

**FINAL APPLICATION**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

**Manchester Public Schools**  
**August 15, 2012**  
**Revised September 14, 2012**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**STEFAN PRYOR  
COMMISSIONER OF EDUCATION**

Nondiscrimination Statement

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

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

## Part I: Submission Instructions

### A. Application Completion

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

### B. Application Deadline

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

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

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

### C. Mailing and Delivery Information

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

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

**D. Timeline**

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

**E. Application Approval Notice**

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

**F. Questions**

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

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

## **Part II: Alliance District Overview**

### **A. Introduction**

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

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

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

### **B. Eligibility Requirements**

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

### **C. Responsibilities of Approved Applicants**

Each approved applicant must:

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

### **D. Review of Applications**

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

## **E. Application Procedure**

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

### Section I: Overall District Improvement Strategy

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

### Section II: Differentiated School Interventions

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

### Section III: Budget

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

## **F. Use of Evidence and Data**

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

## **G. Substantial Majority Requirement**

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

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

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

## **H. Menu of District Reform Initiatives**

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

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

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


## **I. Competitive Opportunities**

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited

timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.



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

Name of District: Manchester Public Schools		
Name of Grant Contact: Dr. Ann Richardson		
Phone:860-647-3447	Fax:860-647-5058	Email:arichardson@manchesterct.gov
Address of Grant Contact: 45 North School Street, Manchester, CT 06042		
Name of Superintendent: Dr. Richard W. Kisiel		
Signature of Superintendent: 		
Name of Board Chair: Mr. Christopher Pattacini Date: 8/15/12		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: ____ Date of Approval: <u>8/15/12</u>		
If not, please indicate date at which plan will be presented to local board of education: <u>8-27-12</u>		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

## Part III: Application

### Section I: Overall District Improvement Strategy

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

#### **A. Overall Strategy and Key Reform Initiatives: Narrative Questions**

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

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

Connecticut has one of the largest achievement gaps in the country. The reform necessary to achieve the elimination of that gap is one that Manchester is committed to. As an agent of change, Manchester Public Schools is dedicated to providing ALL students rigorous, engaging learning experiences based on both focused analysis and the application of student performance data. Each school will build instructional and leadership capacity by attracting and retaining the highest quality staff through challenging professional learning, leadership opportunities, and effective teacher and administrator evaluation processes. In addition, Manchester is committed to improving the allocation of resources to promote effective instruction. As a result of the changes that will be implemented throughout the district, Manchester Public Schools anticipates that both student achievement as well as commitment and engagement to learning will increase, thereby narrowing the achievement gap that exists among students.

Through the opportunities provided through the Alliance Grant, Manchester has committed to the following initiatives:

- Early intervention opportunities to close the achievement gap.
- Interventions at the K-3 level in literacy and numeracy.
- Implement talent development strategies to improve teacher and administrator effectiveness and leadership
- Improving achievement of all students through collaboration of school and community programs and services.

Each of these initiatives supports the end goal of improving the opportunities for all Manchester students to achieve at high levels.

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.

The first initiative, *Early Intervention to Close the Achievement Gap*, is focused on providing summer program for newly entering kindergarten students. Table 1 highlights the percentage of students eligible for free and reduced price meals in Manchester, and the percentage of kindergarten students who had a preschool experience.

Table 1. Manchester Public School Students, % Eligible for Free or Reduced Price Meals, and % Kindergarteners with Preschool Experience

	% Eligible for Free or Reduced Price Meals	% of Kindergarteners with a Preschool Experience
2006-07	34.7	66.7
2007-08	36.1	65.1
2008-09	42.8	65.8
2009-10	47.2	72.4
2010-11*	50.5	61.8

\*2010-11 data is the most recent data compiled and made available to districts from the SDE

The percentage of students eligible for free or reduced price meals has consistently increased over the last five years to just over half of all Manchester students. At the same time, in the 2010-11 school year, there was over a 10 percentage point drop in the percentage of students entering kindergarten having had a preschool experience. The condition of poverty, and the lack of a preschool experience results in children coming to school socially, emotionally, and academically unprepared, as evidenced in the Fall 2011 Kindergarten Inventory results (see Table 2).

Table 2. Fall Kindergarten Inventory Results, Manchester Public Schools

School Year	Personal/Social Skills, % at Each Level			Literacy Skills, % at Each Level		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
2008-09	29.5	51.7	18.8	42.0	45.2	12.7
2009-10	20.2	57.8	22.0	31.6	48.4	20.0
2010-11*	30.2	48.2	21.6	36.2	44.8	19.0

\*2010-11 data is the most recent data compiled and made available to districts from the SDE

In both Personal/Social Skills and Literacy Skills, there was a significant increase in the percentage of

kindergarten students who were rated at Level 1. Students at this level “demonstrate emerging skills in the specified domain and require a large degree of instructional support.” At the same time, the percentage of students who were rated at Level 3, those who require minimal instructional support, declined.

Given the poverty levels, the degree to which students are not entering kindergarten prepared, this initiative seeks to provide a summer experience for entering kindergarten students. According to the Center on Instruction (2008), “A prevention model that effectively addresses student difficulties in both reading and behavior will take into account how they relate to each other. Determining the pathways through which learning problems and behavior problems develop and how they affect each other is of particular importance as schools work to intervene as early as possible with struggling students.”

The next two initiatives, *K-5 Literacy and Numeracy Interventions*, and *Talent Development* were developed in response to the achievement results from over the last several years. While students in Manchester have shown some improvements in CMT achievement, there is still much room for growth. Grade 5 increased the percent scoring at or above Proficient in reading from 72.2 in 2011 to 80.0 in 2012, but in grade 3 there was a decrease from 76.7 in 2011 to 70.1 in 2012, suggesting an immediate need for a focus on literacy in the early elementary grades. In math, there was a decrease in both grades 3 and 5 from 2011 to 2012.

Table 3. Manchester Public Schools, Connecticut Mastery Test (CMT) Results

	Reading % At or Above Proficient			Mathematics % At or Above Proficient		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
2009	68.3	70.9	73.6	81.6	81.6	85.0
2010	70.9	69.1	76.6	83.5	83.1	87.3
2011	76.7	71.4	72.2	85.5	85.2	86.2
2012	70.1	80.2	80.0	82.5	88.0	83.9

Of additional concern is the persistent achievement gap between students who are eligible for free or reduced price lunch and those who are not. Connecticut Mastery Test (CMT) data from the last three years indicate that the achievement gap between economically disadvantaged and non-economically disadvantaged students in mathematics has not decreased. In grade 3, for example, the percentage point gap in the percent scoring at or above Proficient increased from 10.7 in 2011 to 22.7 in 2012. The gap in the percent scoring at or above Goal in mathematics grade 5 has steadily increased, from 16.2 percentage points in 2010 to 22.9 percentage points in 2012. A similar trend has occurred in reading. The achievement gap between those who are eligible for free or reduced price meals and those who are not eligible has increased in grade 3 in the percent scoring at or above Proficient has increased from 16 percentage points in 2011 to 31 percentage points in 2012. While the achievement gaps in grades 4 and 5 in reading are on the decline, they still remain large, in some cases well over 20 percentage points.

The achievement of the English language learner (ELL) population also needs to be addressed. From 2010 to 2011 the percent scoring at or above Proficient in mathematics decreased from 63.0 to 49.4 percent, and remained stagnant at 49.5 in 2012. In reading, the percent scoring at or above Proficient decreased from 35.9 in 2010 to 24.4 in 2011, but increased to 30.4 in 2012; this one year’s worth of progress needs to be sustained through activities focused on ELL literacy interventions.

For these above reasons, Manchester proposes to use Alliance funds targeted at literacy and numeracy in grades K-5. Torgeson (2006) indicates that additional learning time, combined with intensive differentiated, tiered

instruction based upon analysis of student data, will result in increased student achievement. Additionally, “reliable and valid assessments help monitor the effectiveness of instruction (Torgeson, 2006). To this end, the K-5 literacy and numeracy initiative focuses on extending learning after school and during the summer, adding additional tutors to help better differentiate instruction for students not achieving at grade level with a special emphasis on ELL students in Tier 2 and Tier 3 interventions, and adopting a new online computer adaptive benchmark assessment system, the results of which are designed to inform teachers of the very specific skills students either possess or lack.

Also in response to the above described achievement data is the initiative around talent development. This initiative will add a literacy curriculum coach and a numeracy curriculum coach in every elementary school building. In addition, a new model for teacher evaluation will be introduced, as well as the training in and use of instructional rounds. The purpose is to ensure effective teaching is occurring so that achievement gains are realized for all students in literacy and numeracy, and achievement gaps disappear.

