

FINAL APPLICATION

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

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Date: July 20, 2012		
Signature of Board Chair: <i>Michael D'Agostino</i>		
Date: July 20, 2012		
Please indicate if plan approved by local board of education: <i>no not formally, but BOE has been informed of the priorities in the grant</i>		
Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <i>9/11/12</i>		
<p>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.</p> <p>Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.</p>		

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?

In 2010, Hamden Public Schools (HPS) completed, and the Board of Education approved, a District Improvement Plan and individualized School Improvement Plans for each of our 10 schools (8 elementary schools for grades K-6, one middle school for grades 7-8, and one high school). The District Improvement Plan establishes an overall strategic framework through which the district supports the schools in ensuring the academic success of all students. The school-level plans all connect to and complement the District Improvement Plan to form a district-wide strategy for improving student performance and closing the achievement gap that takes into account the specific needs of students at each school. The plans were developed through an extensive planning process that occurred over several months through the collaboration of district- and building-level administrators, teachers, Board of Education members, and parents.

The overarching goal stated in our District Improvement Plan is, "To eliminate the racial and socioeconomic disparities in achievement across all domains while significantly improving *all* students' performance." Through the planning process, we identified three key initiatives (or theories of action) on which we have concentrated our efforts to close the achievement gap and improve overall student performance. These three areas are mirrored in each of the School Improvement Plans as well. They are:

1. Implement Data-Driven Decision Making (DDDM)
2. Increase Rigor
3. Establish a System of Supports for All Students

HPS has done extensive work over the past few years to lay the foundation for these initiatives. In the area of DDDM, HPS has conducted professional development for administrators and instructional staff in the concept and rationale for implementing data-driven decision making. We have also established vertical and instructional data teams at every school as well as a district data team. We were supported in our DDDM efforts as participants in the Connecticut Accountability for Learning Initiative (CALI).

Using the *Understanding by Design* (UBD) method, we have made significant progress toward increasing rigor by redesigning our curricula across the board to align with the new Common Core State Standards. We are focused on improving teacher effectiveness across all content areas and grade levels and are using Robert Marzano's nine instructional strategies that are most likely to improve student achievement. We will also be placing emphasis on increasing non-fiction writing in all content areas, an approach supported by the research of Douglas Reeves, who has shown non-fiction writing to be "one of the most powerful practices that impacts student achievement."

We have developed a district-wide SRBI implementation guide to address implementation gaps in how interventions were delivered from school to school and will be instituting a dedicated block in the schedule for tier II and tier III interventions to occur at every school. To enhance school climate and promote a positive learning environment, we have instituted an evidence-based, district-wide social and emotional literacy program known as the RULER approach, which was developed by researchers at Yale University. Hamden High School has just completed the second year of a newly designed Freshman Transition Program that provides a more student-centered, personalized experience to support students through the transition to high school. We have already seen a notable decrease in the number of freshmen retained in ninth grade since this program began.

We believe we are beginning to see the fruits of our efforts. Hamden has shown an overall upward trend in student performance at the elementary and middle school levels as demonstrated by the percentage of students performing at or above goal and at or above proficient on the CMT over the past several years. When looking at the same grade over time from 2006-2012, we have demonstrated progress in the number of students in reading and mathematics who perform at or above goal and proficiency at each grade level. The changes at goal level range from 4-18 percentage points in reading and from 9-22 percentage points in math, depending on the grade. In writing, the changes at goal level range from 0-15 percentage points. The number of students at goal level in science in grade 8 increased by 10 percentage points since 2008; in grade 5 science, the number has grown 13 percentage points.

As a result of our progress, five schools in Hamden (four elementary schools and Hamden Middle School) have moved off the list of schools in need of improvement over the past two years, which accounts for 10% of all schools statewide that have achieved this step forward. However, our growth has not been large enough and the achievement gap is not closing fast enough. At Hamden High School, student performance on the CAPT had been relatively flat, although the 2012 results show growth of 1-5 percentage points across the board. Notably, the 2012 10th graders were the first cohort to take the CAPT after having completed the Freshman Transition Program initiated in the 2010-11 school year. Again, we need to make even larger gains going forward, but we are hopeful that these are initial signs that our efforts are working.

As a result of our progress to date, we intend to remain focused on and moving forward with these three priority initiatives while taking advantage of the opportunity for additional funding as an Alliance District to build upon, expand, and deepen our efforts.

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.

Data-driven decision making, increased rigor, and student support systems are all evidence-based strategies that have been shown to be connected to improved student achievement. In Hamden, student performance data reflects the need to improve overall student achievement, especially at our lowest performing schools. It also demonstrates the need to address the achievement gap at all of our schools for students from minority racial and ethnic backgrounds, low-income students, and special education students.

By utilizing DDDM, our schools and the district will make better decisions about which practices to replicate, improve, and change. DDDM provides the systematic process necessary for educators to collaboratively improve teaching, learning, and leadership based on detailed and ongoing analysis of

student performance information. Using DDDM facilitates the examination of student performance information through different lenses as well. We can examine how specific groups of students—those eligible for free or reduced lunch or those performing at or below Basic, for example—are responding to different instructional strategies in the classroom and then tailor these strategies to improve our progress if necessary.

Three of the most reliable predictors of school success are high teacher expectations, parental support, and the quality and intensity of the curriculum. Doing rigorous school work in any content or subject area increases the likelihood of college acceptance and eventual graduation. Thus, HPS is increasing the rigor of our curricula and instruction across all content areas and grade levels while also supporting efforts at the middle and high school, through our SAILS and RAISES programs, to enroll more students in higher level coursework with additional supports to help ensure their success.

While we are confident that the implementation of DDDM and increased rigor will significantly improve achievement for the majority of our students, additional supports are necessary to ensure that we reach *all of our students*. Thus, our efforts to establish a system of supports for all students extend from reaching out to our youngest students at the pre-school age to improve kindergarten readiness, to the implementation of SRBI and the articulation of a pyramid of supports for students in grades 7-12, to improving our efforts to engage parents of at-risk students and providing parents with more resources and strategies to support student learning.

Taken together, these three key initiatives ensure we continually examine how well all of our students are achieving, understand where specific strengths and challenges lie, and tailor and target our resources to elevate student achievement through increased rigor and personalized support for students who need it.

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?

We have set a goal of increasing our District Performance Index by three points per year over the next six years. Since the DPI is based on student movement from lower levels to higher levels on the CMT, we are projecting movement from all students across all levels. Please find the schedule of targets below:

2011	60
2012	63
2014	66
2015	69
2016	72
2017	75
2018	78

The district will use several different metrics to monitor student progress and district and school personnel activity. The Fountas & Pinnell Benchmark Assessment System (BAS) is administered three times a year in Reading for grades 3-6. It links assessment to instruction along The Continuum of Literacy Learning. It is a comprehensive system for one-on-one assessment that reliably and systematically matches students' instructional and independent reading abilities to the F&P Text Level Gradient.

The district will use also Blue Ribbon Testing and the DRA2 as tools for tracking progress towards these performance targets. We administer the Blue Ribbon Test three times each year in Reading, Math, Writing, and Science in grades 2-8. Founded upon scientifically research-based principles, Blue Ribbon is a powerful, efficient, user-friendly, affordable Web-based assessment engine, that enables users to diagnose, track and verify learning. Blue Ribbon supports any standards and skills, including the Common Core State Standards, and can import any assessment in any subject area.

The DRA 2 is administered three times per year in grades K-2. Development of the DRA2 was based on what educators and the extant research literature identified as being key characteristics and behaviors of good readers, and has been shown to be a valid measurement of accuracy, fluency, and comprehension .

We will also use information from our performance-based assessments to monitor progress. This method of assessment requires the student to create answers or products which demonstrate his or her knowledge or skills. This differs from traditional testing methods which require a student to select a single correct answer or to fill in the blank. The performance tasks have been embedded in new curriculum in every subject area at every level.

