

FINAL APPLICATION

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

<u>Name of District:</u> Bristol Public Schools		
<u>Name of Grant Contact:</u> Susan Kalt Moreau, Ph.D.		
Phone: 860.584.7006	Fax: 860.584.7611	Email: suemoreau@ci.bristol.ct.us
<u>Address of Grant Contact:</u> PO Box 450/129 Church Street Bristol, CT 06011		
<u>Name of Superintendent:</u> Ellen Solek, Ed.D.		
Signature of Superintendent:		
<u>Name of Board Chair:</u> Christopher Wilson		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: <u>No</u> Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <u>August 15th, 2012</u>		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

Bristol's overall approach to improving student achievement while closing the preparation and achievement gaps is to continue, refine, and expand programs that have demonstrated improved student achievement. All efforts align with the Board of Education mission statement: *The Bristol Board of Education strives to maintain a safe and secure learning environment that provides all students with the necessary knowledge and skills to successfully complete college or other post high school education or training.* Using this mission statement as the guiding principle, the District Data Team set two overarching goals for the district. These are (1) every student will be academically prepared to successfully participate in post-secondary education and (2) all students will learn in a safe, caring and understanding climate considerate of each learner's unique needs.

From those overarching goals, the specific reform initiatives were developed. The key reform initiatives to accomplish these overarching district goals are (1) closing the preparation gap through the provision of high-quality preschool programs for three and four year old children, (2) improving instructional practice in literacy instruction, grades preschool through twelve, in order to increase student achievement in all content areas, (3) improving professional practice by using a professional development approach focused on teacher collaborative inquiry about a student learning issue within the instruction data teams, (4) supporting and increasing a positive school climate and culture including improving family-school partnerships, and (5) developing and enhancing programs to promote college and career readiness for all students.

The Bristol Schools, the birthplace of the CALI model, developed and refined the use of *Holistic Accountability* (Reeves, 2000-2004) as the structure and process to improve student performance and close the preparation and achievement gap. The Bristol District Data Team establishes district goals and the means for achieving those goals in specific and measurable ways. The yearly District Accountability Report describes the over-arching set of achievement targets for students. (See Appendix A for the 2011-2012 report.) From this, schools, with the leadership of the School Data Team, create School Success Plans based upon the specific, data-based needs of their students. School plans contain specific, measurable goals. These plans are monitored throughout the year and are expected to be dynamic; that is, adult action strategies and/or student goals are modified based upon student work. The District and School Data Teams focus on the

adult actions, that is, the use of instructional routines and planning for instruction, that are needed to improve student achievement. Student and teacher data are used to identify areas of needed improvement in a continuous feedback loop model during Data/Inquiry time provided to teachers during and at the end of the school day in School Data Teams and Instructional Data Teams. The resultant student work is evaluated by the Instructional Data Teams to assess both the efficacy of the adult actions and students' mastery of content. At the district and school level, cohort group data is monitored to assess student progress, the closing of the preparation and achievement gap, and the impact of instructional change and curricular revision. Cohort data for students from grades 3 to 7, from 2008-2012, demonstrates that students who remain in our school district achieve at high levels. However, with a district migration rate of nearly 30% and exceeding 60% in one school, learners new to our district often require significant remediation in literacy and numeracy (See Appendix B).

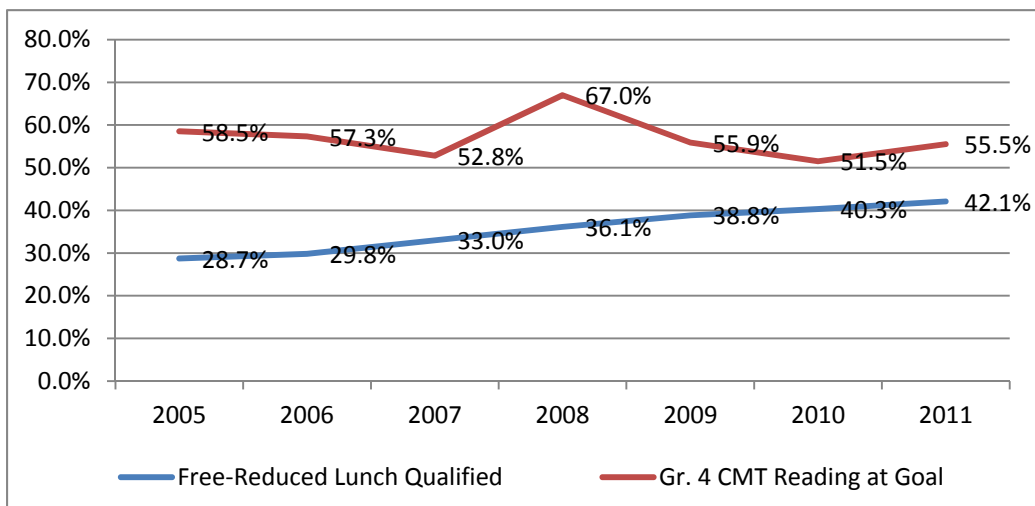
Beginning in 2007, we sought to enhance the work of Instructional Data Teams through improvement of teachers' professional practice. Using the concept of the *Instructional Core* (City, Elmore, Fiarman and Teitel, 2009), we enhanced our reform model by increasing our focus on the relationship between the teacher, the student, and the content within the instructional core. The work has been about improving instructional practice through a professional development model of small, collaborative teams of teachers using an inquiry-based approach. This professional development model is called *Professional Learning As Inquiry (PLAI)*. The work of Hattie (2009, 2012) has been the source of research based instructional practices used by teachers. Most recently, the work has focused on "building students' agency" for learning through the use of co-regulation, in which teachers assist students in setting goals, developing strategies to achieve those goals, and monitoring student performance data to measure student achievement of those goals. The changing actions of the adults, the teachers and support staff, are key to the use of co-regulation and goal setting to improve students' agency for learning. This is a broad adult strategy which can be used in any instructional situation with any content. This professional learning occurs within the school day and during afterschool meetings.

We believe that improving student achievement is the responsibility of every teacher and support staff member in the district. We also believe that it is the professional responsibility of every teacher and administrator to improve their professional practice. We provide job-embedded and collaborative learning opportunities for teachers on designated professional development days, during the school day, and during thirty-two -100 minute, after school 'Staff Day' meetings. As part of our ongoing reform model, teachers engage in ongoing curriculum development and revision work using Ainsworth's (2010) *Rigorous Curriculum Design* model.

To support a positive school climate and culture, our schools have engaged in the *Positive Behavior Interventions and Supports* program. We began this work in 2009-2010, training three to four schools per year. Each school is involved in formal training for three years. The first cohort of four schools finished their training at the end of the 2011-2012 school year. Currently, nine schools are engaged in this training with the final school scheduled to begin their work in 2013-2014. Additionally, the results of the DSAC evaluation conducted in the winter of 2009 indicated that the district and school area of needed improvement was family engagement. As part of the reform efforts on school climate, we are focusing on strategies for family engagement and family-school partnerships.

The preparation of students for college and career has been the stated mission of the Bristol Board of Education for over ten years. District and school goals, strategies and results indicators have been developed to work towards this objective. Current work on the *Common Core State Standards* is expanding our district and school focus on this reform effort.

The Bristol Schools are experiencing significant demographic changes which lead us to the next level of our reform efforts as described in this document. Our school population is 31% minority (PSIS) with a steadily increasing poverty rate; the poverty rate has risen from 28.7% in 2005 to 42.1% in 2011 (Bristol Schools free/reduced lunch count). Local school funding has remained flat for the past three years and will remain flat for the 2012-2013. At the same time, *Bristol lost Priority School District status resulting in a reduction of \$1.7 million in State funding*. Level local funding and combined with the loss of the Priority School District grants resulted in the elimination of many student support programs with a reduction in staff that included 52 teaching and 6.5 administrative positions.



Given the increase in economically disadvantaged students, who research identifies as performing academically behind their advantaged peers, Bristol has demonstrated that our literacy model is effective in assisting all learners to read. However, with declining resources that previously funded intervention services and job-embedded coaching and modeling, Alliance District funding provides the opportunity to sustain and expand a model that has been effective for Bristol learners.

The focus of our current reform efforts to (1) reduce the preparation gap by providing high-quality preschool programs, (2) improve literacy instruction and learning grades K-12 in order to reduce the achievement gap, (3) improve instructional practice through the use of an inquiry-based approach to professional development, (4) foster a safe and secure learning environment through a positive school climate and culture, and (5) ensure that all students are college and career ready upon graduation from high school will move the Bristol School forward as our reform efforts to reduce the preparation and achievement gap continue and expand.

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.

We have identified specific aspects of our reform work that will be sustained and enhanced with Alliance District funding. Funding will be used to support two of our key reform initiatives. These are (1) closing the preparation gap through the provision of high-quality preschool programs for three and four year old children and (2) improving instructional practice in literacy instruction, grades preschool through twelve, in order to increase student achievement in all content areas. The remaining district reform initiatives are funded through local funds and federal grants.