The final initiative, ***Improving the Achievement of All Students Through Collaboration of School and Community Programs and Services***, emerged in response to concerns about discipline and attendance, and ultimately school success. During the 2010-11 school year 25.6 percent of grade 6 through 12 students committed a disciplinary offense (see Table 4); this is significantly higher than the state percent of 15.3.

Table 4. % of Students with a Disciplinary Offense

	Manchester	State
2006-07	18.5	17.8
2007-08	21.0	17.1
2008-09	24.1	16.9
2009-10	28.1	16.5
2010-11*	25.6	15.3

\*2010-11 data is the most recent data compiled and made available to districts from the SDE

Also of concern are the attendance rates by grade level. Attendance rates are lower in the early elementary grades (on average students are absent a full two weeks of school); attendance then improves through grade 6 (absent just under two weeks), and then attendance drastically decreases in high school. For example, in grade 11 in the 2010-11 school year, on average students missed a month of school. Students with discipline and attendance problems are more at risk for not completing high school. The graduation rate for the class of 2010 was 75.8, indicating that 25 percent of incoming grade 9 students did not graduate within four years. This initiative, therefore, was selected to provide supports and increase family engagement for these students that involve the participation and collaboration of both the school system and community organizations.

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?

The first performance target to gauge student success is the District Performance Index (DPI). Manchester believes the DPI is valuable because it takes into account the performance of ALL students. Manchester’s core belief is that ALL students can and will succeed, and an improvement in the DPI indicates Manchester is achieving this end. The DPI performance targets are as follows (and ensure the district is on target to reach the halfway mark to a DPI of 88 by 2018):

	2012-13 DPI Target		2013-14 DPI Target		2014-15 DPI Target		2015-16 DPI Target		2016-17 DPI Target	
	CMT	CAPT	CMT	CAPT	CMT	CAPT	CMT	CAPT	CMT	CAPT
District	75.5	<b>68.9</b>	76.5	<b>70.6</b>	77.5	<b>72.3</b>	79.5	<b>74.0</b>	81.5	<b>75.7</b>
F/R Lunch	68.4	<b>58.6</b>	70.2	<b>61.3</b>	72.0	<b>64.0</b>	74.0	<b>67.7</b>	75.5	<b>69.4</b>
Special Educ.	45.2	<b>34.6</b>	49.0	<b>37.6</b>	52.8	<b>40.6</b>	56.6	<b>43.6</b>	60.4	<b>46.6</b>
Black	66.1	<b>57.5</b>	68.1	<b>60.3</b>	70.1	<b>63.1</b>	72.1	<b>65.9</b>	74.1	<b>68.7</b>
Hispanic	67.5	<b>55.9</b>	69.5	<b>58.8</b>	71.5	<b>61.7</b>	73.5	<b>64.6</b>	75.5	<b>67.5</b>
ELL	52.1	N/A	55.1	N/A	58.1	N/A	61.1	N/A	64.1	N/A
Reading	74.1	<b>69.0</b>	75.3	<b>70.7</b>	76.5	<b>72.4</b>	77.7	<b>74.1</b>	78.9	<b>73.8</b>
Math	77.8	<b>65.4</b>	78.8	<b>67.5</b>	79.8	<b>69.6</b>	80.8	<b>71.7</b>	81.8	<b>73.8</b>

Manchester will be purchasing and adopting the NWEA MAP computer adaptive assessment program. These benchmark assessments provide detailed information about the skills in reading/language arts and mathematics that students possess, and more importantly, those skills in which students need the most support. Along with student assessment results are suggestions for teachers for to differentiate instruction for their students. The NWEA assessments therefore serve as a way to monitor student achievement throughout the year, as well as a way to monitor how teacher instruction is impacting student outcomes.

**Student growth in literacy and numeracy will be monitored in several ways. Data teams in each school will monitor student growth using the CALI data cycle method. The data teams will meet with the principal throughout the school year to review performance data. Using classroom benchmark assessments, the curriculum coaches in each elementary will assist teachers in using the assessments to modify instruction and lessons design, and develop appropriate tier 1 and tier 2 instructional intervention strategies. The Director of Teaching and Learning and the Assistant Superintendent for Curriculum and Instruction will meet twice annually with principals to review student performance on benchmark assessments and standardized assessment data to determine targeted needs for professional development on a school, grade, or individual level.**

**Teacher professional growth plans will reflect targeted outcomes of student growth based on calculated classroom based performance indexes. The self-assessments will provide multiple examples of the instructional interventions to meet student learning needs. Individual professional growth plans will be targeted and aligned with the district goals and school goals of increasing student growth in literacy and numeracy. Teachers will be required to show evidence of student growth using standardized and formative assessment data. Informal classroom administrator walkthroughs and school based instructional walkthroughs will provide evidence of the extent to which students are engaged in their learning, and the depth and consistency of the instructional**

**practice.**

The second performance target is the % of students with a disciplinary offense. If students are in school and engaged, then their chances of academic success are greater. One of the key initiatives addresses strategies designed to keep students engaged in school, and a decrease in the % of students with a disciplinary offense will serve as a good indicator that 1) the programs are effective; and 2) students are feeling more connected to school. The performance targets are as follows (using 25.6% from the 2010-11 school year as the baseline):

	% of Students with a Disciplinary Offense
2012-13	<b>22%</b>
2013-14	<b>20%</b>
2014-15	<b>18%</b>
2015-16	<b>16%</b>
2016-17	<b>14%</b>

Manchester will monitor the disciplinary referrals throughout the year to ensure students are referred to the proper supports and programs if needed.

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)?

Because of the emphasis on instruction for all students, and a special focus on the neediest students in both the K-5 Literacy and Numeracy and Talent Development initiatives, Title I funds will be coordinated to support this work. Title I funds will be allocated to provide classroom materials to support the differentiation of the new Common Core State Standards for all Tier 2 and Tier 3 students. Title I dollars will also be allocated to support the hiring of educational consultants from Lesley College who will provide training in effective coaching techniques and how to effectively use and analyze data. **Furthermore, Board of Education funds and town funding will be added to the contribution to support initiatives to increase student achievement. In coordination with Town and District funding, we will purchase the services of a summer school coordinator to plan the development of the summer literacy program for our K-5 grade students struggling with reading skills.**

The Improving Achievement of All Students Through Collaboration of School and Community Programs and Services initiative heavily relies on a partnership between the school system and community organizations. To that end, funds from Youth Services will be allocated to support the creation of a student and family engagement center that will provide various services in the areas of parent education, tutoring, and mentoring.

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.

#### STAKEHOLDERS

The Manchester School District's Administrative Council met frequently to discuss the proposed initiatives in the Alliance Grant application. This group of principals and central office personnel provided feedback and eventually agreed on the highest need areas that need the most attention. The administrators' union is represented in this group. **The Superintendent of Schools met the President of the Manchester Education Association, Thomas Nicholas, prior to the submission of the plan, to review the process followed in the development of the grant, the specific details of the grant, and the alignment of the grant proposal with the district's new improvement plan for teaching and learning.** A subset of the Administrative Council formed the Alliance Grant Steering Committee which synthesized the strategies and created the final application. The Administrative Council stakeholders were:

David Welch, Principal	Catherine Colavecchio, Principal
Robbin Golden, Principal	Diane Sheehan-Burns, Principal
Dr. Mary Lou Ruggiero, Principal	Stuart Wolf, Principal
Matthew Daly, Principal	Michael Saimond, Principal
Julie Martin-Beaulieu, Principal	Roland Axelson, Principal
Matthew Geary, Principal	Karen Gray, Principal
Bruce Thorndike, Principal	Dr. Jerry Reisman, Principal
Dr. Richard Kisiel, Superintendent	Patricia Brooks, Asst. to the Superintendent
Dr. Ann Richardson, Assistant Superintendent	Shelly Matfess, Assistant Superintendent
	Dr. Troy Monroe, Director of Teaching/Learning



## **TOWN OF MANCHESTER**

Various departments within the Town of Manchester were consulted during the authoring of the Alliance Grant application. The General Manager for the town was integral in creating partnerships between Parks and Recreation, Youth Services, and community based early learning centers. Each of these partners was consulted and their feedback garnered to arrive at mutually agreed upon programs that support students through collaboration of school and community organizations. The names of the key stakeholders are:

Scott Shanley, **General Manager**  
Erica Bromley, **Director of Manchester Youth Service Bureau**  
Sharon Kozey, **Early Childhood Coordinator**

### **PARKS AND RECREATION**

Scott Sprague, **Director of Parks & Recreation**  
Chris Silver, **Director of Office of Neighborhoods & Families**  
Scott Garman, **Assistant Recreation Director**  
Calvin Harris, **Summer Program Supervisor**

### **MANCHESTER EARLY LEARNING CENTER**

Laura Dunleavy, Director

### **BIRCH MOUNTAIN NURSERY SCHOOL**

Holly Cassano, Director

### **CHESTNUT HILL PRESCHOOL**

Jen Mannicucci, Director

### **CONCORDIA NURSERY SCHOOL**

James Adams, Director

## **B. Key District Initiatives**

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

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

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

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

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

## Key District Initiative

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

New or Existing Reform?       New       Existing

### Overview:

#### Early Intervention Opportunities to Close the Achievement Gap

Manchester Public Schools is committed to providing early intervention for all young children by assisting them in developing academic and behavioral techniques which are suitable to each student's personal developmental age range. By intervening at the preschool level, students are better prepared for Kindergarten and beyond.