The results of each of these types of assessments will be analyzed by our data teams and used by teachers and administrators to determine how to adapt or re-target instruction to address areas where student learning needs to be improved to ensure we remain on track toward our performance targets. The data teams also provide monitoring of school personnel activity by providing guidance, coaching, and embedded professional development to staff in how to modify instructional strategies in order to address deficiencies in student learning as evidenced by the results of the assessments described above.

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)?

Given that we have structured our use of Alliance District funding to expand upon the existing reform initiatives in which the district has already invested significant resources, our use of resources from multiple funding streams are well coordinated.

In the area of DDDM, the district already uses Title I funds to support a part-time data facilitator; Alliance funding will allow us to support three. The district has budgeted LEA funds for an SRBI tracking system and will use Alliance funds to provide the necessary training for personnel to use the system.

In our efforts to increase rigor, we will use a combination of Alliance and LEA funds to provide every elementary school and the middle school with a full-time math specialist. We will also combine Alliance, Title I and LEA funds to send all the math specialists and our fifth and sixth grade math teachers to the Intel Math Program next summer; Alliance funds will pay for the training and Title I/LEA funds will fund the teacher stipends.

This year, the district has hired a full-time literacy specialist using LEA funds to provide more support for freshman struggling with literacy skills. With Alliance funds, we will hire three part-time reading tutors to teach students using individualized instruction plans created by the specialist, thus leveraging our investment in the literacy specialist to maximize the impact of this new resource. The district is also using LEA funds to purchase the Odysseyware credit recovery program to increase promotion rates and

prevent students from dropping out if they begin to fall behind in credits. This program, as well as the many supports we are funding with Alliance funds (after-school teachers, Freshman Support Center, reading tutors), all align with the high school's efforts to increase graduation rates and overall student achievement by providing a more personalized and supportive experience for freshmen.

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.

In developing our Alliance District Plan, the District consulted with the following stakeholders: principals and other building administrators, curriculum directors and district administrators, teacher's union, Board of Education members, Family Resource Center staff, the Town of Hamden, Hamden's Partnership for Young Children (HPYC), and parents. Overall, stakeholders agreed that the district should focus on advancing its existing framework as articulated in our District and School Improvement Plans. Their specific input is summarized below.

Elementary principals expressed a need for: extended learning time through targeted after-school and summer programs for students performing at or below grade level on DRA2, CMT, and other assessments; stronger development of early literacy skills; increased capacity and experience of instructional data teams; help with parent engagement; and dedicated math specialists for each school.

High School administrators expressed a need for expanded academic supports such as after-school homework assistance and reading tutors as well as data team facilitation to address the complexities of data team work at the high school level and to deepen the experience of the existing teams.

Curriculum directors and district administrators expressed a need for: additional content and curriculum development expertise to monitor and support implementation of new UBD curricula; professional development to improve teachers' use of effective instructional strategies and to strengthen the content expertise of teachers, especially in math; and improved articulation between preschool and kindergarten programs in Hamden.

Teacher's Union expressed a need for: increased student supports including extending learning time to after-school and summer; increased Family Resource Center services; strong teacher involvement in establishing a new evaluation system; and professional development that is relevant and differentiated.

Board of Education members have a strong desire to have student outcomes improve academically and behaviorally, with a particular focus on the high school and outcomes in grade 10.

Family Resource Center/Town of Hamden/HPYC see a need for more individualized parent outreach strategies; improved the transition from early care and education providers to kindergarten; and increased articulation between preschool programs and kindergarten expectations and standards.

Parents were involved through the PTA Council in the development of our District Improvement Plan, which is founded on the same three initiatives as our Alliance plan. They reviewed and approved the DIP. They expressed a strong desire to have representatives from all the schools participate in the PTA Council on a regular basis, which has improved this year. They also understood the need for providing a higher level of services to those schools with greater need and lower student achievement.

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?

New

Existing

Overview: Implement Data-Driven Decision Making to Drive Instruction and Inform Practice

HPS launched its initiative to implement data-driven decision making to drive instruction and inform practice in the beginning of the 2010-11 school year. The underlying rationale for selecting this as a key initiative in our district is that by using DDDM, our schools and the district will make better decisions about which practices to replicate, improve, and change in order to continuously improve student achievement and target areas of concern quickly and effectively. DDDM provides the systematic process necessary for educators to collaboratively improve teaching, learning, and leadership based on detailed and ongoing analysis of student performance information using the best data and evidence available.

In Hamden, DDDM is not only a decision making process but an ongoing, embedded professional development initiative that is being used to foster strong, collaborative relationships among staff that are sharply focused on improving student learning. Through the continued support and development of our DDDM initiative, we envision the data teams serving as professional learning communities where administrators, teachers, and other content specialists are continuously expanding their knowledge base of effective instructional practices, developing deeper content expertise, and increasing their understanding of how to differentiate instruction to meet individualized student needs through responsive adult actions.

Over the past two years, we have been able to establish the vision and rationale for utilizing DDDM as an integral practice across the district and have established data teams at every school, particularly through the support provided as a result of our participation in CALI. Where DDDM has been implemented with fidelity to the model, we have seen consistent improvement in student achievement, such as at Spring Glen and Dunbar Hill elementary schools. However, there is variation from school to school and grade level to grade level in the strength and depth of experience in our data teams, especially the instructional data teams. There are also implementation gaps in how DDDM is being carried out. The high school in particular needs more intense support than is currently available in order to be able to expand the initiative beyond the 9th and 10th grades and to address other issues, such as the complexities of scheduling collaborative work time to conduct data team meetings and determining the composition of data teams at the upper grade levels where the wide array of classes makes content-based teams more difficult to structure.

With Alliance District funding, we propose to expand and deepen our DDDM initiative to address these needs by building the capacity and knowledge base of our data teams beyond their current level. We propose to hire two part-time data facilitators in addition to the current part-time data facilitator already employed by the district using Title I funds. These three data facilitators, each with their own portfolio of schools to support, will allow us to serve every school. The role of the data facilitator is both to support the data analysis conducted by the teams and, perhaps more importantly, to serve as an instructional coach who can help data teams translate their data analyses into effective instructional strategies. Data facilitators will also help to ensure data teams remain focused on targeting the specific areas of student learning that need improvement based on standardized test scores and ongoing assessments in the curriculum.

We also propose to hire a full-time Director of Language Arts at the district level and five full-time math specialists, in addition to the four already employed by the district. The Director of Language Arts and the math specialists will play significant roles in addressing all three of our key initiatives. With respect to DDDM, they, along with the full-time literacy specialists we already have at each school, will serve as "knowledgeable others" at the table whose participation in the data teams will broaden the content expertise of the teams, help data teams deepen their knowledge of the Common Core State Standards, and support their implementation of the district's new UBD curriculum units that are aligned with these standards.

Finally, we propose to implement a data system that will enhance the ability of our data teams to perform their functions. The district needs an effective SRBI data tracking system (the exact system to be used will be determined in Year 1) to track both the implementation of academic interventions and student disciplinary and behavior data. With this type of data system in place, we will increase our instructional data teams' ability to help teachers and administrators respond quickly and effectively when students demonstrate a need for greater or more tailored intervention. Vertical data teams will have better information to design school-wide and individual student supports to help maximize students' academic and social achievements.

Over the past several years, we have seen improvements in student achievement that support our staying the course with DDDM and our other key initiatives. Students who are with us over time consistently perform better. For example, the 2012 grade 8 students showed the following growth in their achievement since grade 3 (2007):

- 43% scored at or above goal in math in grade 3; 55% scored at or above goal in math in grade 8. **(+12% points)**
- 67% scored at or above proficiency in math in grade 3; 80% scored at or above proficiency in math in grade 8. **(+13% points)**
- 41% scored at or above goal in reading in grade 3; 67% scored at or above goal in reading in grade 8. **(+26% points)**
- 62% scored at or above proficiency in reading in grade 3; 79% scored at or above proficiency in reading in grade 8. **(+17% points)**
- 45% scored at or above goal in writing in grade 3; 58% scored at or above goal in writing in grade 8. **(+13% points)**
- 75% scored at or above proficiency in grade 3; 81% scored at or above proficiency in writing in grade 8. **(+6% points)**

Our efforts to strengthen and improve our use of DDDM addresses the following items from the menu of District Reform Initiatives:

- Strengthens K-3 reading by building the capacity of teachers to utilize data to drive instruction using evidence-based, effective teaching strategies and provides embedded professional development for teachers through the presence of "knowledgeable others" on the team;
- Contributes to a comprehensive talent strategy by providing support for teachers, administrators, and curriculum specialists as they bolster instructional performance through systemic, embedded, and ongoing analysis of adult actions and student outcome data;
- Addresses directly the new teacher evaluation model by developing the capacity of teachers, administrators, and curriculum specialists to understand and use student learning indicator data; and

- Informs the decision making of stakeholders about any needed supports, including wraparound services.