Closing the preparation gap through the provision of high quality preschool programs:

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

Closing the preparation gap for students is an essential focus of our work. A district goal, since 2004, has been to increase the number of slots available for three and four year old children to participate in high-quality NAEYC accredited preschool programs prior to entry to kindergarten. Data collected in the 2003-2004 school year showed that when Bristol kindergarteners were asked to identify letters of the alphabet 45% of those with preschool experience performed well compared to about 37% of those without preschool experience. When kindergarten students tried to point out a sentence or a word in a book, about 63% of those with preschool experience did this successfully, compared to about 53% of those without preschool experience. As a result of this data, the addition of high quality preschool classes has been an on-going district goal. Our data collection has been refined over time to identify specific strengths and weaknesses as noted in the chart below. Alliance funding will allow us to continue to provide preschool education to young children as a way to prepare them for kindergarten and reduce the preparation gap at the start of these learners’ educational careers. Specific data for students with and without a high quality preschool experience are illustrated below. These kindergarten entry data illustrate the benefit of high quality preschool on reading readiness.

Preschool Data

Entering Fall 2008 kindergarten class

	N	Letter ID	Sounds	Words	Concepts About Print	Word Vocabulary	Dictation
No PreK 2008*	187	23.58	4.30	2.28	6.63	2.19	3.69
PK 2008	439	36.09	8.70	3.53	8.18	3.36	5.31
Difference		12.51	4.40	1.25	1.55	1.18	1.61

One means for increasing the number of children who attend high quality, NAEYC accredited preschool was the addition of School Readiness Grant programs in the public schools. Prior to 2008, most public school preschool slots were for special education students. Annual survey data gathered for the School Readiness Grant demonstrated that many parents were looking for part day/part year slots at no cost in contrast to the community programs offering full day/full year programs.

Bristol's prioritized reform initiatives focus on preparing all students to successfully complete post-secondary education in a safe, caring and understanding learning environment considerate of each learner's unique needs. Using the structures and processes described in our question 1 response, district priority reform initiatives are developed by the district data team in concert with school data teams. A variety of data are used to determine these overarching reform initiatives. It is the responsibility of the District Data Team to review all district level data and to set new or reset existing performance targets for each reform initiative. Mapping backward from grade 12 to PK, we identify learning needs of our students, teachers, administrators and support staff. The following data are reviewed by the District Data Team to set performance targets for the district each year:

- Percentage of students who attend high quality [NAEYC accredited] preschool
- Kindergarten literacy assessment data including letter identification, sounds, word recognition, concepts about print and phonemic awareness
- CMT-CAPT static data – now focused on at or above “goal” for student performance indicators
- CMT-CAPT and NWEA Measures of Academic Progress cohort growth data
- The performance gap between students qualifying for free/reduced lunch and non-qualifying students
- DRA2 data on the percentage of students reading at or above grade level
- Student performance on the CT Physical Fitness assessment, grades 4,6,8,10
- Student technology skills as measured in grade 8 by the 21st Century Skills Assessment
- High school graduation and drop-out rates
- SAT and AP assessment data
- % of students earning college credit in high school
- % of students accepted into post-secondary education

Several changes to data analyzed will occur this year. These include:

- Change the analysis of the performance gap data from free/reduced data to the data on the “high needs” aggregate group versus the non-high needs students
- Add data on the district and school performance indexes and reset our targets using this information

PRIORITY GOAL: to prepare all students to successfully complete post secondary education upon high school graduation. Through the District Data Team and School Data Teams, we have identified the areas of focus to be literacy acceleration in preschool through grade 12, in order to achieve this goal. Our high school data from our District Accountability Report highlights the need for our reform initiatives.

<i>High School Level Indicator</i>	District Targets	2009-10	2010-11	2011-12
Percentage of students achieving at goal or above	% At or Above Goal	% At or Above Goal	% At or Above Goal	% At or Above Goal
<u>Grade 10 CAPT</u>				
Mathematics	85	56.1	49.7	55.5
Science	85	49.5	43.7	47.3
Reading	85	48.1	35.7	43.8
Writing	85	57.7	53.9	59.1
All Four	85	29.2	23.0	Not yet available

Commentary: Aggregate data for our grade ten students does not tell a complete picture. For the past 10 years, we have used proficiency as the benchmark for our students' performance. That myopic view depicted significantly smaller achievement gaps for subgroups. Those data are included below. The District Data Team has changed the benchmark to the percentage of students scoring at or above goal.

Percentage of students scoring at PROFICIENT or above by subgroup

Group/Subtest	Math	Science	Reading	Writing
Bristol	87.5	85	82.7	88.6
Black or African Am	61	68.9	70.5	75.6
Hisp/Lat or any race	76.5	68.2	70.6	78.4
White	91.1	89.2	85.8	91.6
Asian	100	94.4	88.9	100
Two or more races	94.1	88.2	82.4	82.4
F/R Meals	79.4	74.4	69.6	79.2
Full Price	90.9	89.7	88.4	92.7
Special Ed.	50.7	46.2	41.8	54
Not Special Ed.	92.6	91.6	88.6	94.1
ELL	41.2	41.2	50	56.3

Percentage of students scoring AT OR ABOVE GOAL by subgroup

Subgroup/Subtest	Math	Science	Reading	Writing
Bristol	55.5	47.3	43.8	59.1
Black or African Am	26.8	20.4	25.4	31.1
Hispan/Lat or any race	30.9	18.2	22.4	40.9
White	62.0	54.2	49.2	64.2
Asian	72.2	77.8	61.1	88.9
Two or more races	47.1	41.2	29.4	52.9
F/R Meals	35.0	26.2	23.4	43.8
Full Price	63.9	56.5	52.8	65.8
Special Ed.	16.0	17.2	12.7	11.5
Not Special Ed.	61.0	52.4	48.3	66.7

Commentary: Bristol’s subgroup achievement gap is alarming. It is likely that a variety of intervening variables including disengagement, attendance, and literacy and numeracy skills are factors in these students’ achievement. Interventions for students performing below the goal standard will include one or more of the following interventions: additional instructional time in English/language arts, and/or mathematics, participation in the AVID program and/or English language learner classes. Middle school students will also receive intervention in social studies and science through reading in the content area activities. Elementary students receive intervention and/or additional instruction in literacy.

Theory of Action: *If we provide intervention services to students in preschool through grade three, fewer students will require intervention in subsequent years.*

High School Goal – Increase the 4-year graduation rate:

Bristol’s 4-year cohort graduation rate is 76.7% with an additional 9.6% still enrolled in high school. Most concerning is the disaggregated data for subgroups:

Category	2011 Cohort #	4-Year Grad Rate	Still Enrolled	Certificate of Attendance	Other
All students	709	76.7	9.6	0	13.7
Hispanic	79	69.6	15.2	0	15.2
Black	51	60.8	19.6	0	19.6
Eligible for Lunch	189	58.7	14.8	0	26.5
Special Education	78	60.3	25.6	0	14.1

Growth targets

Category	2011 4-Year Grad Rate	2012 4-year Grad Rate	2013 4-year Grad Rate	2014 4-year Grad Rate	2015 4-year Grad Rate
All students	76.7	77.7	78.7	79.7	80.7
Hispanic	71.6	72.6	73.6	74.6	75.6
Black	63.0	65.0	67.0	69.0	70.0
Eligible for Lunch	61.0	63.0	65.0	67.0	69.0
Special Education	61.0	63.0	65.0	67.0	69.0

Commentary: The district cannot meet our priority goal unless we significantly increase the rate at which all students complete high school in 4 years, reduce the number of students who stop attending and better engage subgroup members by closing the graduation gap.

High School Level Indicator:

Percentage of students with attendance rate of 95% or better	District Target	District Performance			
		08-09	09-10	10-11	11-12
	90%	75.3%	73.5%	74.6%	71.15%

Commentary: Attendance patterns are significantly correlated with school success. Our district goal is to have students absent fewer than 11 days each year. With a block schedule at the high school. Missing a single day of classes is equivalent to missing 2 days.

Focus on Literacy:

Data regarding reading achievement for students in Kindergarten through grade twelve illustrates the need to enhance and expand strategic literacy instruction. Our initiative to improve instructional practice in literacy instruction and student achievement in literacy, grades kindergarten through twelve, is comprised of two key elements:

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

As we face an increasing number of economically disadvantaged and minority learners, and a 30% migration rate in and out of district, our challenge has been to continue increasing student literacy achievement. ***Our goal is to improve student literacy not just maintain performance.*** CMT/CAPT and DRA2 data regarding student mastery of reading in grades K-10 supports the need for a variety of interventions, each appropriate to the grade level of the learners.

At the high school level, a 15% failure rate of student in grade 9 English courses indicates a need to provide literacy support to our high school students to enable them to be more successful in high school. More importantly, to provide coaching and modeling of content based literacy instruction to all core teachers.