The Commissioner has stressed the importance of "strengthening the foundational programs in reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers." By intervening prior to a student's entrance into Kindergarten, Manchester believes that it will better prepare its students to perform under the standards of the Common Core.

Nearly 30% of entering Manchester kindergarten students have not had the experience of a public or private preschool program; thereby resulting in challenging initiations as they enter into a full day of rigor. Students enter into kindergarten both socially and emotionally unprepared. Through the use of alliance funds, Manchester Public Schools will initiate a summer start program with a goal of preparing students to perform and be proficient at each age and stage of development as well as entering school ready to learn.

### Five Year Strategies and Implementation Steps:

**Strategy 1: Implementation of a Summer Start Program:** 18-20 entering kindergarten children, in each of Manchester's Elementary Schools will be invited to participate in a unique opportunity to prepare for formal schooling. In this six week, half-day summer program, children will become familiar with school routines, work on kindergarten readiness skills, begin building relationships with classmates, be introduced to Positive Behavior Intervention Supports (PBIS) and begin experiencing the kindergarten curriculum. Parents will become accustomed to school routines, kindergarten readiness skills, and expectations for learning, become acquainted with the parents of their children's classmates, develop skills of positive parent-teacher communication, and begin a pattern of school involvement. The curricular focus will include literacy, mathematics, handwriting, and social behavioral skills. Through the data gathered during the six week program, Manchester will identify areas for professional learning opportunities for parents, preschool teachers, including those who work in private programs, as well as other representatives from private programs.

**Selection of Students:** Students will be selected through a lottery process in April if the number of children in each school exceeds twenty students. The district will coordinate with the Town's School Readiness Council to share information about the program with other social service agencies, private preschools, and the Head Start program. The private preschools and Head Start program will be asked to keep a list of those children on their waiting list. The district will advertise the program in the local newspaper, on the town and district website, local churches, and social/civic organizations.

### Implementation Steps:

Year 1: Planning- A comprehensive program implementation plan will be developed in year 1.

Years 2-5: Implementation & Evaluation- The program will be implemented in years 2-5 and evaluated for

effectiveness. If successful, the intent is for it to be fully sustained by the Manchester Public Schools after year 5.

**Year 1 Implementation Steps Description:**

**Year 1:** A comprehensive program implementation plan will be developed in year 1.

Staffing:

- Hire the following personnel for planning purposes (year 1)
  - .4 Program Coordinator
  - .5 FTE: Early Childhood Specialist
  - Administrative Assistant

Planning:

- Develop the model and curriculum
- Secure locations in each of the nine elementary schools
- Secure transportation and develop routes

Curricular materials:

- Purchase materials that will provide children hands-on experiences to promote development within the areas of academic readiness, personal-social development, self-help, and motor skills.

Examples of possible materials are:

- *Wilson Language Learning System's Foundations*
- *Macmillan/McGraw-Hill Science*
- *Handwriting without Tears*
- *Second Step*

**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?       New       Existing

### Overview:

#### K-5 Literacy and Numeracy Intervention

In an effort to strengthen the foundation in literacy and numeracy, Manchester Public Schools is committed to add learning time, both during the summer and after school as a way to bolster student achievement. Research shows that “Students come to school with a wide variety of skills, abilities, and interests as well as varying proficiency in English and other languages. Some students struggle, while others are right on level or even above it. Diverse learners demand instruction that supports their special needs. This differentiated instruction meets the needs of students with reading difficulties, students with disabilities, advanced learners, and English-language learners (Honing, Diamond, Gutlohn, 2008).” By intervening at the earliest levels of school, the goal is to eliminate the achievement gap that currently exists between Manchester’s students.

To bring to life the Commissioners vision of “strengthening the foundational programs” Manchester Public Schools hopes to provide the following support to students and teachers in the areas of literacy and numeracy:

- Add instructional tutors for support of students not achieving at grade level standards in literacy.
- Add six weeks of additional summer learning time to students in grades K-5 who are not reading at the grade level standard.
- Offer after school literacy/numeracy enrichment program.

### Five Year Strategies and Implementation Steps:

**Strategy 1:** Provide additional instructional tutors to support Tier 2 and Tier 3 interventions in literacy/numeracy, and additional tutors to support instruction for English Language Learners.

#### Implementation Steps:

Year1: Hire intervention staff and evaluate their effectiveness on student achievement.

Years 2-5: Maintain the staff positions created in year 1.

**Strategy 2:** Provide access to online assessments to efficiently and effectively monitor all student progress, with a special focus on tier 2 and tier 3 student interventions in order to guide instruction and close achievement gaps.

#### Implementation Steps:

Year 1: Research, purchase and implement online assessment tools.

Years 2-5: Evaluate the effectiveness of the online assessment tools.

**Strategy 3:** Offer summer learning time for six (6) weeks to students in grades K-5, who are not reading at the grade level standards or performing, according to benchmark assessments.

#### Implementation Steps:

Year 1: Planning for the implementation of the six week summer literacy intervention program.

Years 2-5: Implementation and evaluation of the six week summer literacy intervention program.

**Strategy 4:** Offer a literacy/numeracy enrichment program to be offered afterschool to students who are not achieving at the grade level standard.

**Implementation Steps:**

Year 1: Pilot an afterschool enrichment program at one elementary school.

Years 2-5: Expand, implement and evaluate the effectiveness of the afterschool enrichment program.

**Strategy 5:** Provide classroom teachers with coaching in effective strategies to differentiate instruction for English Language Learners and all tier 2 and tier 3 students.

**Implementation Steps:**

Year 1: Provide support to classroom teachers.

Years 2-5: Evaluate effectiveness of support to classroom teachers.

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Hire the intervention staff and evaluate their effectiveness on student achievement.

- Hire 13 additional tutors across the nine K-5 schools according to a differentiated formula based upon each school's SPI (Student Performance Index). The purpose of hiring the tutors is to support students in the tier 2 and 3 populations.
- Hire two (2) ELL tutors to service highly impacted schools based upon newcomer enrollment and achievement scores on the CMT.
- Evaluate the effectiveness of the intervention staff on student achievement through CMT/CAPT and LAS Links testing scores.

Strategy 2, Year 1: Research, purchase and implement online assessment tools.

- Purchase NWEA online assessment system for use in grades K-12.
- Install a robust centrally managed wireless network to provide on-line access for assessment and differentiation techniques.
- Purchase laptops to accommodate a managed wireless network for elementary classrooms and to support access for all student assessments.
- Purchase headphones to support students with assessment implementation (K-2).

Strategy 3, Year 1: Planning for the implementation of the six week summer literacy intervention program.

- Hire a summer school coordinator to begin planning and negotiating with Parks and Recreation.
- Specific planning tasks include coordination with the Town Recreation Department, School Department for location, transportation for busing location selection, and use of data to build programs for student need.

Strategy 4, Year 1: Pilot an afterschool enrichment program at one elementary school.

- Pilot an afterschool program at one elementary school in order to measure student reading/math

achievement outcomes and compare to currently operating after school programs.

- Hire and assign staff.
- Establish programming.
- Create the curricula and schedules.
- Select the students who would benefit from the program
- Evaluate student success as a result of the program.

Strategy 5, Year 1: Provide support to classroom teachers.

- Hire an ESOL- certified teacher
- Provide materials to support differentiation of new common core standards for all tier 2 and tier 3 students.