Five Year Strategies and Implementation Steps:

Strategies:

1. Expand the capacity of data teams to use DDDM to drive instructional practice.

Implementation Steps:

- Support data teams at each school with an experienced data facilitator who can assess the needs of each team, identify implementation gaps in the DDDM model at each school/grade level, and build data teams' expertise in data analysis and application to instruction through coaching and embedded professional development.
- Expand the knowledge base of the data team members through the participation of "knowledgeable others" such as math and literacy specialists and the Director of Language Arts.
- Identify and implement a strategy for scheduling collaborative work time in the schedule for high school data teams.
- Establish and support instructional data teams at the high school for 11th and 12th grades.
- Identify emerging leaders on each team who can eventually take on the data facilitator role.
- Ensure each team has the breadth of knowledge and capacity to ultimately be self-sustaining.

2. Use data teams to ensure new UBD curriculum units aligned with the Common Core State Standards are taught effectively and consistently.

Implementation Steps:

- Identify high leverage performance tasks that test cumulative skills within each unit of study to serve as "dipsticks" for monitoring the implementation of the new UBD curricula.
- Collect student performance data for each of the identified performance tasks and analyze the data at the district level as well as at the school level through the instructional data teams.
- Develop a means for aggregating data from the performance task analysis to use as a progress monitoring tool for building-level administrators and district personnel.
- Based on the analyses, employ embedded professional development techniques such as coaching or mentoring to improve the implementation of curricula and to inform the ongoing development of curricula to meet student needs.
- Institutionalize the practice of utilizing data teams as a monitoring tool for effective and consistent curriculum implementation.

Year 1 Implementation Steps Description:

In Year 1 (2012-13), we will undertake the following:

- Hire two part-time data facilitators to bolster the data analysis capabilities of the data teams and to serve as instructional coaches.
- Hire a Director of Language Arts and five full-time math specialists to expand and deepen the content expertise of the data teams.
- Based on the needs of the data teams and the expertise of the data facilitators, match the data facilitators with 3-4 schools each to support implementation of DDDM.

- The data facilitators will participate in data team meetings at their schools, determine the specific needs of each team, and will deliver embedded professional development through coaching and other techniques to build the team's capacity and knowledge base for DDDM.
- The Director of Language Arts will provide embedded professional development in literacy-based DDDM for administrators, literacy specialists, and teachers through the data team process.
- The Director of Language Arts will provide direct support by attending school-wide vertical or grade-level literacy data team meetings as needed.
- The district's curriculum directors (Director of Language Arts, Director of Mathematics, Director of Science, etc.) will work with the district's Director of Instruction to identify the high leverage performance tasks to be tracked for each unit of study as a first step toward creating a process by which the data teams can effectively monitor the implementation of new UBD curricula.

Years of Implementation:

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

Key District Initiative		
Please copy/paste template on the following pages for each additional reform initiative.		
New or Existing Reform?	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Existing
Overview: <u>Increase Rigor</u>		

In 2010, HPS began implementing its second key initiative to increase the rigor of our curricula and instruction across all content areas and grade levels. Our rationale for undertaking this effort is that high teacher expectations and the quality and intensity of the curriculum have been shown to be among the most reliable predictors of student success. Through this initiative, we are also aligning our curricula with the new Common Core State Standards and beginning to prepare our students for the more rigorous expectations of these standards.

The centerpiece of our initiative to increase rigor is the overhaul of our curricula across the board using a “backwards design” method for planning instruction called *Understanding by Design* (UBD). The UBD process strengthens the connection between classroom instruction and students’ achievement of the learning goals for each unit of study by integrating performance-based assessments. To date, we have completed most of the core content areas at the middle school and high school levels as well as several grade levels in math, science, and social studies at the elementary level.

Through the process of revising our curricula, we have also increased the use of non-fiction writing based on Dr. Reeves' research demonstrating the power of this strategy for improving student achievement. Non-fiction writing is now embedded within the UBD units of study in each content area. For example, in the K-12 Science units, students are required to keep a science notebook to record observations, investigations, analysis of data and responses to inquiry-based focus questions. Literacy and Social Studies units embed the research process and non-fiction writing within unit performance tasks and learning plans. Written responses that describe problem solving methods and mathematical reasoning are part of the math units.

Improving teacher effectiveness is another aspect of our efforts to increase rigor. As mentioned previously, we are using Marzano's nine instructional strategies as our framework. Hamden will be working to assure these strategies are understood and practiced by all teachers. In the coming year, we will focus on the first two strategies – “identifying similarities and differences” and “summarizing and note taking,” which research has shown to have the greatest positive impact on student achievement. We will also be continuing the use of Kim Marshall's informal observational protocol as a tool for principals and administrators to monitor the teaching and learning that is occurring and to provide teacher feedback on an ongoing basis throughout the year.

Another facet of our initiative to increase rigor is the SAILS and RAISES programs at Hamden Middle School and Hamden High School, respectively. Using criteria such as standardized test scores, teacher recommendations, grades, and demonstrated ability, both programs identify students from typically under-represented groups to be placed in more advanced courses (including AP courses at the high school) than they would otherwise have been placed based on their past performance. Once chosen to participate, students receive supports such as participation in a Summer Institute, tutoring, training in study skills and time management, and parent involvement activities to help them succeed in higher

level classes that will ultimately improve their achievement and increase their opportunities for post-secondary success.

With the support of Alliance District funding, we will have the ability to move forward more quickly in our curriculum redesign and will be able to provide the level of monitoring and support required to ensure our new units of study are implemented with consistency and fidelity. The addition of a Director of Language Arts and five additional math specialists will provide HPS with a full team of personnel to support the changeover to our new, more rigorous curriculum. Currently, Hamden does not have a dedicated, full-time Director of Language Arts to oversee the literacy-based aspects of this process as we do for other content areas. We also have only four full-time math specialists who each divide their time between two different elementary schools. As a result, we have not been able to provide the same level and consistency of support in math that we are able to achieve by having nine full-time literacy specialists at every elementary school and the middle school. The district has also hired a full-time literacy specialist at the high school to support the nearly 20% of incoming ninth graders who score at or below Basic on the CMT in reading. With this expansion in staff, we will have a full team of professionals in place to use a comprehensive approach to increasing rigor in our curricula and instruction. In a systematic way, we will be equipped to create, pilot, and monitor the implementation of rigorous curricula that reflect the Common Core State Standards and incorporate non-fiction writing.

The new Director of Language Arts and the Director of Mathematics will use a trainer of trainers approach to provide our team of literacy and math specialists with ongoing professional development needed to increase rigor, such as curriculum development and implementation, assessment analysis, and the use of non-fiction writing in other content areas. As a result, our schools will each have a well-trained, full-time math and literacy specialist on site to help increase teachers' understanding of the new standards, build teachers' content expertise, help teachers differentiate instruction, and model and support teachers' use of effective teaching strategies. We expect that this higher level of consistent, readily accessible support and expertise will translate into higher levels of student achievement than we have been able to attain with our current staffing.

We are also planning to increase our student achievement in math by expanding the use of dedicated math teachers in the elementary grades, an approach we currently use in the sixth grade. By providing extensive professional development using the Intel Math Program, we will increase the depth of understanding and instructional expertise of our math teachers so that they are able to provide more rigorous and effective math instruction. Next year, we will make the necessary staffing plans to allow us to begin using dedicated 5th grade math teachers in 2013-14. If we observe progress in improving students' math achievement, we will assess whether to expand the strategy to even lower grade levels.