We need to vertically align our K-8 literacy instruction for consistency in instruction for students. In addition, we need to adjust literacy instruction at the middle school level, due to the reduction from two language arts periods per day to one longer period per day. This change in periods was due to a restructuring of our middle school education program. Middle school language arts teachers will need to change their instructional practice to be able to meet the needs of our middle school learners in one language arts period per day. Alliance funding will be used to develop, implement, and evaluate this model and train our teachers. Our focus of instructional reading intervention, job-embedded coaching and modeling, and the provision of additional instruction during and at the end of the school day are strategies intended to further close the achievement gap among subgroups and the majority population.

The tables below provide a historical summary of DRA2 data for reading mastery in the spring of for each grade level and aggregate and disaggregated data for student performance at goal or above on the CAPT/CMT in reading.

Percentage of students reading at or above grade level as measured by the DRA2 in the spring of the school year 2008-2012

Grade	DRA2 Benchmark	District Target	07-08	08-09	09-10	10-11	11-12
Kindergarten	Level 4	90%	69.7%	72.1%	71.5%	67.3%	64.0%
Grade 1	Level 20 F & NF	90%	53.8%	55.6%	49.8%	51.1%	52.0%
Grade 2	Level 34 F & NF	90%	47.1%	42.4%	50.7%	53.2%	54.7%
Grade 3	Level 40 F & NF	90%	37.9%	38.2%	38.0%	40.0%	40.2%
Grade 4	Level 50 F & NF	90%	45.0%	57.4%	56.5%	48.5%	51.7%
Grade 5	Level 60 F & NF	90%	47.8%	52.1%	59.2%	60.2%	54.7%

Commentary: Our DRA 2 data remains flat as annual data. There is a slump in scores in grade 3 that is evident in our CMT scores as well [although we have found limited correlation between CMT and DRA scores]. We continue to work to identify the reasons for underperformance at this grade level. Another concern with the DRA is the lack of inter-rater reliability. These concerns has prompted us to participate in the Literacy How pilot, assess students with the NWEA Measures of Academic Progress and ask third grade teachers to address this problem of practice in their instructional data teams. In the schools at which we have seen acceleration of student achievement, literacy coaches have remained true to the coaching and modeling format of job-embedded professional development. Given the reduction in small group instructional staff in reading over the past three years, it is understandable why principals asked literacy teachers to conduct small group instruction. However, improving the instructional repertoire of our teachers has greater long term impact for more students than the small group model. Literacy coaches in all schools will spend 100% of their time coaching and modeling beginning this fall.

CMT/CAPT total population & disaggregated data by subgroup percentage at goal or above in reading:

Grade/Performance*	2008	2009	2010	2011	2012
3					
All	52.4	55.3	45.5	51.4	50.2
Black	36	52.6	29.4	34.5	34.4
Hispanic	28.6	31.0	30.0	23.4	26.2
Lunch Qualified	36.6	34.8	27.2	32.5	37.1
Special Education	14.8	20.0	10.3	15.4	11.5
4					
All	52.8	67.0	55.9	51.5	55.5
Black	41.5	59.1	48.9	26.1	30.3
Hispanic	34.0	45.6	34.3	36.9	35.1
Lunch Qualified	36.0	51.6	40.2	35	38.8
Special Education	8.1	36.6	6.5	8	18.3
5					
All	60.9	65.6	59.2	55.3	55.2
Black	55.2	51.9	46.8	47.1	31.8

Hispanic	50.5	44.6	36.6	36.6	40
Lunch Qualified	47.9	53.0	43.1	37.4	42.9
Special Education	11.5	28.8	15.0	5.4	10.6
6	2008	2009	2010	2011	2012
All	65.2	67.2	67.5	73.4	71.1
Black	57.6	60.7	52.8	62.2	73.3
Hispanic	33.0	50.5	44.9	56.3	52.7
Lunch Qualified	47.7	50.6	52.7	59.2	56.2
Special Education	20.0	29.4	21.5	20.9	17.6
7					
All	71.1	80.4	76.7	76	80
Black	62.2	74.1	70.2	59.2	73.9
Hispanic	58.2	60.7	61.9	56.2	62.4
Lunch Qualified	58.9	67.3	64.2	63.8	69.3
Special Education	23.1	38.0	29.8	29.9	35.8
8					
All	67.7	75.0	77.3	73.4	78.9
Black	54.7	80.0	65.6	62.0	71.4
Hispanic	45.2	51.8	57.3	49.1	58.1
Lunch Qualified	47.3	60.9	64.1	56.7	70.1
Special Education			33.3	27.9	40
10					
All	50.2	52.9	48.1	35.7	43.8
Black	31.9	35.6	34.7	25.7	25
Hispanic	20.3	41.4	24.4	25.5	22.4
Lunch Qualified	32.6	37.2	30.9	19.4	23
Special Education	10.9	13.0	5.2	8.0	12.7

As we move forward with our reform initiatives, a key element is planning for the professional learning of our teachers and administrators. Beginning in 2007, we implemented a professional development model in which teachers engage in inquiry based learning in small, collaborative teams around an instructional learning issue. Our student data indicates a need for changing our instructional practices, specifically, the adult actions. The expansion of this successful professional development model to all school in the district will enable teachers to further their professional learning and growth.

Safe School Climate:

A positive school climate and culture is a key element for engaging students, keeping students in school, and fostering strong parent-school partnerships. This initiative is supported through our involvement in the Positive Behavior Intervention and Support training and implementation in our schools, along with establishment of Safe School Climate committees and Bully-Free zones

in all of our facilities and on the playing fields. Additionally, we strive to increase student engagement in classroom instruction and reduce office referrals and suspensions. The data listed below show that in the first two year of implementation, discipline incidents were reduced.

Discipline incidents reported in ED 166 – percentage of students who have 1 or more out-of-school suspensions:

2005-06	2007-08	2008-09	2009-10	2010-11
9.55	9.55	9.82	9.03	7.28

We plan to utilize the *Connecticut School Climate Surveys* beginning this fall. Upon analysis of these data, a baseline and growth targets will be established.

Family & Community Engagement:

The DSAC II evaluation, provided to Bristol as a district in need of improvement, conducted in the winter of 2009, revealed a relative weakness in the area of *Parent and Community Involvement*. These data led the District Data team to include a District Indicator regarding strengthening of family-school partnerships that is encompassed in our reform initiative for a safe and secure school climate and culture. DSAC data are listed below.

DSAC II Parent and Community Involvement Results:

<u>Process</u>	<u>Process Owner</u>	<u>Process Defined</u> Rubric of 1-4. 4= clearly defined; 1= not defined	<u>Uses Best Practice</u> Rubric of 1-4. 4= clearly defined; 1= not defined	<u>Evidence of Best Practice</u> Y=Yes; N= No
Establish communications	Unknown	2.6	2.7	No
Foster parent involvement	Unknown	2.1	2.3	No
Promote partnerships	Unknown	3.3	3.3	No

Finally, the district priority goal, to prepare all students to successfully complete post secondary education upon high school graduation, along with the high school data listed above are the foundation for our reform initiative of developing and enhancing programs to promote college and career readiness for all students. Our initial work has been to develop and expand the AVID [Advancement Via Individual Determination] program, increase AP offerings, continue articulation with Tunxis Community College for the *College & Career Pathways* options, develop and implement Student Success Plans in grades 6-12 [utilizing Naviance software], integrate student goal setting into the middle school wellness program, teach curricula aligned with the Common Core of State Standards, and increase the engagement of subgroup high school students who have historically not graduated from high school. Our data show only variability in the percentage of students earning college credit while in high school. Reasons for this variability include difficulty in our achieving articulation agreements with Tunxis Community College & Career Pathways options [since resolved], dissemination of these programs by guidance counselors and a program of studies that did not present the courses effectively to

inform students and parents of these options for all students. We have since revised our high school Program of Studies to identify college and career opportunities, have a plan to incorporate these course options in Student Success Plans and provide more information to parents in print, on our school websites and at open house nights.

District Level Indicator:

Percentage of students who will successfully complete at least one course that carries college credit before graduating	District Goal	District Performance			
		Class of 2009	Class of 2010	Class of 2011	Class of 2012
	90%	42.2%	28%	61.8%	45%

Commentary: This indicator is a district indicator intended to share the responsibility for high school graduation among all teachers PreK through grade twelve. Strong literacy skills provide students with leverage for success in college credit-bearing coursework. Gaining college credit prior to high school graduation provides students with the rigorous curriculum and structure of college courses, thus better preparing them for post-secondary learning. Through a longitudinal review of student performance, we have determined that students entering high school must be reading two years above grade level to successfully gain college credit for Advanced Placement courses taken in high school.

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?

Measurable performance targets are adjusted yearly based on student performance. Bristol will continue to monitor these targets and report this in the District Accountability Report as shown in Appendix A.