**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?**       **New**       **Existing**

### Overview:

#### **Implement Talent Development Strategies to Improve Teacher and Administrator Effectiveness and Leadership**

Manchester Public Schools is committed to providing each student with quality teachers and administrators. In line with the Commissioner's initiative to implement "a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education," Manchester Public Schools will implement talent development strategies to improve teacher and administrator effectiveness and leadership. This initiative will work to hire, train, and maintain the best possible talent in every school. By securing quality talent, each student will have the opportunity to receive quality instruction that is consistent to the Common Core and committed to their achievement.

The district realizes the importance of a well prepared teacher and administrator evaluation process. The current teacher and administrator evaluation systems in Manchester do not effectively or substantially empower teachers and administrators to promote a school-wide emphasis on student academic growth, quality achievement of students, teachers, and administrators. The anticipated new teacher evaluation process in Connecticut is poised to change students' futures by ensuring them access to an effective teacher in every classroom. The model puts student achievement in the forefront as a non-negotiable goal for instruction. Based on the research of Danielson and Marzano, effective teacher evaluation systems not only help a teacher to continually grow, but also to help students grow. The alliance funds will assist the district in designing and implementing a new evaluation system, providing on-going professional learning opportunities for administrators in the completion of classroom observations, conferencing skills, supervising teachers, assisting teachers in writing growth plans, using student performance data to assess teacher effectiveness, and writing teacher summative evaluations.

In addition to quality evaluations, it is crucial that Manchester's teachers have access to job-embedded professional development. As part of its plan, the district, through the support of its operating budget, has assigned and appointed the support staff necessary to ensure student success in the areas of literacy and numeracy. Each of the nine elementary schools in Manchester will have a full time curriculum coach for both literacy and numeracy. The coaches will allow classroom teachers and other instructional staff to develop the skills, strategies, techniques, and capacity to teach reading and writing, or mathematics to all students. The coaches will work collaboratively with staff and administrators to customize job embedded, focused and long term professional learning opportunities for teachers. Through the use of the alliance funds, Manchester Public Schools will have the opportunity to support the training of the curriculum coaches in effective coaching techniques, data analysis, best practices, and technology to effectively analyze and record student assessment data.

The school district has initiated a long term plan for the continuous improvement of teaching and learning for administrators and teachers. It focuses on three five-year student achievement goals: (1) achieve mastery in literacy and numeracy as articulated in the Common Core, (2) value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior, and (3) master and demonstrate the skill and competencies required for success in learning and work. These goals are supported by a theory of action intended to improve student achievement, and a commitment to and engagement in learning.

The alliance grant proposal provides the direction for the district improvement plan. The district seeks to create coherence and alignment between the district improvement plan, the school improvement plans, and individual



growth plans. **The district will begin transitioning into a new job embedded program, which will move staff away from the old CEU approach and toward initiatives to support staff by, “bolstering the performance of staff in accordance with the new performance teacher evaluation expectations.” The focus of this initiative will be on talent development by attracting, retaining and excelling performance of teachers and administrators. The district will turn for guidance to the State Department of Education for assistance in the development of this aspect of the plan, as it transitions through these steps.**

#### **Five Year Strategies and Implementation Steps:**

Through the following strategies, Manchester Public Schools believes that the alliance funds will aid in talent development for student success:

**Strategy 1:** Develop and implement a new and comprehensive teacher and administrator evaluation system.

#### **Implementation Steps:**

Year 1: Develop an evaluation program for teachers and administrators

Years 2-5: Implementation and Evaluation

- Implement the new evaluation program for teachers and administrators.
- Continue providing professional learning opportunities for administrators in the completion of classroom observations, conferencing skills, supervising less effective teachers, assist teachers in writing growth plans, using student performance data to assess teacher effectiveness, and writing teacher evaluations
- Train teachers in the implementation of teacher evaluation program.
- Provide for a paperless process for completing the teacher and administrator evaluations.
- Adjust the teacher and administrator evaluation programs based on feedback from the district committees overseeing the evaluation programs.
- Provide within the district’s annual professional development plan professional learning opportunities informed by the teacher and administrator evaluations.

**Strategy 2:** Provide new curriculum coaches with training in providing effective job embedded professional development for teaching the Common Core State Standards in literacy and numeracy for teachers in grades K-5.

Year 1: Provide new curriculum coaches with training in job-embedded professional development.

Years 2-5: Continuation and evaluation of training.

- Continue to provide professional learning and support for curriculum coaches as determined by the teacher survey data from the previous school year.
- Support permanent substitute teachers in elementary schools.
- Continue to assess effectiveness of the curriculum coaching model based on teacher survey results and student achievement data.
- Adjust responsibilities and implementation of the curriculum coaches as needed.
- Maintain permanent substitute teachers in each elementary school funded through the Board’s operating budget.

**Strategy 3:** Focus school improvement on actions that increase school capacity to improve student achievement.

Year 1: Create improvement plans and hire consultants.

Years 2-5: Align improvement plans and fully institute instructional rounds.

- Grade level, departmental level, or individual improvement plans will be aligned to the district's strategic plan to improve teaching and learning.
- Full implementation of instructional rounds at the building level based on an identified problem of practice emerging from student performance data, teacher evaluations, and other observable elements.

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Planning a comprehensive teacher evaluation program and implementation plan.

- Develop an evaluation program for teachers and administrators based on the recommended state models for evaluation.
- Establish working committees for the development of the evaluation models.
- Begin to provide professional learning opportunities for administrators in the completion of classroom observations, conferencing skills, supervising less effective teachers, assist teachers in writing growth plans, using student performance data to assess teacher effectiveness, and writing teacher evaluations.
- Hire educational consultants or executive coaches to train administrators in the implementation of the new teacher evaluation program.

Strategy 2, Year 1: Providing new curriculum coaches with job embedded professional development

- Hire educational consultants from Lesley College to provide the requisite training in effective coaching techniques, data analysis, best practices, and technology to effectively analyze and record student assessment data.
- Provide the curriculum coaches with two weeks of intensive training in the skill sets required for the position.
- Conduct bi-weekly consultation sessions to further enhance the skills and the success of the coaching.
- Hire a data team specialist for the elementary schools to build teacher capacity for data analysis and using data to inform daily and unit lessons.
- Hire permanent substitute teachers in each elementary school to enable the curriculum coaches to provide one-on-one job-embedded professional support in implementing Common Core standard in reading and mathematics.
- Provide elementary school teachers training workshops throughout the year in student performance data analysis and using the data to inform and adjust their instruction.
- Complete a teacher survey identifying the strengths of the curriculum coaching model, suggested areas of improvement, and further professional learning.
- Analyze the feedback from teachers and adjust the implementation of the coaching model and position responsibilities as needed, and modify the focus of professional development as needed.

Strategy 3, Year 1: Create school improvement plans and hire consultants

- Create an improvement plan at each school based on the district's five-year plan for improving teaching and learning.
- Hire consultants from the Center for School Change to train and assist in the transition to school based instructional rounds and assist school teams in the identification of a problem of instructional practice.
- Focus the district's instructional rounds initiative at the school level to provide principals and teachers the opportunity to observe and share effective strategies that improve student achievement.

- Focus the school level instructional rounds on the problem of instructional practice identified from student performance data, the district strategic plan for improving teaching and learning, and survey data from students and parents.

**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.

<b>New or Existing Reform?</b>	<b>X New</b>	<b>X Existing</b>
--------------------------------	--------------	-------------------

**Improving Achievement of All Students Through Collaboration of School and Community Programs and Services**

Within the Commissioner’s initiatives, emphasis is placed on the “provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models.” Manchester Public Schools is committed to providing its students with the appropriate wrap around services to ensure their achievement. A continued focus on increasing collaboration between community agencies and schools to meet the social, emotional and mental health needs of children and their families is the primary goal of Manchester Public Schools. This goal can be actualized by meeting the following objectives:

- Increasing collaboration between human service agencies and schools to better meet the needs of students and their families.
- Organizing and educating the community to shift from “zero tolerance” to keeping all children learning in school.
- Adapting prevention-oriented and evidence-based school discipline models that respect a student’s right to education and fosters an engaging and safe school climate, thus improving achievement.
- Reducing suspensions, expulsions, arrests, drop outs and truancy by increasing collaboration with community based and community run interventions
- Increasing family engagement and parent leadership skills through evidence based programming with community partners.
- Increasing ways to positively engage disengaged students and their families to improve school success using non-traditional methods of learning and evidence based programming through collaborative efforts with community-based agencies and programs.

