

**FINAL APPLICATION  
NEW LONDON**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

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

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

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**STEFAN PRYOR  
COMMISSIONER OF EDUCATION**

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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 and 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.

<u>Mailing Address:</u> 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	<u>Overnight Mailing and Hand Delivery Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief
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**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: <b>New London Public Schools</b>		
Name of Grant Contact: <b>Katherine Ericson</b>		
Phone: <b>(860)444-3196</b>	Fax: <b>(860) 437-4330</b>	Email: <b>ericsonk@newlondon.org</b>
Address of Grant Contact: <b>134 Williams Street New London, CT 06320</b>		
Name of Superintendent: <b>Dr. Nicholas Fischer</b>		
Signature of Superintendent: Date:		
Name of Board Chair: <b>Mr. William Morse</b>		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: ____ Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: __August 23rd _____		
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?

New London's overall approach toward improving student performance and closing the achievement gap in literacy and math are focused on the following areas:

- Effective Instruction: Utilize the district's Guide to Teacher Evaluation Plan and Professional Development as a way to provide specific and targeted feedback that is evidence-based and improves the quality of instructional practices, increases student achievement, and enhances the reflective practices of teachers to create a cycle of continuous improvement.
- Closing the Achievement Gap with Common Core State Standards (CCSS): Implement the newly revised district Common Core Curriculum based on the CCSS to increase the level of skill and knowledge students must master at each grade level. In addition, teachers in grades K-5 will communicate to both students and parents each student's progress towards mastery using the newly aligned Standards Based Report Card.
- Talent Strategy: Develop a district system that has the ability to attract/recognize, support, develop and transform high quality staff. Included in the system will be a revision that includes a rating scale that measures teacher performance and that is clearly tied to student outcomes.
- High Expectations: Define competencies for academic, social, and emotional outcomes at the student and professional levels. Communicate and train teachers on how to ensure that all students meet or exceed these expectations. Additionally, using the Connecticut Common Core of Teaching (CCT) and Connecticut Common Core of Leadership (CCL), ensure that all staff meet or exceed standards of professional practice.
- Leadership and Accountability: Maximize the effectiveness of instructional leadership through targeted professional development that supports principals' ability to recognize effective instructional practices and replicate them, change ineffective classroom practices on a school-wide and individual basis, and lead data teams through analysis and instructional decision-making processes.
- Additional Learning Time: Implement an extended school day and school year program facilitated by the National Center for Time and Learning.

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 rationale for the selection of the district’s prioritized reform initiatives is based on the analysis of data including but not limited to: standardized test scores, local benchmark assessments, teacher evaluation, and survey results (all stakeholders). Data indicate that district standardized test scores are improving, however, gains and trend data are not yet at the desired levels of performance. Two of the district’s elementary schools are struggling to meet both the State and district’s expectations for student achievement and are, therefore, central to the initiatives outlined in this application. All New London schools will benefit from these initiatives.

Effective Instruction: Research shows that high quality instruction has the greatest impact on student learning. The district endeavors to make every teacher, and thereby every classroom, highly effective.

Closing the Achievement Gap with Common Core State Standards (CCSS): A student’s race, ethnicity, or economic background should not preclude him or her from achieving high academic standards.

Talent Strategy: To be successful, the district must be able to attract and/or identify, support, develop and transform staff in order to realize desired student achievement outcomes.

High Expectations: A culture of success (professional, academic, and social) will result when expectations are made clear and held consistent for all. All stakeholders will contribute to the development of this culture.

Leadership and Accountability: When instructional leadership skills are developed, teaching will improve and result in high academic achievement.

Extended Learning Time: When students are intellectually engaged in meaningful learning opportunities, designed and implemented by staff that have analyzed individual student data, the effect will be increased achievement.

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?

This year we expect to see the following measurable performance targets (ONE YEAR TARGETS):

Effective Instruction:

- 5% gain for every grade level on all universal screeners.
- 80% of classroom observations meet eight of the ten research based strategies as outlined in the Teacher Evaluation Plan.

Closing the Achievement Gap:

- Students who are behind academically will make at least one and half year’s growth in one year’s time.
- Achievement gaps for the following subgroups- English Language Learners and Students with Disabilities (based on 2012 CMT results) will narrowed by a 5% increase for these subgroups.

Talent Strategy:

- Hire Human Resource/Talent director by October 2012.
- Create human resource/talent plan by December 2012.
- Begin implementation of plan by January 2013.