The District Performance Indices

Based upon the formula for the District Performance Index (DPI), we have changed all of our district achievement indicators, linked to student achievement on CMT and CAPT, to the percentage of students scoring at goal or above. This is in contrast to previously looking at student scoring at proficient and above. These metrics will be used to measure student achievement in all areas, but especially for the reform initiatives of improving instructional practice in literacy instruction in order to improve student achievement in literacy. (Additional Data is presented on pages 7-11, and 13)

Bristol’s DPI - CMT for 2011-12 is 77.3 and DPI – CAPT is 73.1. To meet the requirements established by the CSDE, that is improving our students’ achievement half way to 88 in five years, we are creating DPI targets for 2012-2013 through 2016-2017 as follows. These will be revised as necessary to reflect specific DPI metrics for the CMT and CAPT.

CMT

Target/Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
77.3	78.8	79.9	80.9	82	82.7
	+1.5	+1.1	+1.0	+1.1	+ .7

CAPT

Target/Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
73.1	74.7	76.3	77.3	78.9	80.6
	+1.6	+1.6	+1.0	+1.6	+1.7

Subject Performance Indices growth targets were developed at the district level as measured by the percentage of students scoring at or above goal on CMT and CAPT and Smarter Balanced

Assessment 2015 and beyond:

State Assessment: CMT- Grades 3-8/Smarter Balanced Assessment:

Subject Target/Year	2011-2012 Actual Highest	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	71.1%	73.5%	75%	76.5%	78%	79.5%
Mathematics	67.5%	71%	73%	75%	77%	79%
Writing	67.5%	69%	71%	73%	75%	77%
Science Grades 5 & 8	61.9%	64%	66%	68%	69%	71%

State Assessment: CAPT/Smarter Balanced Assessment:

Subject Target/Year	2011-2012 Actual	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Reading	43.8%	47%	49%	51%	53%	55%	57%
Mathematics	55.5%	57%	58%	59%	60%	61%	62%
Writing	59.1%	61%	62%	63%	64%	65%	66%
Science	47.3%	49%	50%	51%	52%	53%	54%

Additionally, below are projected targets for the Subgroup Performance Indexes at the district level, targets were created by calculating a reduction by half of the achievement gap between the subgroup and the aggregate from the baseline year

:

CMT Subgroup	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Aggregate	77.3	78.8	79.9	80.9	82	82.7
SWD	41.8	45.35	48.9	52.45	56.0	59.55
F/R	66.7	68.0	69.5	71.5	72.0	72.8
Black	69.6	71.6	73.6	74.6	76.0	77.3
Hispanic	61.8	63.4	64.9	66.5	68.0	69.6
ELL	45.7	48.9	50.0	55.2	58.3	61.5

CAPT Subgroup	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Aggregate	73.1	74.7	76.3	77.3	78.9	80.6
SWD	40.0	43.3	46.6	50.0	53.3	56.6
F/R	58.8	62.0	64.0	65.0	67.0	69.0
Black	55.4	58.0	60.5	62.5	64.0	66.0
Hispanic	56.9	58.0	60.5	62.5	64.0	66.0
ELL	36.3	40.0	43.8	47.4	51.4	55.0

District Wide Measures:

The following measures are used across the district to measure student progress in literacy achievement, closing the preparation gap for entering kindergartens students, improving professional practice as measured by improved student achievement, and improving students’ college and career readiness:

Literacy achievement:

- Beginning with the 2012-2013 school year, student achievement in mathematics and literacy using the NWEA, MAP assessment [Northwest Evaluation Association – Measures of Academic Progress, a computer based adaptive assessment] in the fall, winter and spring. This is an expansion from our initial use in kindergarten through grade five. NWEA has established benchmarks, but more importantly creates targets for student growth. We expect 90% of our students to meet their individual growth targets. The choice to exclude 10% of our students from this growth expectation comes from prior understanding of measuring growth among kindergarten students and some students receiving special services. Each school will establish a baseline score for individual students following the fall 2012 administration of the NWEA.
- The Developmental Reading Assessment [DRA] in grades K-5. The district target is that 90% of all students will be reading on grade level in the spring of each school year.
- At the secondary level, common assessments in English/language arts, mathematics, science, social studies and world languages at mid and end-of-year. These assessments are curriculum based. These data are analyzed by teachers in their Data/Inquiry Teams. Data from ELA assessments will be used as a benchmark measure of literacy skills.
- As part of the reform initiative in K-12 literacy, decisions will need to be made by the District Data team about additional reading measures to be used at the secondary level.

College and Career Readiness:

High school graduation rate: At the high school level, we will use the 4-year cohort graduation rate as one indicator of the success of our intervention strategies in literacy development, additional instruction in our English/language arts foundations courses, and participation in the AVID program against the following annual targets:

4-Year Cohort High School Graduation Rate

Year/Target	2011	2012	2013	2014	2015	2016
All Students	76.7%	78%	80%	82%	84%	86%
Hispanic	69.6%	71%	73%	75%	77%	79%
Black	60.8%	63%	65%	67%	69%	71%
Eligible for Lunch	58.7%	60%	62%	64%	66%	68%
Special Education	60.3%	61%	62%	63%	64%	65%

Additional measures of college and career readiness, using high school data, will include data on students’ successful completion of college-credit bearing course, acceptance into post-secondary educational programs, participation in AP assessments and scores on AP assessments, and students scoring 600 or higher on the three subtests of the SAT I Reasoning Test. Targets are set as follows, subject to review by the District Data Team.

Successful completion of college-credit bearing courses in:

2009	2010	2011	2012	2013	2014	2015	2016	2017
42.2%	28%	61.8%	45%	50%	55%	60%	65%	70%

Percentage of students accepted into post-secondary education including the military:

2009	2010	2011	2012	2013	2014	2015	2016	2017
87.0%	82.3%	84%	86%	87%	88%	89%	90%	91%

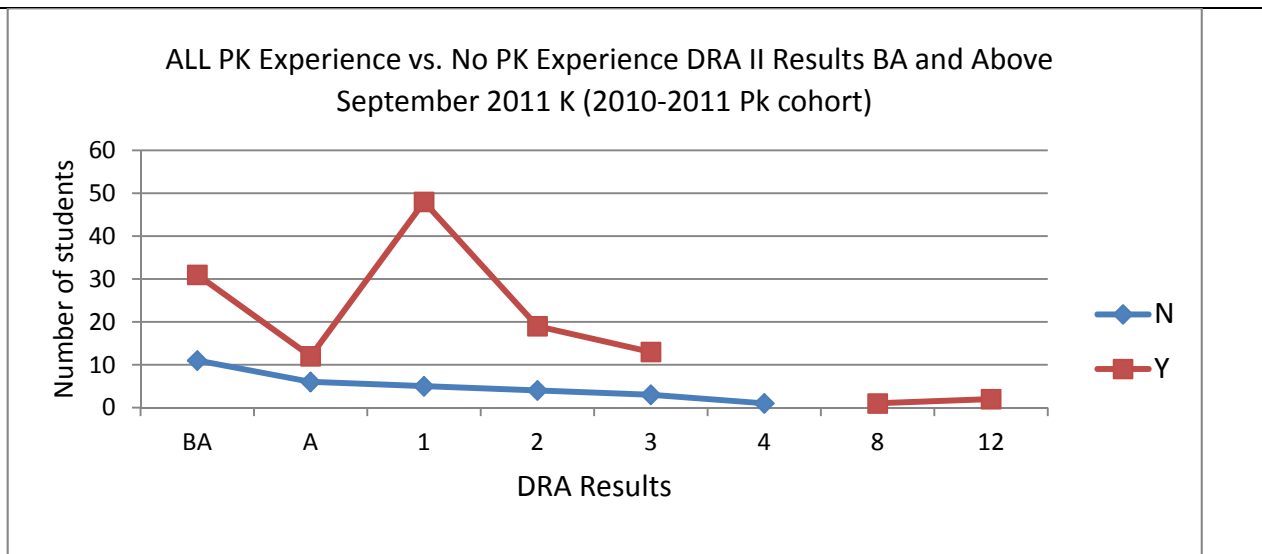
Participation in and scores on AP assessments: *Note: targets to be developed by the District Data Team*

	2011	2012	2013	2014	2015	2016	2017
Num of courses tested	17						
Total exams taken	918						
Total exams with a score of 3, 4, 5	547						
% of AP exams - scores of 3 or more	59.6%						

Performance on the SAT I: Reasoning Test: *Note: targets to be developed by the District Data Team*

	2011	2012	2013	2014	2015	2016	2017
Number of Test Takers	426						
Mathematics: Average Score	500						
Mathematics: % Scoring 600 or More	17.4%						
Critical Reading: Average Score	493						
Critical Reading: % Scoring 600 or More	13.1%						
Writing: Average Score	490						
Writing: % Scoring 600 or More	12.2%						

Closing the Preparation Gap



Children entering preschool without preschool experience score significantly below those with preschool experience as measured by the DRA II. [refer to additional data on page 5]

Growth Targets:

1. Increase the percentage of students attending high quality preschool from 84.6% in 2011 to 92% in 2013 [these data are collected when students enter kindergarten].
2. Increase the opportunities for home daycare providers to receive professional development through Bristol’s Family Resource Centers and through offerings of the School Readiness Council from 20 in 2011-12 to 22 in 2012-13.
3. Establish a 2012 baseline of the percentage of in-coming kindergarten students participating in NAEYC preschool as 3-year-olds and as 4-year-olds as separate data points. With this measurement, we may learn more about children’s learning gaps as impacted by attending ‘high quality’ preschool for one or more years.