Manchester Agencies, Police and Schools (MAPS) was established as a collaborative pilot in early 2011 with the goals of reducing school based arrests, suspensions, expulsions push-outs, and dropouts while maintaining a positive school climate. As a pilot, preliminary data from 2010-2011 school year compared to 2011-2012 showed a 79% reduction in arrests at the high school. Additional data showed a 69% decrease in expulsion for the same time frame. A total of 212 students during the 2011-12 school year received services related to the MAPS Initiative. The secondary level continues show trends of positive response to the MAPS pilot.

**Five Year Strategies and Implementation Steps:**

**Strategy 1:** Provide school and community based initiatives that reduce school based arrests, disruptive behaviors and truancy that impact the educational process.

**Implementation Steps:**

Year 1:

- Create a therapeutic-based after school program.
- Establish a SAFE Center.
- Improve the School Safety Review Board (SSRB) for grades 6-12.

Years 2-5: Continue to evaluate and implement the year 1 programs.

**Strategy 2:** Truancy Reduction and Connecting Kids Initiative (TRACK) –This evidence based initiative will be aimed at the growing problem of truancy/chronic absenteeism and disconnectedness among students, families and school.

Year 1:

- Continue to work with school administration and Central Office to establish more effective and consistent attendance policies.
- Implementation of the Family/School Connection program for grades K-6.
- Improvement of the School Attendance Review Board (SARB).

Years 2-5: Continue to evaluate and implement the year 1 programs.

**Strategy 3:** Increase substance abuse assessment and education programming to support students who struggle with substance use, those who are at-risk and/or those who have family substance abuse stressors. This strategy is a collaboration with a Licensed community based Alcohol and Drug Abuse Mental Health Treatment Facility.

Year 1: Increase substance abuse assessment and education programming.

Years 2-5: Continue to evaluate and implement the year 1 programs.

**Strategy 4:** Increase secondary student's attendance rates and decrease drop-out rates and behavior by implementing a credit recovery and a school connection program.

Year 1: Implement a credit recovery program.

Year 1: Establish and implement a school connection program.

Years 2-5: Continue to evaluate and implement the year 1 programs.

**Strategy 5:** Hire a District Outreach and Community Coordinator to oversee the proposed strategies.

Year 1: Hire the District Outreach and Community Coordinator.

Years 2-5: Maintain the District Outreach and Community Coordinator position

**Year 1 Implementation Steps Description:**

Strategy 1, Year 1: Create a therapeutic-based after school program.

- “*Play by the Rules*” is a therapeutic-based after school program using a curriculum for those in grades 6-12. Students discuss and process the reasons behind their actions, learn appropriate coping skills and reflect on the importance of “playing by the rules” both in school and the community.

Strategy 1, Year 1: Establish a SAFE Center.

- The Student and Family Engagement Center (SAFE Center) will provide community based support, therapeutic groups, parent education courses or groups, home visits, tutoring services and one to one mentoring/contact with students for secondary students and their families.

Strategy 1, Year 1: Improve the School Safety Review Board (SSRB) for grades 6-12.

- The School Safety Review Board (SSRB) is made up of various local and state agency representatives such as the Department of Children and Families, Juvenile Justice System/Juvenile Probation, Police Department, Community mental health providers, and Youth Service Bureau staff who meet on a monthly basis to review cases.
- Maintain a SSRB for students who exhibit discipline problems that impact their educational performance. Students will be referred to the SSRB by building based leadership using established criteria. The SSRB will review individual cases and make recommendations for interventions for both students and their families that may include referrals to outside agencies and other appropriate community-based services.

Strategy 2, Year 1: Continue to work with school administration and Central Office to establish more effective and consistent attendance policies.

Strategy 2, Year 1: Implementation of the Family/School Connection program for grades K-6.

- Families will be universally screened to assess risk factors that include a history of student truancy, tardiness, academic and behavioral challenges that may affect school success.
- Families will work closely with the Family/School Connection Specialist to assure and enhance nurturing parent practices, reduce stress related to parenting and increase parent involvement with their child’s education.
- The specialist will help support families, be the school-home liaison, and make referrals to community agencies.

Strategy 2, Year 1: Improvement of the School Attendance Review Board (SARB).

- The School Attendance Review Board (SARB) is made up of various local and state agency representatives such as the Department of Children and Families, Juvenile Justice System/Juvenile Probation, Police Department, Community mental health providers, and Youth Service Bureau staff who meet on a monthly bases to review attendance and truancy issues.
  - Students exhibiting attendance issues that impact educational performance and increase dropout rates will be referred by building based leadership using established criteria.
  - The Board will review individual cases and make recommendations for interventions for both students and their families that include referrals to outside agencies and community services.
  - The board will case manage all students referred to the board and maintain data.

Strategy 3, Year 1: Increase substance abuse assessment and education programming.

- Increase substance abuse assessment and education programming to support students who struggle with substance use, those who are at-risk and/or those who have family substance abuse stressors. This strategy is a collaboration with a Licensed community based Alcohol and Drug Abuse Mental Health Treatment Facility.
- Provide initial screening and assessment for students found with drug related items in school or who have been identified as having potential substance use issues.
- Run Educational Substance Abuse Groups that provide students with refusal skills, additional education, understanding of the law, consequences and better decision making skills.
- Provide an on-site counselor at the secondary level. Services would include:
  - Assessing students for mental health and substance abuse issues
  - Making referrals to internal and external resources to include drop in times for students to ask questions or discuss concerns.
  - Classroom, parent and faculty educational sessions.

Strategy 4, Year 1: Implement a credit recovery program.

- Odysseyware is an online learning system that will be used for an after school community based credit recovery and enrichment program.
  - The Credit recovery Program will run in collaboration with the local Youth Service Bureau.
  - Students will have the opportunity to complete a variety of classes that are customized to their needs and educational levels to recover missing creditsSupervision and tutoring services will also be provided to better support students in this program. The YSB will provide additional skill building and enrichment activities as a part of the credit recovery process.

Strategy 4, Year 1: Establish and implement a school connection program.

- The High School Check and Connect program relies closely on mentoring students and gaining relationships with disconnected youths.
  - The “check” component will be used to check-in with students and engage students in their education on a daily basis.
  - The “connect” component will involve more individualized attention with students in partnership with school staff, family members and community service providers.
  - The program will also provide one on one support services, alternative credit options, career exploration, online learning, tutoring and mentoring services.
  - Students will be identified by the School Attendance and School Safety Review Boards or school administrators.

Strategy 5, Year 1: Hire a District Outreach and Community Coordinator to oversee the proposed strategies.

- This staff member will be a District Outreach and Community Coordinator responsible for the following:
  - Assisting students, staff, teachers, parents and community members
  - Conferencing with teachers, parents and/or appropriate community agency personnel and assists in the evaluation of students' progress and/or making appropriate referrals.
  - Visiting families in their homes and assessing situations, improving communication, providing information regarding school policies and programs and/or providing referrals.
  - Participating in various meetings as may be required (e.g. IEPs, parent/teacher meetings, etc.).
  - Coordinating with community leaders and organizations.
  - Referring students and their families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.).

- Identifying at risk students and provides support and referrals to improve student progress and ensure the families ongoing involvement in the educational process.
- Supervising non-certified staff involved in this programming
- Collaborating with the district's administration, support services, outside agencies and assessing problems and enlisting support to improve school attendance.  
Organizing various activities (e.g. meetings, appointments with other agencies, parenting classes, etc.).

**Years of Implementation:**

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

## Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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



following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

### 3. Differentiated School Intervention Timeline

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

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

#### **A. Tiered Approach to School Improvement**

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

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

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

*After speaking with Gilbert Andrada, we are using the preliminary data given at the Commissioner’s Alliance Grant Meeting, but changing the target to 88. Listed below are the tiered school groupings aligned by the aforementioned criteria.*

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><b><i>Schools that require the least support and oversight/should be given the most freedom:</i></b>            These schools should be identified because of their high performance and/or progress over time.</p>	<p>Bennet Academy            Highland Park Keeney School            Martin School            Buckley School</p>	<p>At the time of the authoring of this application, the 2011 SPIs were made available to districts. Schools placed in this top tier had a 2011 SPI greater than 80.</p>	<p>Leadership:  <b>Principals allowed the flexibility to create opportunities for teacher to experiment/try out innovative practices, new ideas and strategies; principals encourages opportunities for peer coaching; celebrate throughout the year group and individual successes; teachers provided leadership roles in the school and district reform efforts.</b></p> <p>Instruction/Teaching:  <b>Literacy across the content area will drive instruction with the use of data aligned with common core standards. The key improvement efforts for this tier of schools will be implementation of instructional rounds, use of literacy/numeracy coaches/consultants to work with all teachers to improve instruction and use of data to make instructional decisions. These efforts will be embedded within school improvement plans that align with the district goals and directives affecting all schools.</b></p> <p>Effective Use of Time:  <b>Grade level teams allowed to develop flexible schedules and class meeting time to meet instructional needs of students; the instructional time at these schools will be organized to best support collegial conversations and professional development to strengthen lesson delivery and collaboration.</b></p> <p>Curriculum:  <b>Staff will be engaged in the implementation of the common core curriculum with literacy/numeracy. Teachers will collaborate with district staff to build new curricula in literacy/numeracy. Coaches will be training in coaching techniques and new common core content in order to guide teaching staff at schools to implement rigorous standards. Data will be used to measure student growth.</b></p> <p>Use of Data:  <b>Use of data is the best source to effectively plan and adjust the direction of the district and school initiatives. Professional learning communities will be initiated to promote “best practice” within these schools. All schools will implement the key practices within the data team cycle which most</b></p>