At two of our lowest tiered schools, Ridge Hill and Church Street, we propose to use Alliance District funds to contract with Cambridge Associates to conduct an instructional audit to determine strengths and weaknesses and provide recommendations for improved achievement at these schools. We will begin with an audit at Ridge Hill in 2012-13 and follow with Church Street the next year. For now, we do not propose to audit Helen Street School because it has demonstrated consistent growth in student achievement for the past several years.

In 2012-13, we will also revise our evaluation process to be aligned to the State Framework for Evaluation approved by the State Board of Education in June 2012. Excellent schools require high quality school leaders and teachers. The evaluation process establishes the high quality standards of practice that we require our school leaders and teachers to reach. The evaluation process also establishes the

priorities of the school district and contributes to the improvement of practice for all staff. Our rubric will address content and instructional rigor in the following components: student engagement, student work, planning, instructional strategies, assessment, learning environment, and reflection. We will establish a committee comprised of administrators, teachers, and union representatives to develop the new evaluation system and, using LEA and Title I funding, we will provide the committee with training in the requirements of the new evaluation model and will schedule sufficient full-day opportunities for the committee to collaborate on developing Hamden's evaluation system.

With respect to our RAISES program, we propose to use Alliance District funds to provide a stipend to a Project Manager. Currently, this program is overseen by the high school principal, who cannot devote the time required to fully realize the program's potential in the school. The clear majority of RAISES students are on target in higher level coursework — 59% of students who moved from a level 5 to a level 7 earned a grade of C or better; 88% of RAISES students who moved from a level 7 to a level 9 (advanced) course earned a grade of C or better; and 77% of students who moved from a level 9 to an Advanced Placement class earned a grade of C or better. A Project Manager would regularly monitor student progress, collect and disaggregate student achievement data, examine data to identify student needs, organize college tours, and lead the implementation of the Summer Institute. With the increased coordination of RAISES, we expect to be able to increase the number of students participating through additional outreach and recruitment and to improve student success in the program through consistent, focused student monitoring and support. We also propose to hire two teachers to work with students in the Summer Institute who will be taking AP courses in the coming fall. These teachers will improve students' success in AP courses by reviewing their work to familiarize them with the expectations and workload required by AP classes.

Our efforts to advance our initiative to increase rigor across the curricula address the following items from the menu of District Reform Initiatives:

- Strengthens K-3 reading by advancing the district's creation and implementation of a more rigorous literacy curriculum aligned to the Common Core State Standards and by creating the capacity for the district, through its new Director of Language Arts, to conduct ongoing embedded professional development for literacy specialists and teachers in the use of effective instructional strategies;
- Contributes to a comprehensive talent strategy by bolstering teacher performance through increased access to embedded professional development from content experts such as the literacy and math specialists and the use of Marshall's informal observational protocol; and
- Provides training for school leaders and other staff on new teacher evaluation models, which would be an integral component of our process to design a new teacher evaluation system.

Five Year Strategies and Implementation Steps:

Strategies:

1. Create and Implement Curriculum Units using the UBD Framework

Implementation Steps:

- Complete the development, piloting, and Board approval process for UBD curricula across all content areas and grade levels.
- Monitor the ongoing implementation of approved curriculum units through data team analyses of ongoing student performance data and instructional rounds using the Marshall protocol.

- Provide embedded professional development through curriculum directors and literacy and math specialists to increase teachers' knowledge and to resolve implementation gaps as needed based on the results of the monitoring process.
 - Conduct an instructional audit at Ridge Hill and Church Street Elementary Schools, two of our lowest performing schools that have not demonstrated significant growth, to identify any deficits in curriculum and instruction or in the learning environment of the school.
 - Based on instructional audit results, develop a school-level reform plan that identifies additional strategies and sources of support to remediate problems and improve overall achievement at these two schools.
2. Improve Teacher Effectiveness through Professional Development in Effective Teaching Strategies and Use of Marshall's Observational Protocol to Monitor Teacher Performance
Implementation Steps:
- Increase teachers' knowledge and understanding of effective instructional strategies using Marzano's nine strategies as a framework. Each year will focus on 2-3 instructional strategies.
 - Conduct instructional rounds using Marshall's framework to observe teachers' ability to use Marzano and other effective teaching strategies with success in the classroom.
 - Based on these observations, provide teachers with feedback and other sources of support such as embedded professional development, coaching, and modeling, to continuously improve the use of effective teaching strategies in the classroom.
 - Realign teaching staff to expand use of dedicated math teachers at the elementary level.
 - Increase math teachers' conceptual understanding of core math concepts and ensure they are prepared to instruct to the more rigorous level required by the Common Core State Standards.
 - Assess the impact of the dedicated math teacher approach and expand to lower grade levels if effective—one new grade level per year.
3. Develop and Implement a Teacher Evaluation System in Compliance with New State Requirements
Implementation Steps:
- Establish a committee composed of teachers, principals, administrators, and union representatives to collaboratively develop an evaluation system that incorporates the criteria established by the State.
 - Provide training to the committee in the new evaluation model and sufficient release time for the committee to collaborate.
 - Establish a process for monitoring and continuously improving the evaluation system based on input from teachers, principals, administrators, and union representatives.
 - Implement the evaluation system beginning in 2013-14.
 - Assess implementation with input from teachers, principals, and administrators and make improvements as indicated by this information.
4. Increase the Number of Students who Enroll and Succeed in Higher Level or Advanced Placement Classes at Hamden Middle School and Hamden High School
Implementation Steps:
- Continue to provide SAILS and RAISES programs at HMS and HHS, respectively.
 - Improve RAISES program implementation and expand the number of students participating by providing a stipended Project Manager.

- Expand the availability of supports for RAISES students by providing teachers in the Summer Institute who can orient and prepare students for the rigorous expectations of Advanced Placement classes.

Year 1 Implementation Steps Description:

In Year 1 (2012-13), we will undertake the following:

Curriculum Development

- The Director of Curriculum and Instruction will work with curriculum directors and department chairs to continue to develop units of instruction. Emphasis will be placed on creating units of instruction in Math in grades K, 3, 4 and 6 and Language Arts K-6.
- Board-approved units of instruction will be implemented in the classrooms.
- Each curriculum director or department chair will be responsible for collecting results from designated performance tasks within each unit and supporting teachers in analyzing results and improving their instruction through the use of data teams and embedded professional development.
- At the district level, the Director of Curriculum and Instruction and the Assistant Superintendent of Teaching and Learning will monitor select units of study to ensure effective curriculum implementation and to provide support for improvement as needed.
- Contract with Cambridge Associates to conduct an instructional audit at Ridge Hill School, our lowest performing school over the past two years.
- Complete an instructional audit of Ridge Hill School and develop a school-level reform plan for addressing weaknesses identified by the audit process.

Effective Teaching Strategies

- All teachers will receive professional development (up to 3 days) in Marzano's first two effective teaching strategies. It will be tailored to the needs of their grade level, including how to integrate the use of these strategies into the new Common Core State Standards or new units of study.
- Communicate the plan for dedicated math teachers to administrators, staff, and teachers' union.
- Identify teachers to serve as dedicated math instructors for fifth grade at each elementary school.
- Determine staffing realignments needed at each elementary school to support the dedicated math teacher approach beginning in 2013-14.
- Arrange for nine math specialists and 16 fifth and sixth grade math teachers to attend the Intel Math Program during the summer of 2013 to increase conceptual understanding of core math concepts and ensure math teachers are prepared to instruct to the more rigorous level required by the Common Core State Standards.

Evaluation System

- Recruit a representative group of teachers, administrators, and union representatives to form a district-wide evaluation committee.
- Provide training and release time for the evaluation committee to complete the design of an evaluation system that meets newly passed State requirements.

RAISES

- Select a teacher who will serve in a stipended position as RAISES Project Manager.
- RAISES Project Manager will assume responsibility for coordinating the program, monitoring student progress, and ensuring high quality program implementation.
- Hire two teachers for RAISES Summer Institute to support students enrolling in Advanced Placement classes in Fall 2013. These teachers will review student work and provide feedback and instruction in study skills to familiarize students with the level of expectations and work demanded by Advanced Placement classes.

