the School Improvement Plans. They will continue in that role which was established last year. We found this arrangement to be an outstanding way to monitor and enforce district practice, as well as move the schools to change.

Intervention Selection

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

The CALI framework and corresponding district interventions that are in place are able to support most of the goals; the criteria to select the appropriate interventions will be done with the school data teams and the assistant superintendent, along with the district coordinators. The superintendent will be intervening as necessary. Most of the issues are not with the interventions, but rather with the fidelity with which interventions are implemented, including the delivery of curriculum. These schools will have the benefits of the most time of all math and reading/language arts coaches, as well as embedded professional development (new). Leadership and staffing changes have occurred already in this school beginning this Fall 2012. We made changes for our 'REVIEW' school – Savin Rock in both leadership and in staffing. Other schools will follow.

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

Only research based interventions will be allowed. The assistant superintendent and superintendent's cabinet will approve any and all interventions in these buildings. As was indicated earlier, this school will be meeting weekly with the assistant superintendent and leadership team to provide documentation of increased performance (assessments). It is anticipated that the State Department of Education will support our school and district through recommendations for redesign plans beyond what we have already done.

Planning for Implementation

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

We will support them in rewriting the plans if they do not interface with the district improvement plan; this is non-negotiable and will initially be closely monitored and micromanaged through district coordinators. Changes will be made as necessary to ensure that we are focus on our district initiatives and CALI module.

Monitoring

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

The Data Teams at the school and district level, as well as at the instructional/grade level, will provide us regular data (every 10 days or more) as to the progress made thus far relative to adult behavior change and student performance. Adult behavior data will be collected at the school level and reported to the district. This year adult behavior changes will focus on ensuring reading, writing, thinking, listening, speaking are integrated in virtually every lesson. As we have done this year, assignment of a district coordinator who will be responsible for sitting in on school data teams, reading lessons, mathematics data, etc. Additionally, the reading/language arts and mathematics coordinators will be responsible for

analyzing all bench mark data from that school, observe classroom teachers and model lessons in those buildings. Coaches and teacher mentors will provide much feedback and information through regular meeting with district staff. There is a very organized and purposeful process for gathering information, analyzing the data and determining intervention steps to correct areas of concern/non-progress. We will be monitoring progress weekly.

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

We have already stated that reliance on our data collection system and data driven decision making process guides us as we analyze data and create interventions. We also monitor progress in all areas using this same format. While the district monitors progress from a variety of venues, it is most important that the school monitors their own progress toward changing the odds for our youngsters. Implementation must be done with consistency and fidelity. Savin Rock heard this loud and clear last year. The increase in achievement will come over time as long as we maintain the course and improve our level of teaching and learning. Adult behaviors must be closely monitored and baseline data will be collected this fall to ensure that we are changing how we enact the curricula.

Timeline

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

September 2012	School plans completed, presented to School Governance Council and school staff
October 2012	Plans will be reviewed, modified and resources allocated by the District Improvement Team after a presentation by the School Improvement Team.
November 2012	Survey will be conducted by central office to parents upon District Improvement Team review and revisions.
December 2012 May 2013	School Improvement Planning team reviews plan; attaches data and presents progress to District Improvement Team May 2013.
June 2013	School Improvement Plan defines needs for coming school year; resource and support. Requests supported with data.

ALLIANCE GRANT

BUDGETS

D. Budgets

1. **Key Initiative Budget Summary:**

   Please use the table attached to provide a high-level budget that summarizes the funding the 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 each new key initiative and the expansion of existing key initiatives):**

   For each key initiative that is new or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-13. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years 2 through 5. 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 (see Appendix A for this amount).

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 your entire operating budget for 2012-13. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditures of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary.

   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 (ED114):**

   Provide an ED114 budget that includes all Alliance District funding expenditures. The total of the 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).

   Note: When completing the ED114, please note that the Purchased Professional Services, Purchased Property, and Other Purchased Professional Services line items have been combined into line item 400 (Purchased Property Services).

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		
	Program Elements to be Funded with Alliance District Resources	District Funding Commitment (A)	Program Elements to be Funding Funded with Existing Resources	Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1. Talent Development Strategy	Teaching leaders/mentors in math and reading/language arts PK-12. Math Coaches Literacy Teachers K-12	$790,403	Reading Consultants and literacy teachers K-12 Science Facilitators	$850,000	$1,640,403
2. K - 3 Literacy Interventions	Curricula Review and Changes Embedded Professional Development Writing lab classrooms and external professional developer Materials to support reading/language arts Elementary, K-3, Reading Facilitator Technology	$336,757	Subgroup Support	$340,000	$676,757
3. Early Childhood Services	Family Involvement Resources for activites Early Childhood Coordinator	$214,688	Alignment of educational standards, curricula, assessment Professional Development Emphasis on listening, speaking, reading, writing Early childhood screening	$260,500	$475,188
4. Teacher and Administrator Evaluation	Complete overhaul of the teacher and administrator evaluation model Training of Staff Stipends for additional program development time	$20,000		$0	$20,000
5. Community/Parent Coordination (school climate)	School Governance Councils Coordination and collaboration with community agencies Create school climate plans Establish School Compacts	$20,000	School Governance Councils Coordination and collaboration with community agencies Create school climate plans Establish School Compacts	$50,000	$70,000
6.		$0		$0	$0
7.		$0		$0	$0
8.		$0		$0	$0
Total		$1,381,848		$1,500,500	$2,882,348