			<p><b>align the use of data to effective changes in lesson design and instructional differentiation. As the EIP/SAT teams are resurrected to enhance these practices, alignment will be made with the triangulation of data models to enhance individualized student growth.</b></p> <p>School Environment:</p> <p><b>The schools will continue to foster a positive school environment by celebrating the collective and individual successes of students and teachers and publicizing these achievements in the local press, family newsletters, and school town meetings; use SWIS data to make improvements in the school climate plan.</b></p> <p>Family and Community:</p> <p><b>Design more effective forms of school-to-home and home-to-school communications with all families about school programs and their children’s progress; provide weekly folders of student work; identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning.</b></p>
<p><b><i>Schools that require moderate support and oversight:</i></b>  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>Verplanck  Washington  Waddell  Illing Middle  Manchester  High  Bowers  Robertson</p>	<p>At the time of the authoring of this application, the 2011 SPIs were made available to districts. Schools placed in the second tier had a 2011 SPI between 70 and 80.</p>	<p>Leadership:</p> <p><b>Principals, curriculum coaches, and developing teacher talent will provide embedded professional development focused on intensive support for improving the teaching of literacy; principals provided with executive coaching to develop a shared school vision and shared goals to attain the vision; improve the classroom observation and conferencing skills of principals resulting in timely and constructive feedback; provide grade level teams with training in creating a sense of interdependency in reaching school and district student achievement goals.</b></p> <p>Instruction/Teaching:</p> <p><b>The grant will provide staff with support to strengthen instruction on literacy/numeracy, as well as teaching rigorous content. The key improvement efforts for this tier of schools will be building leadership capacity and student success plans. Schools in this tier will strengthen learning communities and talent to effectively cause student success. As with all schools, the use of data to support instructional decision making is ever present. Furthermore, essential work in the areas of; literacy /numeracy teaching practices will be implemented, close guidance for fidelity of instructional implementation and student progress monitoring. Additionally, literacy/numeracy coaches will be scheduled to work with all teachers through the use of rigorous instructional decisions that meet students’ needs. These efforts will be embedded within the school improvement plans that align with the district goals.</b></p>

			<p>Effective Use of Time:</p> <p><b>Each school will identify a prescriptive and uninterrupted amount of time on a daily basis for literacy and numeracy instruction.</b></p> <p>Curriculum:</p> <p>Support will be given to align practices in the classroom to the newly written common core which will include a monitoring system. <b>Schools in this tier will be more closely monitored, so that rigor is present in the classroom for all students, as well as the implementation of scaffolding practices to support remedial learners. Training staff will work with teachers at these schools to ensure high expectations and clarity of teaching standards and materials. Also, teachers will collaborate with district staff to participate in the building of the new curricula in literacy/numeracy. Coaches will be trained in coaching pedagogy and new common core content in order to guide teaching staff at schools to effectively implement rigorous standards with frequency and fidelity, as well as differentiate instruction to meet the needs of all students. Data will be used to measure student growth.</b></p> <p>Use of Data:</p> <p>Use of data will be the foundation for making decisions to support student intervention. <b>Professional learning communities and student success plans will be initiated to promote “best practices” within these schools. Schools within this tier will be monitored more frequently to enhance deeper staff reflection about student achievement. Schools will implement the key practices within the data team cycle analyzing the alignment with data and changes in lesson design, so that instructional differentiation can occur. EIP/SAT teams will be resurrected to enhance differentiated practices aligned with triangulation of data models focused on individualized student growth.</b></p> <p>School Environment:</p> <p><b>Implement PBIS with fidelity; monthly assessment of school climate by the school’s climate committee; base improvements with the application of SWIS data</b></p> <p>Family and Community:</p> <p><b>Include parents in school decisions, developing parent leaders and representatives through an active PTA, advisory council, or governance council; increase the information to parents to help parents with homework and other curricular related activities, decisions and planning.</b></p>
--	--	--	--

<p><b><i>Schools that require most significant support and oversight:</i></b>          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>Leadership:  <input type="text"/></p> <p>Instruction/Teaching:  <input type="text"/></p> <p>Effective Use of Time:  <input type="text"/></p> <p>Curriculum:  <input type="text"/></p> <p>Use of Data:  <input type="text"/></p> <p>School Environment:  <input type="text"/></p> <p>Family and Community:  <input type="text"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>
---	--	--	--

**B. Interventions in Low Performing Schools**

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

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

Focus School:	Grades Served:	# of Students:
<b>Diagnosis</b>		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)  <i>Please note that this should be informed by assessment data and qualitative assessments.</i>  <input type="text"/></p> <p>b. What are the reasons for low performance in this school? (Please provide evidence)  <input type="text"/></p>		

## Performance Targets<sup>1</sup>

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

- b. How will the district monitor school progress?

## Areas of School Redesign

What actions will the district and school take to ensure:

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

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

- c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

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

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

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

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

**Funding**

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

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

**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.

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



**Timeline**

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

**BUDGET**

(Further details for budget allocations for Alliance Grant can be found on the last pages of the grant.)

<b>Grant Components</b>	<b>Cost Yr One</b>	<b>Cost Yr Two</b>	<b>Cost Yr Three</b>
<b>K-3 Literacy and Numeracy Intervention</b>	\$900,873	\$1,227,390	\$1,494,334
<b>Talent Development</b>	\$152,806	TBD	TBD
<b>School and Community Collaboration</b>	\$144,790	\$147,740	\$147,740
<b>Early Intervention</b>	\$145,110	\$259,503	\$259,503
<b>Grant Total</b>	\$1,343,579	\$1,634,633	\$1,901,577

**YEARS 2 AND 3 ARE TO BE DETERMINED**

The following pages are the detailed budget as referred to on page

	BOE BUDGET	OTHER FUNDS	ALLIANCE	IDENTIFY OTHER FUNDS
<b>K-3 LITERACY AND NUMERACY INTERVENTION</b>				
<b>Strategy 1: Tutors for Tier 2 &amp; Tier 3 Interventions and for ELL</b>				
<b>Implementation Step One</b>				
9 Tier 2 & Tier 3 tutors @ \$17,078 in year one	-	-	153,702	
Tier 2 & Tier 3 tutors cost absorbed by BOE after year one				
<b>Implementation Step Two</b>				
2 ELL tutors @ \$20,735 in year one	-	-	20,735	
ELL tutors cost absorbed by BOE after year one				
<b>Implementation Step Two</b>				
Evaluate strategy effectiveness	-			
<b>Strategy 1 Subtotal</b>				
	-	-	174,437	
<b>Strategy 2: Online assessments to inform Tier 2 &amp; Tier 3 interventions and to close achievement gaps</b>				
<b>Implementation Step One</b>				
Subscribe to NWEA for Grades K-120			70,000	
<b>Implementation Step Two</b>				
Install centrally-managed WiFi system at 9 elementary schools. <b>The purchase of hardware and installation costs of centrally managed wireless access points, such as servers and network drops. System will allow K-10 students to have access to network used for progress monitoring and benchmarking screens for new common core alignment.</b>			211,492	
<b>Implementation Step Three</b>				
Provide six laptops per K-5 classroom. <b>Purchases from the BOE will be 475 laptops. Purchases for the Alliance Grant will be 453 laptops. Laptops will be used by students for teachers to support literacy and numeracy assessments.</b>	282,359	-	267,608	
<b>Implementation Step Four</b>				
Provide headphones for K-2 audio assessments			12,000	
<b>Implementation Step Five</b>				
Evaluate strategy effectiveness				
<b>Strategy 2 Subtotal</b>				
	282,359	-	561,100	
<b>Strategy 3: Six week summer reading program at Highland Park and Bennet to extend learning time for K-5 students reading below grade level</b>				
<b>Implementation Step One</b>				
Hire program coordinator to plan 2013 summer program	-	11,600	11,600	Town Budget