High Expectations:

- Surveys (students, parent, staff) – 80% of responses indicate that expectations are clear and challenging.
- 80% of classroom observations include evidence of teacher communicating and adhering to rigorous academic and behavioral expectations.

Leadership and Accountability:

- 100% of district administrators engage in adult learning opportunities designed to improve or enhance their skills as instructional leaders.
- 100% of administrators' professional development will incorporate analysis of data that supports their ability to effect positive change in student achievement.
- 100% of administrators will be required to set an Administrator's Performance Objective that is clearly tied to student outcomes.

Extended Learning Time:

- 30% of Focus Schools' student population will increase student learning by 80 hours beginning in January 2013.
- Conduct program evaluation at conclusion of 2012-2013 school year to monitor and adjust for full implementation beginning in 2013-2014, grades K-8.

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

All of grant expenditures work in conjunction with each other to achieve all the district reform initiatives. Grants such as Title I, Part A; Title II, Part A Teacher Quality; Title III, Priority School District funds, Summer School Funds, Rotary Donations, and New London Education Funds are specific funds that the district utilizes to increase effective teaching practices and offer our current expanded learning opportunities. The TIME Collaborative competitive grant was awarded to the district and will be used to support the extended learning time reform initiative.

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.

New London Public Schools engaged key stakeholders in multiple ways including face-to-face conversations, team meetings, and surveys. All initiatives were informed by the District Improvement Team (DELTA) and the Administrative Council. All staff and stakeholders agree that high expectations and a culture of success are necessary to achieve district goals. Prioritized reform initiatives are supported by the work of the district's literacy/instructional coaches and certified staff. Discussions with Mitchell College and Connecticut College, as well as the Coast Guard Academy, helped us to expand our thinking of how we can effectively extend learning opportunities for all students. Parents have expressed a desire for an active role in the district's reform efforts. Parents' interest was communicated through School Governance Councils and Board of Education meetings. Dr. Steven Adamowski, New London's Special Master, guided the development of this improvement plan.

## B. Key District Initiatives

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

Districts should include a separate chart for each key initiative.

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

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

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

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

**Key District Initiative: EFFECTIVE INSTRUCTION**

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

**Overview:**

Align Teacher Evaluation plan to include criteria for successful performance connected to student data. In collaboration with teachers and administrators, standardized and districts measurements will be identified. Professional development will be provided to help staff understand how their evaluation is, in part, connected to student performance. Determine the metric to be used, e.g. 40% of a teacher’s overall performance rating. Given the statute that requires job-embedded, evaluation-informed professional development, the district will continue to strive towards its stated goals of:

1. Improving the quality of teacher’s instructional practices, leading to increases in student achievement.
2. Increase the content knowledge and skills.
3. Enhance reflective practices of teachers to create a cycle of improvement.

Through collaboration with teachers and administrators student achievement and teacher practice goals are identified. From these goals targeted professional development is designed and provided. Both goals frame the data collection for final evaluation. As the district moves forward, our goal is to use data from the State Teacher Evaluation pilot to enhance our practices and procedures.

**Five Year Strategies and Implementation Steps:**

New London’s Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.

**Year 1 Implementation Steps Description:**

Using the PEAC guidelines for Teacher Evaluation, work with a committee comprised of administrators and teachers to articulate district performance expectations.

**Key District Initiative: CLOSING THE ACHIEVEMENT GAP**

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

**Overview:** Teachers will implement the district’s newly aligned curriculum. Professional development will be provided to staff to deepen their understanding and improve their ability to deliver instruction aligned to the CCSS. Teachers in Grades K-5 will report student progress using a standards-based report card. Teachers will receive support in aligning instructional interventions to the CCSS. Resources for CCSS implementation in grades K-5 will be purchased using the following criteria:

- English and Spanish alignment with skills and strategies,
- Alignment of Tiers 1, 2, and 3 materials in terms of theme, concepts, reading skills and strategies.

Effectiveness monitored throughout the year with universal screening data, teacher created measurements, and standardized test scores.

Specific attention will be given to addressing the needs of English Language Learners and Students with Disabilities. Job embedded professional development will be provided by district literacy and external instructional coaches to develop teachers’ skills around effective instruction. ELL strategies will be modeled for all teachers with the expectation that they will be implemented in every classroom. Intentional discussions will occur around LAS links data and its relationship to expectations of students and teachers. Programmatic evaluation of the Middle and the High School will be conducted and the Strategic Operating Plan will reflect necessary changes and practices.