Years of Implementation:

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

Key District Initiative		
Please copy/paste template on the following pages for each additional reform initiative.		
New or Existing Reform?	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Existing
Overview: <u>Establish a System of Supports for All Students</u>		

The third key initiative resulting from Hamden's District Improvement Plan process is to establish a system of supports for all students. The rationale for this initiative is that by articulating a well-defined, progressive series of interventions that are to be used to assist students who are struggling academically, emotionally, or behaviorally, we are prepared to meet the needs of all of our students.

Much of our work to establish a system of supports for all students relates to our efforts to implement SRBI across the district. To date, we have written a district-wide SRBI implementation guide to help schools provide appropriate interventions based on their data-driven decision making processes and to ensure consistent implementation across the district. In the coming year, each school will incorporate a dedicated intervention block into its schedule to set aside a consistent time for tier II and tier III interventions to occur. We will also hold our second district-wide SRBI Summit at which administrators and teachers come together to discuss their successes and obstacles in implementing SRBI. Through these discussions, school leaders gain ideas to strengthen and improve existing structures in their buildings. We also pair schools that are further along in the implementation process with those who need extra support and guidance to overcome challenges they are facing in their SRBI efforts.

At the elementary and middle schools, we have implemented an evidence-based social-emotional learning curriculum developed at Yale University to help foster positive school climates. Teachers use evidence-based practices on a daily basis in their classrooms to teach students emotional literacy skills that create a positive learning environment conducive to student achievement.

At the high school, our efforts have focused on the ninth grade. Research points to the freshman year as being pivotal in the academic career of a student (including the likelihood of graduation), which suggests that focusing efforts on this population can be a high-leverage tactic in school improvement. The Freshman Transition Program strives to provide the environment of a small, intimate high school within a larger building. Using a team structure, we provide more individualized supports to ninth graders, including a math lab, writing lab, freshman study hall, literacy specialist, and a mentoring program. Initiating the Freshman Transition Program has proven successful in improving the freshman promotion rate. In the 2010-11 school year, 41 students out of 485 (8%) were retained in the 9th grade. This has improved during the program's second year with only 12 out of 470 (2.5%) needing to repeat 9th grade.

With Alliance District funds, we plan to expand the system of supports we have been building to incorporate missing elements that were not previously able to be funded and to provide targeted interventions to support our lowest-performing schools. We have identified three elementary schools—Ridge Hill, Church Street, and Helen Street—and Hamden High School as our lowest tier of schools. We have selected several targeted interventions to help raise student achievement at these schools.

Principals at these schools will undergo a 360⁰ evaluation to identify their strengths and weaknesses, and each will have the opportunity to work with an executive coach to address areas requiring further development. All of our schools have developed Professional Learning Communities to share leadership, power, and decision making with teachers and to forge relationships between administrators

and teachers that create a culture of shared leadership in school improvement. Working with executive coaches will provide these principals in particular with additional support and coaching to continue to build and strengthen a culture of shared leadership and shared responsibility for improving student achievement in their school.

At the three elementary schools, we will create after-school programs targeting to the lowest-achieving students in grades K-3. Programs will operate 30 weeks per school year for four days per week. These programs will be literacy-based and will use enrichment activities designed to build stronger literacy skills at the earliest grade levels to better prepare students for the demands of the Common Core State Standards. Because some students from these schools are enrolled at the Town of Hamden's after-school program at another site, we will also hire a certified teacher to tutor students from these schools at that location. The focus of the tutoring will also be on literacy skills and will be coordinated with the students' teachers to ensure correlation between what is being taught in school and after school.

We will also provide a summer program beginning in 2013 at each of these elementary schools to prevent the summer learning loss that occurs, often in a more pronounced way for students from low-income backgrounds. The specific students, grade levels, and content areas to be targeted will be determined based on the analysis of student performance data at each school. However, we anticipate that literacy will continue to be targeted at the lower grade levels, particularly for students eligible for free or reduced lunch, where we continue to see significant achievement gaps.

In cooperation with Hamden's Partnership for Young Children (HPYC)—a local collaborative of town agencies, child care and preschool providers, the United Way, HPS and the Family Resource Center—we will offer a four-week transition to kindergarten program in the summer at each of the three targeted elementary schools. This program will be targeted to students who have had limited or no prior preschool experience. This program has been implemented at Church Street in the past with very positive reviews from parents and the kindergarten teachers who feel it allows children to become acclimated to the school environment and structure in a very positive, calm manner before the official school year begins when 300+ students will all return to school at the same time. It alleviates the stress of the transition and allows teachers to get an early sense of the children's needs and skill levels, a crucial insight that helps them better place students in classes for the fall.

The summer transition to kindergarten program is part of a broader Transition to Kindergarten initiative that the district will undertake with HPYC to increase the continuity between the expectations and curricula of preschool education programs in our area and the district's kindergarten program. This broader initiative will include professional development opportunities for preschool providers and kindergarten staff to share information and to learn more about the expectations for students' entering kindergarten and their connection to the Common Core State Standards. We will also provide an extended kinder-prep program for children and families that includes evening sessions throughout the year addressing topics related to kindergarten readiness and how to support learning at home. HPYC will also improve the kindergarten registration process to be more convenient for families and to gather more useful information from preschool programs about incoming students. We expect the connections we will create among the schools, early care and education providers, and families will increase the support and information available so that more children are prepared for the kindergarten learning environment.

Finally, we will expand the capacity of the parent engagement initiative that is part of our District Improvement Plan by hiring a Family Outreach Worker to provide personalized outreach to increase the

positive involvement the families of at-risk students at these three elementary schools. The Family Outreach Coordinator will work with K-6 families to conduct home visits, connect families to services, and encourage and support families in becoming more closely connected to the school community.

Ridge Hill, Church Street, and Helen Street Schools are all Title I schools with the highest percentage of students eligible for free and reduced lunch (FRL) in the district (61%, 76%, and 61%, respectively). We expect the interventions we've described to positively impact student achievement levels because they reflect an intensified effort to build upon the progress we've already made to close the achievement gap, which is particularly wide for FRL students in Hamden. Following are some examples of how the achievement gap is narrowing in Hamden:

- In 2006, for sixth graders scoring at or above goal in reading, there was a gap of 34% points between those eligible for FRL and those not eligible for FRL; in 2012, the gap has narrowed to 22% points.
- In 2006, for eighth graders scoring at or above goal in math, there was a gap of 38% points between those not eligible for FRL and those eligible for FRL; in 2012, the gap has been reduced to 26% points.

However, we have not yet impacted the gap in grade 3 reading for FRL students, which is why we are focusing our resources at these three schools and emphasizing literacy skills in our summer, after school, and kindergarten transition programs.

At the high school, we will continue to focus our efforts primarily on improving the transition to high school in the freshman year. The district will institute, with its own funds, a technology-based credit recovery program using Odysseyware, which will provide students with an opportunity to regain the credits needed to advance to the next grade, thus helping to prevent students from falling so far behind that they are more likely to drop out. While focused on supporting ninth graders, this program will also be available to other students including students in Hamden's alternative high school.

The district has also hired a full-time literacy specialist to work at the high school this coming fall. The addition of this position was in response to the number of below-grade-level readers at the high school level. For the past two years, 8th graders have scored below the state average in Reading and Writing on the CMT. In 2012, 18% of Hamden Middle School 8th graders scored Basic or below on CMT Reading; 25% of these students scored Basic or below on Writing. With an incoming freshman class of 485, that's approximately 80 - 100 students struggling with literacy. Among many duties, the literacy specialist will work with teachers to use research-based strategies for improving literacy skills; she will provide professional development to staff related to reading and writing; and she will assess incoming students to diagnose literacy strengths and weaknesses and design appropriate instruction. With Alliance funds, we propose to hire three reading tutors to work under the direction of the specialist to provide one-on-one and small group instruction to incoming freshman based on instruction plans that the literacy specialist has developed. With reading tutors, we will be able to maximize the impact of the literacy specialist's work by reinforcing it with direct and individualized instruction for the students who need it most.