Bristol will be opening another Family Resource Center at Greene-Hills School this year. We anticipate our target for professional development participation among home day care providers now that we will have a center on the southeastern side of the City.

Safe School Climate Indicators:

As explained under section A-1, positive school climate and culture is a key element for engaging students, keeping students in school, and fostering strong parent-school partnerships. Additionally, we strive to increase student engagement in classroom instruction and reduce office referrals and suspensions. The data listed below show that in the first two year of implementation, discipline incidents were reduced. These data will be collected in out-going years as well.

***Discipline incidents reported in ED 166 –
percentage of students who have 1 or more out-of-school suspensions:***

2005-06	2007-08	2008-09	2009-10	2010-11
9.55	9.55	9.82	9.03	7.28

School Climate Survey Data:

All schools will distribute and complete the Connecticut Safe Schools Climate Surveys in October. This will provide us with baseline data for each school and in the aggregate.

Indicators of district and school personnel activities to track progress towards performance targets:

Bristol utilizes a three-tiered accountability structure to monitor adult actions and student performance. District Data Team – School Data Team and Instructional Data/Inquiry Teams. We have had these structures in place since 2004. Each of the three leveled teams monitors the data of both adults and students in their plans. A sample of which is provided below.

The District Data Team develops district level action plans to address key reform initiatives. Subcommittees of the District Data Team develop adult action strategies and results indicators to needed to achieve the performance targets of the reform initiatives. Draft action plans are due on August 20, 2012. In light of the formalization of the reform initiatives and metrics in this document, the subcommittees will need additional time to revise action plans. This will be completed in September. The District Data Team receives regular reports from these subcommittees and provides feedback on progress on actions. School Data Teams monitor the work of their Instructional Inquiry Teams. Use of the three tiered accountability system. What is our system district, school and instructional team? Explain our accountability systems plans. Insert monitoring plan and sample of adult actions in a school plan.

SAMPLE – CONDENSED FOR THIS PURPOSE

_____ School
Monitoring Implementation of Data/Inquiry Action Plans

Grade:	Team Members:	Initial Plan Date: Monitoring Dates: minimum 2x/yr report to School Data Team (Jan/May)
--------	---------------	--

	SCHOOL TIER II INDICATOR:			
Date	Strategies – from the school accountability plan. These are the adult actions to impact student learning. [Strategies may change as a result of your analysis of the impact on student learning.]	Results Indicators from school accountability plan – Show evidence/results of actual impact on student learning. Student work and adult behaviors to be analyzed.	Revised strategy or next steps based on student performance data. Use your professional learning via inquiry to revise strategies or identify your learning needs and resources needed. <i>Put new/revised strategies on a new line.</i>	Targeted instruction: content/skills. Can attach list of students for remediation/enrichment.
Initial Conversation Reflective Questions: What conclusions about our student data have we drawn? What are our focus areas for this plan? [reading for information, vocabulary development, etc ...] What are the adult actions/strategies that we feel will be most effective in improving the achievement of our students? How do we plan to build student agency? How frequently should we monitor each of our Action Steps? What data should we collect as a means for measuring both adult and student behavior?				
Following Implementation – Mid-year monitoring: 7. How would we respond to the questions: a) What?, (b) So what?, and (c) Now what? <ul style="list-style-type: none"> a. What practices do we need to change? What measurable outcomes exist to measure adult and student behaviors? b. How do these data inform our practice going forward? c. Now that we know the impact of our adult actions, what are our next steps to either rethink our strategies or enhance the strategies in which we engaged? 				

	SCHOOL TIER II INDICATOR:			
Date	Strategies – from the school accountability plan. These are the adult actions to impact student learning. [Strategies may change as a result of your analysis of the impact on student learning.]	Results Indicators from school accountability plan – Show evidence/results of actual impact on student learning. Student work and adult behaviors to be analyzed.	Revised strategy or next steps based on student performance data. Use your professional learning via inquiry to revise strategies or identify your learning needs and resources needed. <i>Put new/revised strategies on a new line.</i>	Targeted instruction: content/skills. Can attach list of students for remediation/enrichment.
End-of –Year Monitoring Reflective Questions:				
8. How valuable was the data we collected in measuring adult and student behaviors?				
9. Have we engaged in successful practices that should be shared with other teachers? [If so, send ideas to the School Data Team.]				

School Plan

Student Performance

“Every student is engaged in his or her own learning, meeting or exceeding the district and State standards and contributing positively to the school community.”

Goals:

- 90% of students will score at or above proficiency on the CMT in Math, Reading, Writing and Science (grade 5).
- Increase by 10% the percentage of students reading at or above grade level as measured by the Spring 2012 DRA2 compared to the Spring 2011 DRA2 of the previous grade level.
- Increase by 10% the percentage of students scoring at or above grade level expectations on the fact fluency portion of the DMA.

Actions:

- Staff will analyze CMT, DRA2 and DMA results during Inquiry Data Team meetings, Grade level meetings, ITA meetings, and EIP meetings. Staff will differentiate instruction to meet the needs of all students above, at, and below grade level.
- Staff will analyze the NWEA MAP results and draw connections to the DRA2, DMA and CMT results.
- Students will set personal best goals, determine strategies, and chart their progress throughout the year.

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)?

Bristol's Title I Schools receive Part A funding for literacy support, professional development and other programs determined by the students identified as in need of additional instruction. Title II, Part A funds the salaries of two teachers for class size reduction. Title III, Part A funds are used to tutor English Language Learners and fund the LAS assessment materials to monitor English language acquisition.

Bristol no longer receives Priority School District Funds.

Known philanthropic funding for the 2012-2013 school year includes grants from the Main Street Community Foundation and Bristol Business Education Foundation intended to create a student leadership program as a pilot at the West Bristol K-8 School. Thirty-five percent of the students at the West Bristol School formerly attended O'Connell School, a school with significant economically disadvantaged and other subgroup populations. Additionally, Otis Elevators is a significant funder of Challenge Day, an anti-bullying and team building activity for sophomores at Bristol Eastern High School.

The Bristol Business Education Foundation also funds \$10,000 in Innovative Teaching Grants each year.

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.

Discussions regarding our Alliance District Plan included:

- a) Bristol Board of Education review of priority goals for these funds and approver of the concepts enumerated in this application;
- b) Discussion with the Board of Education Personnel Committee regarding the addition of a .5 assistant principal at each K-8 whose primary responsibility is oversight of the implementation and expansion of a six-eight literacy model, use of time in REACH for intervention and enrichment, and use of time for literacy instruction K-8.
- c) Family Resource Centers Coordinator Linda Rich – Transition from O’Connell School to the West Bristol School and creation of a letter of intent to create an additional Family Resource Center at the new Greene-Hills School;
- d) Bristol Youth Services Director Eileen McNulty– Adventures in Peacemaking Grant facilitator as well as provider of services that including Banana Splits, a group counseling option for child from fractured families;
- e) 21st Century Learning Community Program Coordinator Daniel Dzeidzic – transitioning from O’Connell School to the West Bristol School to include a leadership development program from middle school aged students mentoring younger students;
- f) Bristol Boys and Girls Club Chief Professional Officer Michael Suchopar, as the provider of before and after school programs at seven Bristol Public Schools, including their Power Hour Program to help students with academic issues;
- g) School Readiness Council Program Director, Mary-Alice Petrocelli Timek, as the grantee of school readiness slots and diffuser of Bristol Board of Education curricula and professional learning opportunities to all community providers; and
- h) Bristol Public Library, Valerie Tonor, Children’s Librarian, Summer Reading Program and Transition to Kindergarten site.
- i) Discussions were held with the Bristol Association of Supervisors and Principals regarding the addition of a .5 position at each of the K-8 schools focused on monitoring the implementation of readers and writers workshop into the 6-8 literacy program at the K-8’s and 6-8 schools.
- j) E-mail conversations with the Bristol Federation of Teachers regarding literacy positions that would be included in the grant were discussed following budget adoption.

B. Key District Initiatives

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

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

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

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

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

Key District Initiative - Preschool

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

New or Existing Reform? New Existing

Overview: This initiative is a continuation of an existing district initiative by using Alliance funding to fund 1.5 FTE preschool teacher and 1.5 FTE paraprofessional positions which were eliminated due to budget reductions. A district goal, since 2004, has been to increase the number of slots available for three and four year old children to participate in high-quality NAEYC accredited preschool programs prior to entry to kindergarten. Data collected in the 2003-2004 school year showed that when Bristol kindergarteners were asked to identify letters of the alphabet 45% of those with preschool experience performed well compared to about 37% of those without preschool experience. When kindergarten students tried to point out a sentence or a word in a book, about 63% of those with preschool experience did this successfully, compared to about 53% of those without preschool experience. [Additional data are presented in questions 2 & 3] As a result of these data, the addition of high quality preschool classes has been an on-going district goal. Alliance funding will allow us to continue to provide preschool education to young children as a way to prepare them for kindergarten and reduce the preparation gap at the start of children’s educational careers. With the expansion of slots made available through the Governor’s Education Reform Plan, the Bristol Public Schools can offer more children a non-fee preschool program. Without the Alliance district funding and the additional school readiness slots through the reform plan, we would have to eliminate three full-time preschool teachers and three preschool paraprofessionals resulting in a reduction in six half-day preschool classes.