**Five Year Strategies and Implementation Steps:** New London’s Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.

**Year 1 Implementation Steps Description:**

- Professional development will focus on key components of Language Arts and mathematics CCSS.
- Identify and obtain core reading materials that support learning for all students.
- Professional development to support teachers’ effective use of instructional materials.

<b>Key District Initiative: HUMAN RESOURCE/TALENT STRATEGY</b>	
<b>New or Existing?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
<b>Overview:</b> Beginning in 2008, Human Resources functions were absorbed by the Assistant Superintendent. The decision to restructure Central Office will shift the emphasis towards a systematic approach to hiring and developing high quality staff. This position will be a blend of both traditional human resource practice and development/implementation of a talent model.	
<b>Five Year Strategies and Implementation Steps:</b> New London's Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.	
<b>Year 1 Implementation Steps Description:</b>	
<ul style="list-style-type: none"> <li>• Hire Human Resource/Talent director by October 2012.</li> <li>• Create human resource/talent plan by December 2012.</li> <li>• Begin implementation of plan by January 2013.</li> </ul>	
<b>Year of Implementation:</b>	
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5	

<b>Key District Initiative: HIGH EXPECTATIONS</b>	
<b>New or Existing?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
<b>Overview:</b> In an effort to create clarity and consistency across the district, rigorous academic, professional and behavioral standards will be established, communicated, and measured.	
<b>Five Year Strategies and Implementation Steps:</b> New London's Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.	
<b>Year 1 Implementation Steps Description:</b>	
<ul style="list-style-type: none"> <li>• Define rigorous expectations of academic, professional, and behavioral for all stakeholders.</li> <li>• Survey for understanding and consistency.</li> <li>• Administrators will conduct observations and record evidence of high academic, professional, and behavioral expectations based on New London's definition.</li> </ul>	
<b>Year of Implementation:</b>	
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5	

<b>Key District Initiative: LEADERSHIP AND ACCOUNTABILITY</b>	
<b>New or Existing?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
<b>Overview:</b> Develop the instructional leadership skills of New London's Administrative team. This will include:	
<ul style="list-style-type: none"> <li>• analysis and use of data to make appropriate instruction decisions,</li> <li>• enhance their ability to recognize quality instruction</li> <li>• improve their ability to make recommendations that will change ineffective practice</li> <li>• deepen Administrator's understanding of the CCSS and the levels of rigor inherent in them</li> </ul>	
<b>Five Year Strategies and Implementation Steps:</b> New London's Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.	
<b>Year 1 Implementation Steps Description:</b>	
<ul style="list-style-type: none"> <li>• Create an administrators' professional development calendar.</li> <li>• Professional development in the areas cited above throughout the school year.</li> </ul>	
<b>Year of Implementation:</b>	
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 5	

<b>Key District Initiative: EXTENDED LEARNING TIME</b>	
<b>New or Existing?</b>	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
<b>Overview:</b> Our goal is to increase the school day by 80 hours for 30% of the student population at both Winthrop and Jennings. During the extended time we hope to achieve the following: provide rich professional development opportunities on effective lesson delivery, allow more time for data analysis, improve student attendance, and improve the culture of all schools involved. The first year of implementation will target Jennings and Winthrop elementary schools. Planning will take place for all elementary school and the middle school over the course of the year for full implementation in the 2013-2014. Please see TIME COLLABORATIVE Grant application. SUBMITTED WITH APPLICATION	
<b>Five Year Strategies and Implementation Steps:</b> New London’s Strategic Operating Plan (SOP) will be developed under the guidance of Dr. Adamowski. The multi-year steps will be clearly outlined in the SOP.	
<b>Year 1 Implementation Steps Description:</b> With the support of the National Center on Time and Learning, all elementary schools and Bennie Dover Jackson Middle School will create Extended Learning Time Teams, that will identify the needs of the students and key community partners, and design the program for implementation in the 2013—2014 school year.	
<b>Year of Implementation:</b>	
<input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4 <input type="checkbox"/> 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.