<b>Implementation Step Two</b>				
Implement summer reading program for K-5 students				
47 teachers @ \$3,557				
47 student mentors @ \$1000				
2 nurses @ \$5,500				
2 secretaries @ \$5,500				
Parks and Rec payment - 700 students @ \$150				
Instructional Resources - 47 classrooms @ \$750				
• Rec Dept activity advisors = 47 X \$10.00/hr x 3 hr/day x 29 days				
Supplies - 47 classrooms @ \$250				
Site Administrator - 2 @ \$7000				
School bus transportation - 14 buses/day x 60 days x \$221				
Field Trip costs				
Breakfast and lunch costs not charged to grant				
<b>Implementation Step Three</b>				
Use DRA2 and DRP to evaluate strategy effectiveness				
<b>Strategy 3 Subtotal</b>	-	11,600	11,600	
<b>Strategy 4 After school literacy enrichment program to extend learning time for K-5 students reading below grade level</b>				
<b>Implementation Step One</b>	-	-		
Year One - Pilot after school literacy at one elementary school	-	-		
7 teachers @ \$4,251 (\$33.21/hr x 2 hr/day x 64 days)	-	-	29,756	
7 paras/tutors @ \$704 (\$22/hr x 0.5 hr/day x 64 days)	-	-	4,928	
7 MHS student interns @ \$1088 (\$8.50/hr x 2 hr/day x 64 days)	-	-	7,616	
Late bus transportation - 2 buses @ \$2688 (\$42/bus/day x 64 days)	-	-	5,376	
Snacks - 80 students @ \$150	-	-	15,360	
Instructional Materials - 7 classrooms @ \$100	-	-	700	
Subtotal - Year one - One site	-	-	63,736	
<b>Implementation Step Two</b>	-	-		
Year Two - Implement after school literacy at five elementary schools	-	-		
<b>Implementation Step Three</b>	-	-		
Year Three - Implement after school literacy at nine elementary schools	-	-		
<b>Strategy 4 Subtotal</b>	-	-	63,736	
<b>Strategy 5: Teacher coaches - Differentiation for Tier 2, Tier 3, and ELL Students</b>				
<b>Implementation Step One</b>	-			
Hire certified ESOL teacher	-		90,000	
<b>Implementation Step Two</b>	-			
Classroom materials for differentiation of CCSS	-	100,000	-	Title I
<b>Implementation Step Two</b>	-			
Evaluate strategy effectiveness	-			

<b>Strategy 5 Subtotal</b>	-	100,000	90,000	
<b>K-3 Literacy and Numeracy Total</b>	282,359	111,600	900,873	

	<b>BOE BUDGET</b>	<b>OTHER FUNDS</b>	<b>ALLIANCE</b>	<b>IDENTIFY OTHER FUNDS</b>
<b>TALENT DEVELOPMENT</b>				
<b>Strategy 1: Provide newly created curriculum coaches, appointed through the Board's 2012-13 operating budget with training in providing effective job embedded professional development for teaching the common core Standards in literacy and numeracy for teachers in grades K-5</b>				
<b>Implementation Step 1</b>				
Provide curriculum coaches with two weeks of training by hiring <b>two</b> Educational Consultants through Leslie College. <b>Provide onsite training promoting effective coaching strategies focused on literacy in the content area that will result in supporting content area student achievement initiatives in all K-5 district schools. Consultants will be in district for four - 5 days at a time on two occasions totaling 9 days in all.</b>	-	15,000	15,000	Title I
<b>Implementation Step 2</b>				
Conduct bi-weekly consultation sessions	-	5,000	5,000	Title I
<b>Implementation Step 3</b>				
Hire a data team specialist for the elementary schools	-	-	73,456	
<b>Implementation Step 4</b>				
Hire permanent substitute teachers in each elementary school. <b>Building substitutes will be hired to give opportunities for teacher training with coaches within schools to develop leadership talent between teachers and coaches.</b>	139,995	-	-	

<b>Implementation Step 5</b>				
Provide elementary school teachers training workshops. Workshops will be provided to teachers on the common core alignment and “best” classroom practices. Funding will assist with substitutes and consultants in literacy and numeracy training.	115,560	-	-	
<b>Implementation Step 6</b>				
Complete a teacher survey	-	-	-	
<b>Implementation Step 7</b>				
Analyze the feedback from teachers and adjust	-	-	-	
<b>Strategy 1 Subtotal</b>	<b>255,555</b>	<b>20,000</b>	<b>93,456</b>	
<b>Strategy 2: Develop a system of evaluation of teachers and evaluation based on improvement in student achievement, growth of students, professional growth, and client satisfaction.</b>				
<b>Implementation Step 1</b>				
Develop an evaluation program for teachers and administrators	-	-	-	
<b>Implementation Step 2</b>				
Establish working committees for the development of eval model	-	-	5,350	
<b>Implementation Step 3</b>				
Professional learning opportunities for administrators	-	-	5,000	
<b>Implementation Step 4</b>				
Hire educational consultants or executive coaches	-	-	5,000	
<b>Strategy 2 Subtotal</b>	<b>-</b>	<b>-</b>	<b>15,350</b>	
<b>Strategy 3: Focus school improvement on actions that increase school capacity in our schools to improve student achievement</b>				
<b>Implementation Step 1</b>				
Each school will create an improvement plan	-	-	-	
<b>Implementation Step 2</b>				
Hire two consultants from the Center for School Change to provide district training on instructional rounds, a collaborative team approach allowing for rich educational discussion about improving practice to inform school improvement planning initiatives.	-	-	44,000	
<b>Implementation Step 3</b>				
Focus the district's instructional rounds initiative	-	-	-	
<b>Implementation Step 4</b>				
Focus the school level instructional rounds	-	-	-	
<b>Implementation Step 5</b>				

Complete an analysis of instructional time	-	-	-	
<b>Strategy 3 Subtotal</b>	-	-	<b>44,000</b>	
<b>Talent Development Total</b>	<b>255,555</b>	<b>20,000</b>	<b>152,806</b>	

	<b>BOE BUDGET</b>	<b>OTHER FUNDS</b>	<b>ALLIANCE</b>	<b>IDENTIFY OTHER FUNDS</b>
<b>SCHOOL AND COMMUNITY COLLABORATION</b>				
<b>Strategy 1: Reduce school based arrests, disruptive behaviors and truancy</b>				
<b>Implementation Step One</b>				
Play by the Rules” therapeutic-based after school program				
Program facilitator	<b>2,700</b>			
Program supplies	<b>250</b>			
<b>Implementation Step Two</b>				
Student and Family Engagement Center		<b>25,000</b>	<b>10,000</b>	<b>Youth Services Budget</b>
<b>Implementation Step Two</b>				
Improve School Safety Review Board			<b>16,500</b>	
<b>Strategy 1 Subtotal</b>	<b>2,950</b>	<b>25,000</b>	<b>26,500</b>	
<b>Strategy 2: Truancy Reduction and Connecting Kids Initiative</b>				
<b>Implementation Step One</b>				
Continue to develop effective and consistent attendance policies	-	-	<b>48,000</b>	
<b>Implementation Step Two</b>				
K-6 Family/School Connection program.	-	-	<b>16,500</b>	
<b>Implementation Step Three</b>				
Improve the School Attendance Review Board	-	-		
<b>Strategy 2 Subtotal</b>	-	-	<b>64,500</b>	
<b>Strategy 3: Credit recovery and school connection programs to improve secondary attendance and drop-out rates</b>				
<b>Implementation Step One</b>				
Odysseyware Credit Recovery Program	<b>4,200</b>			
<b>Implementation Step Two</b>				
High School Check and Connect Program	-	-		
Program Coordinator	-	-	<b>500</b>	
Online Software and Supplies	-	-	<b>4,000</b>	
Credit Recovery Tutoring	-	-	<b>6,500</b>	