Five Year Strategies and Implementation Steps:

1. Continue current number of preschool classes. Expand the number of classes if funding is available.
2. Screen students for the appropriate preschool program.
 - a. Refine the screening instrument to assure inclusion of the most at-risk learners. This instrument is refined annually based upon the incoming and outgoing students. Bristol does not offer universal preschool and wants to assure that our most at-risk learners receive high quality preschool.
3. Maintain close contact with parents.
 - a. Red-flag early attendance issues. Conference with care givers as needed.
 - b. Engage families in literacy activities with take-home activities.
4. Maintain active conversations with the Bristol School Readiness Council and Early Childhood Alliance [formed in 2012]
 - a. The Deputy Superintendent of Schools serves as co-chair of the School Readiness Council. The Bristol Board of Education Early Childhood Supervisor [for regular and special education programs] also is a member of the Council. Our Early Childhood Supervisor assures that community programs have access to Bristol’s preschool and kindergarten curriculum and professional learning opportunities for their staff.
 - b. The Early Childhood Alliance partners all Bristol organizations focused on birth to nine issues with learners and their families including: United Way, Bristol Youth Services, Bristol Hospital’s Parent and Child Center, Bristol Family Resource Centers, Bristol Boys and Girls Club, ImagineNation Early Childhood Center, Bristol Preschool, Head Start, and local home day care providers.
 - c. Seek, through the Bristol School Readiness Council, the Early Childhood Alliance, and the Bristol Board of Education, ways to increase the quality of community preschool programs.
 - d. Seek, as available additional School Readiness funding for preschool slots.

5. Seek additional Family Resource Center funding for preschool wrap-around services.

Year 1 Implementation Steps Description:

1. Reinstate 1.5 FTE preschool teacher and 1.5 preschool paraprofessional positions cut in local BOE

Key District Initiative – Preschool continued:

budget reductions. This will result in the reinstatement of three preschool classes, serving a total of 45 preschool students.

2. Refine the preschool screening instrument.
3. Monitor all preschool programs for alignment with the State benchmarks for preschool education and NAEYC compliance.
4. Continue to collect and analyze data on performance of preschool students.
5. Establish baseline data for the incoming class of kindergarten students in relation to attending a NAEYC accredited preschool.
6. Continue to work with the Bristol School Readiness Council and the Early Childhood Alliance.
7. Apply for additional FRC funding.

Years of Implementation: Continues engaging families in the need for high quality preschool, parent as first educator and transition to kindergarten activities, utilize NWEA Measures of Academic Progress and CMT data when age-available to monitor at-risk learner progress and migration data – monitor the cohort survival rate.

- X **Year 2** - review data for identified at-risk preschool students using a cohort model
- X **Year 3** - continue monitoring cohort and create new cohorts each year
- X **Year 4** - continue monitoring cohort and create new cohorts each year
- X **Year 5** - continue monitoring cohort and create new cohorts each year

Key District Initiative – Literacy/Talent Development

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

New or Existing Reform? **New** **Existing**

Overview:

The District Data Team has a K-12 literacy subcommittee whose role is to create an implementation plan for training, curricular review and programs at K-5, K-8, 6-8 and 9-12. We are at different stages of implementation for each group.

K-5 monitoring for fidelity of implementation and monitoring adult practice is an area of concern. Two years ago, the position of Supervisor of Elementary Education was eliminated due to budget shortfalls; leaving monitoring of Readers and Writers Workshop solely to principals and a teacher coordinator. We want to move these instructional strategies the 6-8 level, but need to dedicate administrative to this work.

The District Data Team will utilize the data regarding adult progress toward implementation of these models in determining the need for differentiated supervisor of implementation in each English-language arts classroom K-8.

The need is to providing literacy instruction and support to those students who are not achieving at the goal level K-12 and challenge to those students exceeding established benchmarks. We will focus our efforts on (1) expansion of the reading and writing workshop model currently in place at the K-5 level to grades 6-7-8, and (2) continuation of intervention and support for struggling readers, grades K-12. To accomplish this, Alliance District funding will be used to:

- (1) fund 5.3 elementary reading support teachers for whom funding was eliminated due to reductions in the local BOE budget and the loss of Bristol’s Priority School District funding;
- (2) fund portions of two existing literacy positions at each of the new K-8 schools (0.74 FTE at each of the two K-8 schools) to pilot implementation of the Readers and Writers Workshop model in grades 6-7-8 in order to vertically align with the literacy instructional model in grades K-5, support English Language Arts teachers in new pedagogy as they transition from two language arts periods per day to one longer language arts period per day, and infuse literacy instruction across the content areas as required by the CCSS;
- (3) fund training at Lesley University for the middle school literacy teachers to learn the Readers and Writers workshop model and how to effectively coach teachers in implementation of this model as a means for developing our talented educators;
- (4) fund school literacy leadership team training for a grades 3-4-5 school literacy team and a grade 6-7-8 school literacy leadership team at each of the two K-8 schools and a grade 6-7-8 school literacy leadership team at each of the two 6-7-8 middle schools as a means for developing educator talent in literacy instruction;
- (5) fund one literacy support position at each high school to provide support to enable students to successfully pass grade level English classes, and
- (6) fund a 0.5 FTE curriculum administrator at each of the two K-8 schools to supervise the new grades 6-8 literacy initiative in reading and writing workshop, supervise all of the language arts teachers and literacy staff at each K-8, as well as gaining an understanding of practices in language arts instruction in the other middle and elementary schools to determine future roll out of this model. Dedicating administrative staff time to guide this initiative is critical to understanding implementation issues, resource needs and knowledgeable supervisory support.

Key District Initiative – Literacy continued

With the opening of two new K-8 buildings, Bristol will run parallel systems; two 6-8 schools and six K-5 schools. As a means for improving student achievement in reading in these K-8 buildings, we plan to pilot a vertically aligned K-8 Readers and Writers Workshop instructional model at the two K-8 schools, the West Bristol School and the Greene-Hills School. The West Bristol School merges students from O’Connell, Jennings and Memorial Boulevard Schools. Students from O’Connell and Memorial Boulevard have underperformed on all subtests of the CMT. The new Greene-Hills School merges students from the former Greene-Hills School, Memorial Boulevard School and students from Hubbell and South Side Schools. These students also underperform against the district average. The use of Alliance funding for this initiative is critical to changing instructional practice in literacy at the middle school level.

The coaching and modeling strategy has been implemented for more than ten years in Bristol. However, in the last two years, we have sent all of our literacy teachers for a four-week intensive training at Lesley University. This training provided them with a broader repertoire of coaching tips, enhanced their modeling skills, and provided them with strategies to most effectively work with the building administration on the development of literacy across all content areas. All elementary principals and most of our Central Office staff have also received training for ‘Literacy Leaders’ at Lesley University. As part of the funding for the middle school portion of this initiative, the middle school literacy teachers will participate in the *Literacy Collaborative* training at Lesley University for four weeks this year to learn how to implement Readers and Writers workshop at the middle school level. The school literacy leadership teams described above will participate in five days of training by Lesley University faculty on literacy instruction and leadership at the school level.

Five Year Strategies and Implementation Steps:

1. Year 1
 - a. Begin training for Readers and Writers Workshop in grades 6-8 at the new K-8 schools and 6-8 schools;
 - b. Coaching & modeling of literacy-content strategies
 - c. Implement the CCSS aligned language arts curriculum
 - d. Provide literacy support to at-risk elementary students and high schools students in need of support to be successful in English classes
2. Year 2
 - a. Begin implementing Readers and Writers Workshop in grade 6-7-8 and at the K-8 schools
 - b. Coaching & modeling of literacy-content strategies
 - e. Provide literacy support to at-risk elementary students and high schools students in need of support to be successful in English classes
3. Years 3, 4, and 5
 - a. Continue implementing Readers and Writers Workshop in grades 6-7- 8 at the K-8 schools
 - b. Evaluate the efficacy of this model
 - c. Continue coaching & modeling of literacy-content strategies
 - f. Continue to provide literacy support to at-risk elementary students and high schools students in need of support to be successful in English classes

Year 1 Implementation Steps Description:

1. Fund 5.3 elementary reading support teachers. Identify and serve at-risk readers with instructional supplemental to reading instruction provided by the classroom teacher.
2. Fund and provide literacy training for middle school literacy teachers:
 - a. Literacy coaches attend four weeks of training in the *Literacy Collaborative* at Lesley University
 - b. Literacy coaches implement Reading and Writers workshop in their classrooms daily
 - c. School literacy leadership teams participate in five days of training with Lesley University faculty and begin work as literacy leadership teams at the schools, setting literacy policy and practice at the school level
3. Assign 0.5 FTE of the administrative time of an assistant principal at the new K-8 West Bristol and Greene-Hills Schools to aligning the literacy model of Readers and Writers Workshop from a K-5 model to a 6-8 model. This administrator will supervise all literacy and language arts teachers at their school, meet with the K-8 District Literacy Team and participate in specific Literacy Leaders Training at Lesley University.
4. Fund 2.0 high school literacy support teachers for students at-risk of failure of English courses.