Another area of concern for ninth grade success is homework completion. The increase in homework once in high school has proven to be overwhelming for many ninth graders. A lack of homework completion is among the biggest concerns teachers report in team meetings and this accounts for a substantial percent of students' grades. To date, we have had success assisting students with

homework completion in our ninth-grade math and writing labs that occur during the school day. Using Alliance funds, we propose to extend this resource to after school by staffing a homework café two days per week with four certified teachers, one in each core subject area (English, Social Studies, Math, and Biology). Like the labs, the after-school homework café would give students an opportunity to receive assistance working with teachers other than their own. Many students have expressed that this change in relationship and instructional methods is helpful in subjects with which they struggle.

Individualized social-emotional and behavior support is just as critical for freshmen as individualized academic support. During the 2011-12 school year, the ninth grade administrator experimented with numerous alternatives to in-school suspension and other traditional behavior consequences. A Freshman Support Center was used by the assistant principal as a more structured, supported, and focused alternative to in-school suspension. Students worked with someone from the core freshman leadership team to create a reasonable agenda for the day, which included prioritizing homework and time management. Students left the office feeling less overwhelmed and more positive about school. We propose to use Alliance funds to expand the use of this alternative administrative action by making a Freshman Support Center available daily with consistent staffing. We would hire two part-time staff members to operate the Freshman Support Center to provide students with counseling and support to help them cope more constructively with the challenges of transitioning to high school.

We are committed to continuing and enhancing our emphasis on the ninth grade based on early indications that we are having an impact on student achievement. In 2012, we saw improvement in our CAPT scores of 1-5% across all content areas. While this is not tremendous growth, we believe it is a step in the right direction and contrary to this year's state trend. As 2012 was the first year that students who experienced the Freshman Transition Program took the CAPT test, we have decided to stay the course and enhance this initiative. As noted above, our freshman retention rate has fallen from 8% to 2.5% over the past two years.

Our efforts to expand the system of supports available to all students address the following items from the menu of District Reform Initiatives:

- Strengthens K-3 reading by providing targeted literacy instruction after school at Ridge Hill, Church Street, Helen Street, and the Town of Hamden's after-school program, and by providing a summer transition to kindergarten program that will help incoming students without prior preschool experience be better prepared for learning in kindergarten.
- Extends the time available for learning by offering targeted after-school and summer programs at Ridge Hill, Church Street, and Helen Street and by instituting after-school homework assistance taught by certified teachers at the high school.
- Extends the time available for learning by making more constructive use of in-school suspension time through the Freshman Support Center that will assist students with counseling and support to address both academic and social-emotional issues.
- Collaborates with HPYC to implement a Transition to Kindergarten Project that includes bringing together preschool providers and kindergarten staff for professional development opportunities to help preschool providers understand and align their programs with the district's expectations for entering kindergartners.
- Coordinates with the Town of Hamden's after-school program by serving students who need literacy tutoring on-site and works in partnership with HPYC to implement a variety of wraparound services through the Kindergarten Transition Project such as an evening kinder-prep series and an improved registration process that includes greater outreach to increase early registration and an evening registration session for working families.

Five Year Strategies and Implementation Steps:

Strategies:

1. Continue to Build Capacity and Ability to Implement SRBI Effectively

Implementation Steps:

- Incorporate an intervention block into the schedule of every school to set aside dedicated time for tier II and tier III interventions to occur.
- Build capacity for effective SRBI implementation with a district-wide summit and school-to-school mentoring for those who need more assistance.
- Expand the use of technology to support SRBI.

2. Implement Targeted Interventions to Strengthen Instruction and Improve Learning at Lowest Performing Schools

Implementation Steps:

a) At the lowest performing elementary schools (Ridge Hill, Church Street, Helen Street):

- Use 360^o evaluations and executive coaches to enhance principals' leadership skills, promote teambuilding, and foster shared leadership with teachers through Professional Learning Communities.
- Establish literacy-based after-school programs for K-3 students. Programs will target students performing below grade level, particularly those eligible for free- or reduced lunch. Programs will operate 30 weeks per school year for four days per week.
- Place a literacy tutor at the off-site after-school program operated by the Town of Hamden, which primarily serves students from Ridge Hill, Church Street, and Helen Street, and establish a process to ensure articulation between the work of the tutor and the needs identified by each student's teacher.
- Develop summer programs to be offered beginning in summer 2013. The specific students, grade levels, and content areas to be targeted will be determined based on the needs of each school as demonstrated by student performance data.
- Provide a four-week summer program for entering kindergarten students. The program will target entering kindergartners with limited or no prior preschool experience.
- Implement a district-wide kindergarten transition initiative to improve the alignment between preschool programs and the expectations for kindergarten and the Common Core State Standards.
- Monitor progress and address areas that need improvement through professional development and additional programs as warranted.

b) At Hamden High School:

- Institute a technology-based credit recovery program using Odysseyware.
- Employ a literacy specialist to work across the freshman curriculum assisting teachers in using effective strategies for helping students struggling with literacy and identifying specific students for more individualized instruction from reading tutors.
- Institute an after-school homework café to help students improve homework completion and improve achievement in core content areas.
- Institute a Freshman Support Center to provide a constructive alternative to in-school suspension and help students cope effectively with ninth grade transition issues.

3. Encourage and Support Increased Parent Engagement in Student Learning

Implementation Steps:

- Develop a standards-based report card to replace existing K-6 report cards. The standards-based report card provides parents with a clear picture of what the child knows and is able to do and relates it to the Common Core State Standards for the child's grade level.
- Expand the parent portal used by the middle and high schools to the elementary level, allowing all parents to be able to check their child's grades, attendance, and other student information online.
- Increase our capacity to reach out in a more personal and ongoing way to engage families of at-risk students from Ridge Hill, Church Street, and Helen Street schools.
- Engage parents more effectively by improving their first experiences with HPS through the kindergarten registration process and services such as the kinder-prep series.

Year 1 Implementation Steps Description:

In 2012-13, we will accomplish the following activities:

SRBI

- Incorporate an intervention block into the schedule of every school to set aside dedicated time for tier II and tier III interventions to occur.
- Organize and implement second district-wide SRBI Summit.
- Research ways to increase the use of technology to provide tier II and tier III interventions, including cost-effective ways to bring portable technology into the classroom (such as iPads) to support differentiated instruction and SRBI.
- Based on this research, implement new uses of existing technology and/or acquire new technology to support effective use of SRBI.

Targeted Interventions

a) Leadership Development

- Complete 360⁰ evaluations of principals at lowest tier schools and pair with an executive coach to build leadership skills and improve collaboration with staff to promote overall school improvement.

b) After School

- Based on CAP and DRA2 scores, identify K-3 students to participate in after-school literacy program.
- Conduct outreach to families of these students to encourage their participation.
- Hire certified teachers to conduct after-school literacy programming.
- Launch after-school programming by October 1.

c) Summer Programs

- During the school year, each school principal will plan a summer program that will provide targeted academic enrichment activities to reinforce the school-year instruction and improve student achievement. Based on student performance data, each school will determine how to

structure the summer program in terms which grade levels and content areas to address the greatest areas of weakness .