Tier 1	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>Nathan Hale Elementary</p>	<p>See attached data.            SPI:            CMT            NWEA’s MAP Assessment-Average RIT scores show students on or above grade level            LAS Links Scores</p>	<p><b>Leadership:</b>  <input type="text" value="Principal and School Data Team"/></p> <p><b>Instruction/Teaching:</b>  <input type="text" value="Continue to monitor student progress through analysis of student work and data, making instructional adjustments as needed on a student-by-student basis. Continue to promote instructional leadership among staff."/></p> <p><b>Effective Use of Time:</b>  <input type="text" value="Continue to maximize instructional time and minimize interruptions."/></p> <p><b>Curriculum:</b>  <input type="text" value="Implement the CCSS curriculum in both ELA and Math. Provide job embedded training and support."/></p> <p><b>Use of Data:</b>  <input type="text" value="Grade level and school data teams."/></p> <p><b>School Environment:</b>  <input type="text" value="Continue to champion learners as scholars and parents as partners."/></p> <p><b>Family and Community:</b>  <input type="text" value="Continue consistent communication with families and community partners."/></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</p>	<p>None</p>		<p><b>Leadership:</b>  <input type="text"/></p> <p><b>Instruction/Teaching:</b>  <input type="text"/></p> <p><b>Effective Use of Time:</b>  <input type="text"/></p> <p><b>Curriculum:</b>  <input type="text"/></p>

schools.			<p><b>Use of Data:</b></p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <p><b>School Environment:</b></p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <p><b>Family and Community:</b></p> <div style="border: 1px solid black; height: 15px; width: 100%;"></div>
<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>Winthrop STEM Elementary School</p> <p>C.B. Jennings Elementary (Dual Language) School</p> <p>Bennie Dover Jackson Middle School</p> <p>New London High School</p>	<p>See attached data</p> <p>SPI: CMT</p> <p>NWEA’s MAP- Average RIT scores show students on or above grade level</p> <p>DIBELS DRA LAS Links Scores</p>	<p><b>Leadership:</b></p> <div style="border: 1px solid black; padding: 2px;">Strengthen skills and abilities of building administrators as instructional leaders.</div> <p><b>Instruction/Teaching:</b></p> <div style="border: 1px solid black; padding: 2px;">Provide instructional coaching; modeling of effective practice; provide opportunities to observe peers (peer observations), targeted Professional Development based on evidence from Teacher Evaluation.</div> <p><b>Effective Use of Time:</b></p> <div style="border: 1px solid black; padding: 2px;">Maximize use of instructional time by reducing time lost during transitions, extend the learning time (TIME Collaborative Grant), design effective lessons that engage students and eliminate off-task behaviors.</div> <p><b>Curriculum:</b></p> <div style="border: 1px solid black; padding: 2px;">Implement CCSS in both ELA and math to ensure rigor and student mastery.</div> <p><b>Use of Data:</b></p> <div style="border: 1px solid black; padding: 2px;">Instructional data teams and school data teams - continue analyze data to make targeted instructional decisions.</div> <p><b>School Environment:</b></p> <div style="border: 1px solid black; padding: 2px;">Create a strong academic, professional, and behavioral environment that supports student learning based on the district definition for high expectations.</div> <p><b>Family and Community:</b></p> <div style="border: 1px solid black; padding: 2px;">Develop partnerships with parents and community members. Use</div>

			<p>resources, i.e. <u>Visible Learning</u>, to implement proven strategies that engage these stakeholders.</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>
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**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.