Years of Implementation:

- X **Year 2** – Literacy teachers will train and coach middle school language arts teachers on implementation of Readers and Writers workshop in grades 6-8; the school literacy leadership teams will refine the literacy instructional model and practices for each school; intervention support will continue.
- X **Year 3** - Literacy teachers will train and coach middle school language arts teachers on implementation of Readers and Writers workshop in grades 6-8; the school literacy leadership teams will refine and evaluate the literacy instructional model and practices for each school; intervention support will continue.
- X **Year 4** - monitor and evaluate implementation
- X **Year 5** - monitor and evaluate implementation

Key District Initiative – Talent Development via Inquiry

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

New or Existing Reform? New Existing

Overview:

Professional Learning as Inquiry [PLaI] began four years ago as a pilot at two Bristol schools. Since then half of our schools have engaged in this work. Teachers identify a roadblock to student learning, conduct research on potential solutions and make group [team/grade level/content area] about how to change instructional practices to yield higher performance on a variety of indicators. This work is supported by the writings of John Hattie, particularly *Visible Learning for Teachers*, and specifically focuses upon those strategies identified as having the greatest effect size for student achievement. High yield strategies include: student goal setting, self-regulation and co-regulation skills, and timely and task focused feedback both written and oral.

School teams previously worked with Dr. Barry Sheckly and Dr. George Allen, both UCONN professors emeritus and were guided through monthly meetings with subsets of teachers to refine their work.

Five Year Strategies and Implementation Steps:

Work with six remaining principals and their teachers on implementation of the PLaI model. Due to redistricting, there has been a significant shift in our teaching staff. We have learned from past experiences, that teachers share their understanding with their grade level/department peers when they have found strategies that worked for them in improving student achievement.

Year 1 Implementation Steps Description:

1. Invite remaining principals to the District Inquiry Collaborative.
2. Provide coaching to principals new to the Inquiry process.
3. Content area supervisors will attend department Inquiry/Data Team meetings to assist teachers in identifying adult strategies for investigation and implementation.

Years of Implementation:

- X **Year 2** - On-going as a talent development and school improvement strategy
- X **Year 3** - On-going as a talent development and school improvement strategy
- X **Year 4** - On-going as a talent development and school improvement strategy
- X **Year 5** - On-going as a talent development and school improvement strategy

Key District Initiative – Positive School Culture and Climate

New or Existing Reform? New Existing

Overview:

A positive school climate and culture is a key element for engaging students, keeping students in school, and fostering strong parent-school partnerships. This initiative is supported through our involvement in the Positive Behavior Intervention and Support training and implementation in our schools, along with establishment of Safe School Climate committees and Bully-Free zones in all of our facilities and on the playing fields. Additionally, we strive to increase student engagement in classroom instruction and reduce office referrals and suspensions.

Bristol has adopted the Positive Behavioral Intervention and Supports program and is in the third year of implementation. Unfortunately, a phase in was required due to limited training slots available state-wide. Each School has created a Safe School Climate Committee, created a Safe School Climate Plan and has appointed a representative to the District Safe School Climate Committee.

Five Year Strategies and Implementation Steps:

1. Develop an action plan for improving family-school partnerships; implement the plans; modify and revise plans based on program evaluation.
2. Complete PBIS training of the remaining 4 schools.
3. Provide PBIS continuous training to newly hired staff.
4. Develop a system of incentives for students to take greater responsibility for their behavior.
5. Integrate behavior into all goal-setting work completed in individual classes and as part of each student’s Student Success Plan.
6. Monitor PBIS implementation through publishing of SWIS data.
7. Create tiered interventions for students for whom PBIS is insufficient to guide their behavior.
8. Continue to seek outside funding for Challenge Day and expand this program to Bristol Central High School if funding permits.
9. Maintain the Board of Education funded Behavior Intervention Specialist positions in all middle schools to facilitate PBS.
10. Continue with an active Safe School Climate Committee in each school; monitor, revise, and evaluate each school’s Safe School Climate Plan; continue with an active District Safe School Climate Committee.

Year 1 Implementation Steps Description:

1. Complete training of the remaining 3 of the 4 remaining schools for PBIS.
 - a. Monitor effectiveness of PBS at schools implementing this strategy.
 - b. Identify sources of revenue in the community to create an incentive program to reward successful implementation of PBIS.
2. Create tiered interventions for students for whom PBIS is insufficient to guide their behavior.
3. Continue with an active Safe School Climate Committee in each school; monitor, revise, and evaluate each school’s Safe School Climate Plan; continue with an active District Safe School Climate Committee.
4. Develop an action plan for improving family-school partnerships; implement the plans; modify and revise plans based on program evaluation.

Years of Implementation:

- X **Year 2** - Train remaining school team in PBIS; continue use of Safe School Climate committees and the District Safe School Climate committee; continue to refine the plan for improving family-school partnerships
- X **Year 3, 4, 5** – Continue implementation of the PBIS model, the Safe School Climate committees, the District Safe School Climate committee, and family-school partnership activities. Evaluate all of these programs and revise as needed.

Key District Initiative – College and Career Readiness

(5) Developing and enhancing programs to promote college and career readiness for all students

New or Existing Reform? New Existing

Overview:

The district priority goal, to prepare all students to successfully complete post secondary education upon high school graduation, is the foundation for our reform initiative of developing and enhancing programs to promote college and career readiness for all students. Our initial work has been to develop and expand the AVID [Advancement Via Individual Determination] program, increase AP offerings, continue articulation with Tunxis Community College for the *College & Career Pathways* options, develop and implement Student Success Plans in grades 6-12 [utilizing Naviance software], integrate student goal setting into the middle school wellness program, teach curricula aligned with the Common Core of State Standards, and increase the engagement of subgroup high school students who have historically not graduated from high school. Our data show only variability in the percentage of students earning college credit while in high school: 2009- 42%, 2010 – 28%, 2012 – 62%, 2012 – 45%.

Five Year Strategies and Implementation Steps:

1. Identify students most at-risk for disengagement from school; determine needed alternative programs for these students; determine budgetary implications of such programs and how to fund needed alternative programs.
2. Evaluate the success of each class of students in the AVID program to determine how the program may be improved in successive years.
3. Provide sufficient training to staff who are assisting students in creating and modifying their Student Success Plans.
4. Evaluate and revise the Student Success Plans as work on these plans unfolds with students.
5. Monitor student performance on the SAT I- Reasoning Test and the AP examinations and adjust instruction to address student performance weaknesses.
6. Continue to add AP courses.
7. Continue to articulate courses with Tunxis Community College for the *College & Career Pathways*.

Year 1 Implementation Steps Description:

1. Develop an action plan for at-risk students and possible alternative education programs.
2. Assure that teachers engaged in helping students to create their Student Success Plans have received adequate training and know the point person for questions and concerns about Naviance an implementation of the plans.
3. Evaluate and revise the Student Success Plans
4. Review SAT and AP data to determine needed instructional changes.
5. Continue implementation of the AVID program.

Years of Implementation:

- X **Years 2-5:** Continue determining the best students to participate in AVID given our limited resources; develop and fund alternative education programs for disengaged students; review and evaluate all assessment data to determine needed instructional changes; continue to expand AP and *College and Career Pathways*; continue to evaluate and refine Student Success Plans.