- Promote the summer program and reach out to the families of targeted students in Spring 2013 to encourage enrollment.
- Implement summer programs in July or August 2013.
- Working with HPYC and the Family Resource Center, schools will plan four-week kindergarten transition programs to acclimate incoming kindergartners to the school setting and prepare them for kindergarten activities. This includes hiring staff, planning activities, publicizing the program, and conducting outreach to families to identify participants and encourage enrollment.
- The kindergarten transition program will occur in July or August 2013.

d) Kindergarten Transition Initiative

- Provide professional development opportunities to early childhood providers to continue improving the quality of the preschool programs and their alignment with kindergarten standards.
- Improve kindergarten registration process by revising packet to be easier for families to use, to collect all the information needed by schools and teachers, and to add an evening registration opportunity.
- Increase the early registration of kindergartners by expanding the distribution of registration information and forms. This will facilitate the formation of an appropriate number of kindergarten classrooms at each school and will ensure students will complete all the necessary steps to start school on time.
- Increase completion of the preschool observation form by early childhood providers and increase utilization by kindergarten staff.
- Conduct two kindergarten readiness programs for families each consisting of a 7-part series for 20-25 families including dinner, books for families, presentations for the parents, childcare and activity programs for the entering kindergartener.

e) Hamden High School

- Hire the additional staff to expand the supports provided in ninth grade, including three reading tutors, four certified teachers to staff the after-school homework café, and two Freshman Support Center staff.
- Newly hired Literacy Specialist will assess incoming freshmen placed in level-five English (lowest level) to diagnoses strengths and weaknesses and develop individualized instruction plans for tutors to work on with students.
- Establish homework café and Freshman Support Center.
- Monitor implementation of these additional ninth grade initiatives and make adjustments as needed to support students.

Parent Engagement Initiative

- Hire a Family Outreach Coordinator to improve the home-school connection for at-risk families through home visits, connecting families to services in the community, and personalized attention to encourage school involvement.
- Assemble a working group of directors, the Assistant Superintendent of Teaching and Learning, and a teachers' union representative to create the standards-based report card for grades K-6.

- Launch the parent portal at the elementary level for parents to access their child's standards-based report card and attendance information and to exchange communication with teachers.
- Publicize and educate parents about the new report card and portal through school flyers, PTAs, open houses, and school messenger system.

Years of Implementation:

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

Section II: Differentiated School Interventions

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>West Woods Elementary School</p> <p>Bear Path Elementary School</p> <p>Spring Glen Elementary School</p>	<p>SPI \geq 80</p> <p>Subgroups may be low-performing but they comprise a small number of students at each school</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: Full-time math specialist at each school, 5th grade math teachers, Intel Math Program, use of Marzano's instructional strategies</p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: Director of Language Arts, UBD units of study, increase non-fiction writing</p> <p>Use of Data: Data facilitator</p> <p>School Environment: District-wide, evidence-based social-emotional literacy initiative (RULER approach)</p> <p>Family and Community: online parent portal, standards-based report card</p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>Shepherd Glen Elementary School</p> <p>Hamden Middle School</p> <p>Dunbar Hill Elementary School</p>	<p>SPI 74-79</p> <p>Title I School</p> <p>Substantial percentage of students at the school are in low-performing subgroups</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: Full-time math specialist at each school, 5th grade math teachers, Intel Math Program, use of Marzano's instructional strategies</p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: Director of Language Arts, UBD units of study, increase non-fiction writing</p>

			<p>Use of Data: Data facilitator</p> <p>School Environment: District-wide, evidence-based social-emotional literacy initiative (RULER approach)</p> <p>Family and Community: online parent portal, standards-based report card</p>
<p><i>Schools that require most significant support and oversight:</i> 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>Helen Street Elementary School</p> <p>Church Street Elementary School</p> <p>Ridge Hill Elementary School</p> <p>Hamden High School</p>	<p>SPI 66-71</p> <p>Title I School</p> <p>Substantial percentage of students at the school are in low-performing subgroups</p>	<p>Leadership: 360^o evaluation/ Executive coaches</p> <p>Instruction/Teaching: Instructional audits, full-time math specialists at each school, 5th grade math teachers, Intel Math Program, use of Marzano's instructional strategies</p> <p>Effective Use of Time: Literacy-based K-3 after-school program, summer program, summer kindergarten transition program</p> <p>Curriculum: Director of Language Arts, UBD units of study, increase in non-fiction writing</p> <p>Use of Data: Data Facilitator</p> <p>School Environment: District-wide, evidence-based social-emotional literacy initiative (RULER approach)</p> <p>Family and Community: Family Outreach Coordinator, literacy tutoring at Town after-school program, online parent portal, standards-based report card</p>

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

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

Selection of Schools

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

Ridge Hill Elementary School
Church Street Elementary School
Helen Street Elementary School
Hamden High School

It is important to note that Hamden does not have any turnaround, focus, or review schools in the district. Therefore, we are approaching the coming year, 2012-13, primarily as an implementation year for the schools we have designated as low-performing. The interventions we have planned, as described in Section I of our proposal, were determined based on the planning conducted by the district over the past two years and the work we have completed to date in implementing our District Improvement Plan. In addition, as described below, we have planned for intensified monitoring and support for our targeted schools as they implement the interventions we've selected and continue to build upon these in the coming years.

Data Examination

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

The district has been extensively engaged in our DDDM initiative for two years and has vertical and instructional data teams operating at each of our schools. While there is a need to build the capacity and experience of the data teams, level out variations in the implementation of the DDDM process, and deepen the content expertise of teams, our schools and the district have spent significant time identifying the specific needs for improvement at each school, which formed the basis for the interventions identified in Section I above.

Going forward, we will continue to support the data teams at each school in our lowest-performing tier with a data facilitator who will assist them in analyzing student performance data to continue to monitor and identify areas of focus for improvement. The data facilitator will build the data teams' capacity to analyze data through embedded professional development in the DDDM process and will serve as an instructional coach to help data teams determine the most effective instructional strategies to apply to specific areas of weakness.

In addition, by working with executive coaches, principals at these lowest-performing schools will receive support in leading the DDDM process and connecting the results of DDDM to the creation of a school-wide improvement strategy.

Diagnosis

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

over the course of the year.)

The district has several systems in place that provide an ongoing source of information to assess progress and diagnose needs in each of these areas. We will intensify the use of these oversight techniques for the low-performing schools we have designated and will target them toward the areas of greatest concern based on student performance data.

- Quality of leadership is assessed using our annual evaluation process as well as the 360^o evaluations that we will conduct for the principals at our designated schools, which will pinpoint specific areas for development in the coming year.
- Quality of instruction is addressed in the frequent walk-throughs, or instructional rounds, that administrators conduct at different schools on a monthly basis using the SOTEL framework. In the coming year, we will create a formal schedule of increased instructional rounds for the designated schools. The rounds at these schools will be unannounced and will focus on grade levels or classrooms that raise concerns based on student performance data. The instructional audits we will conduct at Ridge Hill and Church Street will also provide an assessment of strengths and weaknesses in instruction.
- Quality of curriculum is addressed in our current process for re-designing the curriculum to align with the Common Core State Standards. We receive feedback on the quality of curriculum during the pilot phase and conduct a formal evaluation of curriculum after implementation.
- Use of data will be assessed by the data facilitators who can provide coaching and embedded professional development to improve any deficiencies in the use of DDDM by the data teams.
- Use of time is assessed during instructional rounds and formal observations of teachers during the school year. We will focus on specific grade levels where student performance data indicates increased attention is needed.
- School climate has been assessed at the high school and has received significant attention through the Freshman Transition Program. We have also implemented a district-wide, evidence-based social-emotional behavior curriculum over the past two years so that every school and teacher is attuned to school climate issues and is using evidence-based strategies on a daily basis to promote positive school engagement. We monitor suspension and other behavioral data through our vertical data teams to alert us to any specific climate concerns and have developed an online survey tool to assess school climate at schools where we detect potential concerns.
- Partnerships with parents and the community are not formally assessed but we formed a parent engagement subcommittee as part of our district improvement process that is examining ways to promote increased parent involvement. The parent portal and standards-based report cards are two examples of the work that has stemmed from this initiative.

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

The Assistant Superintendent for Teaching and Learning will oversee these activities at the designated schools.