After school programming	-	-	<b>4,000</b>	
Mentors Stipends, supplies, and activities	-	-	<b>3,000</b>	
Transportation	-	-	<b>5,000</b>	
<b>Strategy 3 Subtotal</b>	<b>4,200</b>	-	<b>23,000</b>	
<b>Strategy 4: Collaborate with an Alcohol and Drug Abuse Mental Health Treatment Facility to increase substance abuse assessment and education programming</b>				
<b>Implementation Step One</b>				
Provide initial screening and assessment				
<b>Implementation Step Two</b>				
Run Educational Substance Abuse Groups				
<b>Implementation Step Three</b>				
Provide an on-site counselor				
Program Cost (four 12 week groups a year):			<b>5,760</b>	
Drug /Alcohol Assessment			<b>1,250</b>	
On-Site Counselor			<b>20,000</b>	
<b>Strategy 4 Subtotal</b>			<b>27,010</b>	
<b>Strategy 5: District Outreach and Community Coordinator to supervise strategies</b>				
<b>Stipend</b>			<b>3,780</b>	
<b>Strategy 5 Subtotal</b>			<b>3,780</b>	
<b>School and Community Collaboration Total</b>	<b>7,150</b>	<b>25,000</b>	<b>144,790</b>	

	BOE BUDGET	OTHER FUNDS	ALLIANCE	IDENTIFY OTHER FUNDS
<b>EARLY INTERVENTION</b>				
<b>Strategy 1: Planning</b>				
<b>Implementation Step 1 Logistics</b>				
<b>Implementation Step 2 Staffing</b>				
Planning staff				
Program Coordinator	-	-	\$43,000	
5 FTE: Early Childhood Specialist	-	-	\$44,000	
Administrative Assistant	-	-	\$40,000	
Implementation staff				
9 Kindergarten teachers				
2.1 Speech and language pathologists				
9 Paraprofessionals				
9 bus monitors for the 2 weeks				
Implementation Step 3 Curricular Materials	-	-	\$16,110	
Implementation Step 4 Transportation	-	-		
Implementation Step 5 Collaborate with School Readiness Council and area private preschool programs				
<b>Strategy 1 Subtotal</b>	-	-	\$143,110	
<b>Strategy 2: Implementation</b>				
<b>Implementation Step 1 Assessment</b>				
Pre and post assessments				
Extra week for Kindergarten assessments				
<b>Implementation Step 2 Parent Training</b>				
Training and support services				
Parent workshops				
Adult Education workshops				
Implementation Step 3 Training for Private preschool programs	-	-	\$2,000	
<b>Strategy 2 Subtotal</b>	-	-	\$2,000	
<b>Early Intervention Total</b>	-	-	\$145,110	



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

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

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

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

- (1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.
  - (2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.
  - (3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
  - (4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
  - (5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
  - (6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
  - (7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.
- (b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.
- (c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.
- (2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines

developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

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

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

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

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

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

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** Alliance District Application for State Education Cost Sharing Funds

**THE APPLICANT:** Manchester 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's Signature:  \_\_\_\_\_

Name (*typed*): Dr. Richard W. Kisiel \_\_\_\_\_

Title: (*typed*): Interim Superintendent of Schools \_\_\_\_\_

Date: August 10, 2012 \_\_\_\_\_

## 1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
Key District Initiatives		Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1.	K-3 Literacy and Numeracy Intervention	Tutors for Tier 2 & Tier 3 Interventions and for ELL	\$174,437		\$0	\$174,437
		Online assessments to inform Tier 2 & Tier 3 interventions and to close achievement gaps	\$561,100		\$282,359	\$843,459
		Six week summer reading program at Highland Park and Bennet for K-5 students	\$11,600		\$11,600	\$23,200
		After school literacy enrichment program	\$63,736		\$0	\$63,736
		Teacher Coaches-Differentiation for Tier 2, Tier 3 and ELL students	\$90,000		\$100,000	\$190,000
2.	Talent Development	Curriculum Coaches Training	\$93,456		\$300,555	\$394,011
		Development of Evaluation Systems	\$15,350		\$0	\$15,350
		School Improvement	\$44,000		\$0	\$44,000



3.	School and Community Collaboration	Reduce school based arrests, disruptive behaviors and truancy	\$26,500		\$27,950	\$54,450
		Truancy Reduction and Connecting Kids initiative	\$64,500		\$0	\$64,500
		Credit recovery and school connection programs	\$23,000		\$4,200	\$27,200
		Collaborate with Alcohol and Drug Abuse Mental health Treatment Facility	\$27,010		\$32,150	\$59,160
		District Outreach and Community coordinator	\$3,780		\$0	\$3,780
4.	Early Intervention	Planning	\$143,110		\$20,000	\$163,110
		Implementation	\$2,000		\$0	\$2,000
		<b>Total</b>	\$1,343,579		\$778,814	\$2,122,393

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: K-3 Literacy and Numeracy Interventions

Element	Positions	Amount
Personal Services-Salaries	11.00	\$298,337
Personal Services-Benefits	0.00	\$20,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$281,492
Supplies	0.00	\$28,060
Property	0.00	\$267,608
Other Objects	0.00	\$5,376
<b>Total</b>	<b>11.00</b>	<b>\$900,873</b>

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	\$298,337	\$298,337	\$298,337	\$298,337
Personal Services-Benefits	\$20,000	\$20,000	\$20,000	\$20,000
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$5,376	\$5,376	\$5,376	\$5,376
Other Purchased Professional Services	\$281,492	\$281,492	\$281,492	\$281,492
Supplies	\$28,060	\$28,060	\$28,060	\$28,060
Property	\$267,608	\$267,608	\$267,608	\$267,608
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$900,873</b>	<b>\$900,873</b>	<b>\$900,873</b>	<b>\$900,873</b>

Note: Please copy this template 1for each key initiative that will be 1.1!

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: Early Intervention

Element	Positions	Amount
Personal Services-Salaries	2.00	\$83,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$44,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$2,000
Supplies	0.00	\$16,110
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>2.00</b>	<b>\$145,110</b>

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	83,000	\$83,000	\$83,000	83,000
Personal Services-Benefits	\$0	\$0	\$0	0
Purchased Professional Services	\$44,000	\$44,000	\$44,000	\$44,000
Purchased Property	\$0	\$0	0	0
Other Purchased Professional Services	\$2,000	\$2,000	2,000	\$2,000
Supplies	16,110	\$16,110	16,110	\$16,110
Property	\$0	0	0	\$0
Other Objects	0	0	\$0	0
<b>Total</b>	<b>\$145,110</b>	<b>\$145,110</b>	<b>\$145,110</b>	<b>\$145,110</b>

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Talent Development

Element	Positions	Amount
Personal Services-Salaries	1.00	\$58,119
Personal Services-Benefits	0.00	\$20,687
Purchased Professional Services	0.00	\$74,000
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
<b>Total</b>	<b>1.00</b>	<b>\$152,806</b>

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	\$58,119	:£58,119	:£58,119	:J>58,119
Personal Services-Benefits	\$20,687	\$20,687	\$20,687	\$20,687
Purchased Professional Services	:£74,000	:£74,000	:£74,000	:J>74,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	:£0	\$0	:£0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	:J>0	\$0	:J>0	\$0
Other Objects	\$0	\$0	\$0	\$0
...			--	.
<b>Total</b>	<b>\$152,806</b>	<b>\$152,806</b>	<b>\$152,806</b>	<b>\$152,806</b>

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: School and Community Collaboration

Element	Positions	Amount
Personal Services-Salaries	1.50	\$75,780
Personal Services-Benefits	0.00	\$18,000
Purchased Professional Services	0.00	\$31,010
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$15,000
Property	0.00	\$0
Other Objects	0.00	\$5,000
<b>Total</b>	<b>1.50</b>	<b>\$144,790</b>

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	FY2016-17 Amount
Personal Services-Salaries	\$64,280	\$64,280	64,280	\$64,280
Personal Services-Benefits	\$18,000	\$18,000	\$18,000	\$18,000
Purchased Professional Services	\$16,500	16,500	16,500	\$16,500
Purchased Property	\$32,010	32,010	\$32,010	32,010
Other Purchased Professional Services	\$0	0	\$0	\$0
Supplies	9,000	9,000	\$9,000	9,000
Property	\$5,000	\$5,000	\$5,000	\$5,000
Other Objects	0	\$0	0	\$0
<b>Total</b>	<b>\$144,790</b>	<b>\$144,790</b>	<b>\$144,790</b>	<b>144,790</b>

### 3. Budget for Alliance District Funding for Other Purposes

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

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
<b>Total</b>	<b>0.00</b>	<b>\$0</b>	

4. Budget for Total Alliance District Funding

District: Manchester

Town Code: 077

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID: 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chmt field I: 170002
100	Personal Services/Salaries	\$515,236
200	Personal Services/Employee Benefits	\$58,687
400	Purchased Property Services	\$432,502
600	Supplies	\$59,170
700	Property	\$267,608
890	Other Objects	\$10,376
	<b>TOTALS</b>	<b>\$1,343,579</b>

## Addendum to Manchester 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