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p><u>Elementary Schools:</u> Edgewood Mountain View Ivy Drive</p> <p><u>Middle School:</u> Northeast</p>	<p>Students attending these schools have the fewest at-risk indicators [lunch qualified, English not the home language, single head of household] and have student performance indicators that exceed the district average for most subtests.</p>	<p>Leadership:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> Utilize these school leaders as mentors/critical friends of other leaders. Refine skills of these leaders in supervision and evaluation of the Readers and Writers Workshop strategies as a means for further developing teachers' ability to accelerate student progress. With particular attention to teacher and students use of instructional time. </div> <p>Instruction/Teaching:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> Continue to support literacy and numeracy coaching and modeling for these teachers with an eye toward sharing identified best practices with other teachers. Inquiry into additional effective strategies for student who require tier II interventions (SRBI). Additional literacy coaches training at Lesley University </div> <p>Effective Use of Time:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> Teams monitoring use of instructional time and committing to a 90 minute, uninterrupted literacy block K-5. Effective utilization on the REACH period at the middle level. That is, teams of teachers determine the re-teaching and/or challenge needed for students and group students flexibility using those data. </div> <p>Curriculum:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> Implement the new K-8 mathematics and language arts curriculum that is aligned with the Common Core of State Standards. </div>

			<p>Use of Data:</p> <ol style="list-style-type: none"> 1. Continue to focus on aggregate and disaggregated student data to differentiate instruction as needed. Identify measures of adult actions toward meeting school Tier II Indicators. <p>School Environment:</p> <ol style="list-style-type: none"> 1. Administer the Safe School Survey in October. 2. Safe School Committee meets to address school climate issues. 3. School Safe Climate Specialist attends district level Safe School Climate meetings. 4. Continue training and support of the PBIS model. <p>Family and Community:</p> <ol style="list-style-type: none"> 1. Engagement of parents utilizing technology, print materials and face-to-face meetings. 2. Family literacy nights early in the year to arm parents with the knowledge they need to help their children at home.
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p><u>K-5 Schools:</u> Hubbell South Side Stafford</p> <p><u>K-8 Schools:</u> Greene-Hills West Bristol</p> <p><u>Middle School:</u> Chippens Hill</p>	<p>Student achievement for subgroups is disparate with the aggregate school data.</p>	<p>Leadership:</p> <ol style="list-style-type: none"> 1. Professional learning in literacy development across content areas with particular attention to the supervision and evaluation of the implementation of Readers and Writers Workshop. Personalized, individual training on an as determined basis. 2. Training in PLAI for Hubbell, West Bristol and Stafford Schools. 3. Training in supervision of teachers implementing the revised - CCSS linked - language arts and mathematics curricula 4. At the K-8 schools, half of one assistant principal's time will be dedicated to introducing,

	<p><u>High Schools:</u></p> <p>Bristol Central</p> <p>Bristol Eastern</p>		<p>implementing, monitoring and evaluating the Readers and Writers Workshop model into grades 6-8 at these schools and working with the other middle schools to eventually move this model into their 6-8 language arts program.</p> <p>5. Evaluation goals focused upon leadership development in supervision and evaluation of key initiative goals.</p> <p>6. Provide support for School Data Teams in these schools to assure best use of those meetings to improve instruction.</p> <p><u>Instruction/Teaching:</u></p> <p>1. Coaching and modeling of literacy best practices for all teachers in these schools.</p> <p>2. Challenge high school students through preparation to succeed in Accelerated and AP courses.</p> <p>3. Utilize the REACH period in grades 6-8 to support the regular academic program and provide more challenge to students who have demonstrated mastery.</p> <p>4. Additional literacy coach training at Lesley University.</p> <p>5. Provide additional instruction to high school students at risk for failure in English and algebra.</p> <p>6. Evaluation goals coherence with instructional program goals. Specifically, how teachers will grow their knowledge and instructional repertoire related to implementing new curricula and Readers and Writers Workshop with integrity.</p> <p><u>Effective Use of Time:</u></p> <p>1. Determine what extended hours tutoring is required for students based upon individual student data from multiple sources.</p>
--	---	--	---

			<p>2. Teams monitoring use of instructional time and committing to a 90 minute, uninterrupted literacy block K-5. Utilizing tools that allow monitoring of teacher practice during walk-through supervision.</p> <p>3. Effective utilization on the REACH period at the middle level. That is, teams of teachers determine the re-teaching and/or challenge needed for students and group students flexibility using those data.</p> <p>4. Walk-through supervision focused upon use of instructional time.</p> <p>Curriculum:</p> <p>1. Implementation of new language arts and mathematics curricula K-8. Teaching and Learning content supervisors, math coaches and literacy coaches providing targeted job-embedded professional learning to expedite implementation and achieve fidelity of implementation of these new curricula.</p> <p>Use of Data:</p> <p>1. Administrators and teachers will work with the Supervisor of Research and Evaluation to determine if data analysis is occurring to the subgroup level.</p> <p>2. Benchmarks will be established through the School Student Success Plans regarding subgroup performance and monitored in school accountability plans by subgroup and subtest.</p> <p>School Environment:</p> <p>1. The School Safe Climate Committee will create a student engagement goal for students identified as at risk for disconnecting</p>
--	--	--	--

		<p>with their education.</p> <ol style="list-style-type: none"> 2. Form connections with students at the high school through the Advisory program to increase retention of students. 3. Continue training and support of the PBIS model. <p>Family and Community:</p> <ol style="list-style-type: none"> 1. Parents of students in the AVID program must sign consent for their child to participate in this program and for those parents to engage in all student-parent activities such as college visits.
<p>Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p>No schools are listed in this tier.</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>

List of Appendices:

Appendix A – Bristol Public Schools Accountability Plan - Attached

Appendix B – Cohort Data

Appendix C – 2010- 2012 CMT Data – Attached

Appendix D – Budget Sheets

Bibliography

Ainsworth, L. (2010). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood, CO: Lead and Learn Press.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional Rounds in Education*. Boston: Harvard Education Press.

Hattie, J. (2009). *Visible Learning*. New York: Routledge.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

Reeves, D. B. (200-2004). *Accountability in Action: A blueprint for learning organizations*. Englewood, CO: Advanced Learning Press.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Application

THE APPLICANT: Ellen Solek, Ed.D. HEREBY ASSURES THAT:
Bristol Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body [on the August 15, 2012 agenda], and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**
- 1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature:

Ellen Solek, Ed.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

Date:

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Increasing participation in high quality, NAEYC accredited preschool by at-risk learners to close the preparation gap.	1.5 teachers, 1.5 paraprofessionals salary and benefits	\$212,188	4 teachers, 4 paraprofessionals. .5 supervisor	\$602,500	\$814,688
2. Providing literacy and mathematics support to those students who are not achieving at the goal level or above K-12 and challenge those students exceeding benchmarks.	5.3 K-5 literacy teachers; .5 West Bristol, .5 Greene Hills grades 6-8 literacy teachers; 2 high school literacy support teachers; .5 curriculum administrator in each K-8 school	\$1,177,994	26.6 literacy teachers; 5.0 math intervention/numeracy coaches; 1 teacher of the gifted; 14 gifted coaches; extended hours tutoring	\$2,431,262	\$3,609,256
3. Analyzing disaggregated data to identify areas of strength and weaknesses among subgroups ...		\$0	Supervisor of Research & Evaluation	\$142,000	\$142,000
4. Positive Behavioral Supports and School-Community Liaison		\$0	Training fees; substitute coverage for teams; School-Community Liaison	\$78,550	\$78,550

Appendix F

5.	Increase number of students graduating from high school in four years and prepared to succeed in post-secondary education	\$0	AVID; Naviance;	\$85,405	\$85,405
6.	Expansion of Professional Learning as Inquiry Model - using existing staff	\$0		\$0	\$0
7.	Training of teachers and administrators in the new evaluation model - when that information becomes available.	\$0		\$0	\$0
Total		\$1,390,182		\$3,339,717	\$4,729,899

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: High Quality Preschool

Element	Positions	Amount
Personal Services-Salaries	3.15	\$168,563
Personal Services-Benefits	3.15	\$43,625
Purchased Professional Services	0.00	
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	
Supplies	0.00	
Property	0.00	\$0
Other Objects	0.00	\$0
Total	6.30	\$212,188

Reform Initiative: Literacy and Numeracy Support

Element	Positions	Amount
Personal Services-Salaries	11.15	\$924,725
Personal Services-Benefits	11.15	\$ 108,846
Purchased Professional Services	0.00	\$114,700
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$20,495
Supplies	0.00	\$9,228
Property	0.00	\$0
Other Objects	0.00	\$0
Total	22.30	\$1,177,994

b. Years 2 through 5: Provide the total amount you anticipate
years 2 through 5

spending in

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount
Personal Services-Salaries	\$1,124,040	\$1,152,141	\$1,180,945
Personal Services-Benefits	\$155,461	\$171,007	\$188,107
Purchased Professional Services	\$100,000	\$67,034	\$21,130
Purchased Property	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0
Supplies	\$10,681	\$0	\$0
Property	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0
Total	\$1,390,182	\$1,390,182	\$1,390,182

FY 2016-17 Amount
\$1,192,075
\$198,107
\$0
\$0
\$0
\$0
\$0
\$0
\$0
\$1,390,182

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	
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: Bristol

Town Code: 17

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$1,093,288
200	Personal Services/Employee Benefits	\$152,471
300	Professional Services	\$114,700
400	Purchased Property Services	\$0
500	Other Purchased Services	\$20,495
600	Supplies	\$9,228
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$1,390,182

Sep. 12. 2012 8:05AM

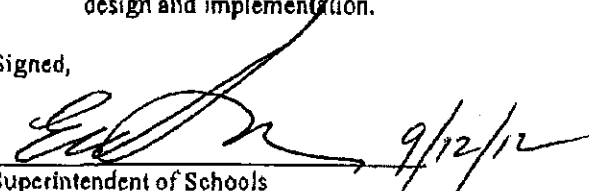
No. 0149 P. 2

Addendum to Bristol 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:** The district will 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.
- **Compliance:** The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,


Superintendent of Schools