Goal Setting

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

These schools will receive support in the goal-setting process in several ways:

- Executive coaches can assist principals in establishing goals for teambuilding and

	<p>shared leadership to promote overall school improvement.</p> <ul style="list-style-type: none"> • The Assistant Superintendent of Teaching and Learning will meet monthly with principals from the low-performing schools to set goals and monitor progress. • Instructional audits will identify strengths and further clarify areas for improvement with specific recommendations for doing so. • "Knowledgeable others" such as data facilitators, math and literacy specialists, and curriculum directors will expand the data teams' content expertise and experience with DDDM. This will lead to improved targeting of instruction and embedded professional development to address specific areas of student performance that need the most attention.
Intervention Selection	
<ul style="list-style-type: none"> • What are the criteria you will use to select appropriate interventions for low performing schools? 	<p>We will use CMT, CAPT, DRA2, Blue Ribbon, and Fountas & Pinnell results as well as data on performance tasks embedded in the curricula to identify the specific grade levels, content areas, and student subgroups that are lagging in achievement at each low performing school. We will also use data such as office referrals and suspensions to identify the need for behavioral interventions. Appropriate interventions for students will be selected to address the identified areas in need of improvement using the SRBI framework.</p>
<ul style="list-style-type: none"> • How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? 	<p>We will conduct progress monitoring using internal assessments and will examine whether students receiving tier II or tier III SRBI are progressing. If we do not see progress, district administrators will attend SRBI meetings at the school to assess implementation and connect staff with additional training and resources as needed.</p>
Planning for Implementation	
<ul style="list-style-type: none"> • How will you support schools in the development of comprehensive implementation plans? 	<p>The district has already begun discussions with the principals at each low-performing school to establish specific plans to improve student achievement and close the achievement gap based on existing data and the school's progress to date in implementing our three key initiatives. The activities we've set forth in Section I of our proposal reflect the consensus that has been developed so far regarding how to effectively address the needs at each school.</p> <p>Principals will now be required to each produce a written proposal for improvement based on these discussions that addresses leadership, instruction/teaching, effective use of time, curriculum, use of data, school climate, and family and community relationships within the specific context of their school. The plans will be negotiated with the Superintendent to establish a mutually agreed upon plan for improvement tailored to the specific needs of each school.</p>
Monitoring	
<ul style="list-style-type: none"> • How will you monitor schools to ensure that interventions are implemented? 	<p>Principals will meet monthly with the Assistant Superintendent of Teaching and Learning to review progress. We will also increase the number of instructional rounds conducted at these schools and will focus our attention during these rounds on observing specific aspects of the plan to ensure implementation. Rounds will be unannounced and district staff will choose</p>

which classrooms to observe.

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

Data teams will monitor student performance data at the school and district level throughout the year to track progress in student achievement and to modify interventions as needed to ensure progress.

Timeline

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

Principals will complete their written plans by September 15; plans will be negotiated with the Superintendent by October 1. Implementation will begin in October with ongoing monitoring as described above to track progress and to revise the plan as needed to ensure improvements in student achievement.

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance Grant

THE APPLICANT: Hamden Public Schools **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

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

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

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

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

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

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

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


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

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

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

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

Superintendent Signature:



Fran M. Rabinowitz

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

July 20, 2012

Date:

HAMDEN PUBLIC SCHOOLS - Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
	Key District Initiatives	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1.	Data-Driven Decision Making	2 part-time data facilitators; training for SRBI tracking system	\$56,000	1 part-time data facilitator; SRBI tracking system	\$37,000	\$93,000
2.	Increase Rigor	5 full-time math specialists; full-time Director of Language Arts; Intel Math Program; RAISES project manager and Summer Institute teachers; Instructional Audit	\$419,480	4 full-time math specialists; teacher stipends for participation in Intel Math Program; professional development in Marzano instructional strategies and new evaluation model	\$278,000	\$697,480

3. System of Student Supports	360 evaluations and executive coaches for lowest tier schools; 3 part-time reading tutors, 4 certified teachers for homework café, and 2 part-time Student Support staff at HHS; after-school and summer programs at lowest tier elementary schools; tutor at Town after-school program; Family Outreach Coordinator; kindergarten transition initiative	\$407,506	Odysseyware Credit Recovery Program; Literacy Specialist at HHS	\$106,000	\$513,506
	Total	\$882,986		\$421,000	\$1,303,986

HAMDEN PUBLIC SCHOOLS

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: Data-Driven Decision Making

Element	Positions	Amount
Personal Services-Salaries	1.00	\$50,000
2 part-time data facilitators x \$35/hr x 19 hrs/wk x 37 weeks		
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$6,000
SRBI tracking system training		
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	1.00	\$56,000

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$50,000	\$50,000	\$50,000	\$50,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$6,000	\$6,000	\$6,000	\$6,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$56,000	\$56,000	\$56,000	\$56,000

HAMDEN PUBLIC SCHOOLS

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: Increase Rigor

Element	Positions	Amount
Personal Services-Salaries	6.00	\$308,335
5 full-time math specialists x \$41,667 = \$208,335		
1 full-time Director of Language Arts x \$100,000		
Personal Services-Benefits	0.00	\$61,665
5 full-time math specialists x \$8333 = \$41,665		
1 full-time Director of Language Arts x \$20,000		
Purchased Professional Services	0.00	\$49,480
Intel Math Program \$30,000 up to 30 people		
2 part-time teachers RAISES Summer Institute 2 x \$35/hr x 16 hrs/week x 4 weeks = \$4480		
RAISES Project Manager stipend = \$5000		
Instructional Audit by Cambridge Associates = \$10,000		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	6.00	\$419,480

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$308,335	\$308,335	\$308,335	\$308,335

Personal Services-Benefits	\$61,665	\$61,665	\$61,665	\$61,665
Purchased Professional Services	\$49,480	\$49,480	\$49,480	\$49,480
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$419,480	\$419,480	\$419,480	\$419,480

HAMDEN PUBLIC SCHOOLS

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: System of Supports
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Element	Positions	Amount
Personal Services-Salaries	see below	\$297,949
3 part-time reading tutors 3 x 19hr/wk x 36 wks x \$17.10/hr = \$35,089		
4 teachers for homework café 4 x 2 hrs/day x 80 days x \$35/hr = \$22,400		
2 part-time Freshman Support Center staff 2 x 19/wk x 35 wks x \$17.10/hr=\$22,743		
Tutor for Town after-school program 1 x 2hrs/day x 115 days x \$35/hr = \$8050		
Family Outreach Coordinator 1 x \$41,667		
After-school instructors for lowest tier elementary schools 12 teachers x 2 hrs/day x 4 days/wk x 30 wks x \$35/hr - \$100,800		
Summer Enrichment Program 24 teachers x 4hrs/day x 16 days x \$35/hr = \$53,760		
Summer Kindergarten Transition Instructors 6 teachers x 4hrs/day x 16 days x \$35/hr = \$13,440		
Personal Services-Benefits	0.00	\$8,333
Family Outreach Coordinator 1 x \$8,333		
Purchased Professional Services		\$57,560
360 evaluations and Executive Coaches 3 x \$10,000 = \$30,000		
Kindergarten Transition Initiative = \$27,560		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$24,960
Summer bus transportation 6 buses x \$260/day x 16 days = \$24,960		
Supplies	0.00	\$18,704
Instructional materials and supplies for after-school program 3 schools x \$4200/school = \$12,600		

Instructional materials and supplies for summer kindergarten transition program 3 schools x \$1000 = \$3,000		
Instructional materials and supplies for summer program 3 schools x \$1035 = \$3104		
Property	0.00	\$0
Other Objects	0.00	\$0
Total		\$407,506

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$297,949	\$297,949	\$297,949	\$297,949
Personal Services-Benefits	\$8,333	\$8,333	\$8,333	\$8,333
Purchased Professional Services	\$57,560	\$57,560	\$57,560	\$57,560
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$24,960	\$24,960	\$24,960	\$24,960
Supplies	\$18,704	\$18,704	\$18,704	\$18,704
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$407,506	\$407,506	\$407,506	\$407,506

4. Budget for Total Alliance District Funding

District: **Hamden Public Schools**

Town Code: 62

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	<u>FUND: 11000</u> <u>SPID : 17041</u> FY 2012-13 (School Year 2012-13) <u>Program: 82164</u> <u>Chart field 1: 170002</u>
100	Personal Services/Salaries	\$656,284
200	Personal Services/Employee Benefits	\$69,998
400	Purchased Property Services	\$113,040
600	Supplies	\$18,704
700	Property	\$0
890	Other Objects	\$24,960
	TOTALS	\$882,986

Addendum to Hamden 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