Note: Please copy this template for each key initiative that will be using Alliance Funds.

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative:	Talent Development Strategy	
Element	**Positions**	**Amount**
Personal Services-Salaries	16.00	$569,541
Personal Services-Benefits	0.00	$170,862
Purchased Professional Services	0.00	$50,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$0
Property	0.00	$0
Other Objects	0.00	$0
Total	16.00	790,403.00

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	$586,627	$604,226	$622,353	$641,023
Personal Services-Benefits	$175,988	$181,268	$186,706	$192,307
Purchased Professional Services	$50,000	$50,000	$50,000	$50,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$812,615	$835,494	$859,059	$883,330

Reform Initiative:	K – 3 Literacy Interventions

Element	Positions	Amount
Personal Services-Salaries	1.00	$86,459
Personal Services-Benefits	0.00	$25,938
Purchased Professional Services	0.00	$100,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$124,360
Property	0.00	$0
Other Objects	0.00	$0
Total	1.00	$ 336,757

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	$89,053	$91,724	$94,476	$97,310
Personal Services-Benefits	$26,716	$27,517	$28,343	$29,193
Purchased Professional Services	$100,000	$100,000	$100,000	$100,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$104,360	$104,360	$104,360	$104,360
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$320,129	$323,602	$327,179	$330,863

Reform Initiative:	Early Childhood Services

Element	Positions	Amount
Personal Services-Salaries	1.00	$70,778
Personal Services-Benefits	0.00	$21,233
Purchased Professional Services	0.00	$50,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$72,677
Property	0.00	$0
Other Objects	0.00	$0
Total	1.00	214,688.40

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	$72,901	$75,088	$77,341	$79,661
Personal Services-Benefits	$21,870	$22,527	$23,202	$23,898
Purchased Professional Services	$50,000	$50,000	$50,000	$50,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$52,677	$52,677	$52,677	$52,677
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$197,449	$200,292	$203,220	$206,237

Reform Initiative:	Teacher and Administrator Evaluation

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
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	$20,000
Total	0.00	$ 20,000

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	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$0	$0	$0	$0
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$0	$0	$0	$0
Property	$0	$0	$0	$0
Other Objects	$40,000	$40,000	$40,000	$40,000
Total	$40,000	$40,000	$40,000	$40,000

Reform Initiative:	Community/Parent Coordination (school climate)

Element	Positions	Amount
Personal Services-Salaries	0.00	$0
Personal Services-Benefits	0.00	$0
Purchased Professional Services	0.00	$10,000
Purchased Property	0.00	$0
Other Purchased Professional Services	0.00	$0
Supplies	0.00	$10,000
Property	0.00	$0
Other Objects	0.00	$0
Total	0.00	20,000.00

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	$0	$0	$0	$0
Personal Services-Benefits	$0	$0	$0	$0
Purchased Professional Services	$10,000	$10,000	$10,000	$10,000
Purchased Property	$0	$0	$0	$0
Other Purchased Professional Services	$0	$0	$0	$0
Supplies	$10,000	$10,000	$10,000	$10,000
Property	$0	$0	$0	$0
Other Objects	$0	$0	$0	$0
Total	$20,000	$20,000	$20,000	$20,000

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	$0	N/A
Personal Services-Benefits	0.00	$0	
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	0.00	$0	

4. Budget for Total Alliance District Funding

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	$726,778
200	Personal Services/Employee Benefits	$218,033
400	Purchased Property Services	$210,000
600	Supplies	$207,027
700	Property	$0
890	Other Objects	$20,000
	TOTALS	$1,381,838

List of Appendices:

Appendix A – Statement of Assurances

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: ___Alliance District Application 2012-13___

THE APPLICANT: __Neil C. Cavallaro___ HEREBY ASSURES THAT:

West Haven School District_____

(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.

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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.

uperintendent Signature: _____

lame: *(typed)* Neil C. Cavallaro

'itle: *(typed)* Superintendent of Schools

)ate: July 12, 2012

Addendum to West Haven 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