<b>Focus School: Jennings Elementary</b>	<b>Grades Served: K-5</b>	<b># of Students: 550</b>	
<b>Diagnosis</b>			
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <table border="1"> <tr> <td>All grade levels are not achieving at the level of performance expected by the district or State. <b>Subjects:</b> Reading and Math    <b>Grade levels:</b> K-5    <b>Subgroups:</b> ELL and Students with Disabilities.</td> </tr> </table>			All grade levels are not achieving at the level of performance expected by the district or State. <b>Subjects:</b> Reading and Math <b>Grade levels:</b> K-5 <b>Subgroups:</b> ELL and Students with Disabilities.
All grade levels are not achieving at the level of performance expected by the district or State. <b>Subjects:</b> Reading and Math <b>Grade levels:</b> K-5 <b>Subgroups:</b> ELL and Students with Disabilities.			
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <table border="1"> <tr> <td> <p>The reasons for low performance are:</p> <ul style="list-style-type: none"> <li>• Phasing in the 50/50 instructional model (one week of English instruction, and one week of Spanish instruction) needs to be implemented in Grades 3-5,</li> <li>• Lack of aligned English to Spanish and Spanish to English reading materials,</li> <li>• Lack of enough practice in reading, speaking, listening, and writing in school and at home,</li> <li>• Students entering Jennings with limited academic vocabulary,</li> <li>• Staff members who still need support in implementing targeted instructional activities in the workshop model for math and reading,</li> <li>• Lack of consistent practice in highly effective teaching strategies,</li> <li>• Inconsistent expectations (academic, behavioral), and</li> <li>• Difficulty finding highly qualified staff members with a TESOL certification and/or SIOP training,</li> </ul> </td> </tr> </table>			<p>The reasons for low performance are:</p> <ul style="list-style-type: none"> <li>• Phasing in the 50/50 instructional model (one week of English instruction, and one week of Spanish instruction) needs to be implemented in Grades 3-5,</li> <li>• Lack of aligned English to Spanish and Spanish to English reading materials,</li> <li>• Lack of enough practice in reading, speaking, listening, and writing in school and at home,</li> <li>• Students entering Jennings with limited academic vocabulary,</li> <li>• Staff members who still need support in implementing targeted instructional activities in the workshop model for math and reading,</li> <li>• Lack of consistent practice in highly effective teaching strategies,</li> <li>• Inconsistent expectations (academic, behavioral), and</li> <li>• Difficulty finding highly qualified staff members with a TESOL certification and/or SIOP training,</li> </ul>
<p>The reasons for low performance are:</p> <ul style="list-style-type: none"> <li>• Phasing in the 50/50 instructional model (one week of English instruction, and one week of Spanish instruction) needs to be implemented in Grades 3-5,</li> <li>• Lack of aligned English to Spanish and Spanish to English reading materials,</li> <li>• Lack of enough practice in reading, speaking, listening, and writing in school and at home,</li> <li>• Students entering Jennings with limited academic vocabulary,</li> <li>• Staff members who still need support in implementing targeted instructional activities in the workshop model for math and reading,</li> <li>• Lack of consistent practice in highly effective teaching strategies,</li> <li>• Inconsistent expectations (academic, behavioral), and</li> <li>• Difficulty finding highly qualified staff members with a TESOL certification and/or SIOP training,</li> </ul>			
<b>Performance Targets<sup>1</sup></b>			
<p>a. How will the district measure the success of the intervention?</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>• 100% of staff will implement CCSS in both math and reading</li> <li>• 100% of staff will receive professional development in effective use of reading materials</li> <li>• 100% of staff will receive professional development on the CCSS mathematical practices</li> <li>• 100% of staff will receive professional development on the workshop instructional model as it</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• 100% of staff will implement CCSS in both math and reading</li> <li>• 100% of staff will receive professional development in effective use of reading materials</li> <li>• 100% of staff will receive professional development on the CCSS mathematical practices</li> <li>• 100% of staff will receive professional development on the workshop instructional model as it</li> </ul>
<ul style="list-style-type: none"> <li>• 100% of staff will implement CCSS in both math and reading</li> <li>• 100% of staff will receive professional development in effective use of reading materials</li> <li>• 100% of staff will receive professional development on the CCSS mathematical practices</li> <li>• 100% of staff will receive professional development on the workshop instructional model as it</li> </ul>			

<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.

relates to math instruction.

- Students who are behind academically will make at least one and half year's growth in one year's time as measured by standardized tests.
- Develop and implement a Human Resource/Talent plan to recruit/develop TESOL certified staff members by January 2013.

b. How will the district monitor school progress?

The district will monitor school progress with the following measures:

- CMT
- NWEA's Measurement of Academic Progress (MAP) for Grades 4-5,
- Development Reading Assessment (DRA),
- Dynamic Indicators of Early Literacy Skills (DIBELS),
- Teacher created standard-based tests and performance tasks.

### 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?

The district and school will take the following actions to ensure strong leadership:

- Continue professional development on CCSS,
- Ask leadership to define student outcomes at each grade level in both English and Spanish,
- Require school leaders to share student performance data with district three times a year.
- Leaders will actively participate in teachers' professional development on CCSS, and new core reading materials.
- Leaders will work with instructional coach for reading and math to identify ineffective teaching practices as well fostering effective teaching practices,
- Require administrators to define a performance objective related to student achievement that will be approved by September, reviewed in January and receive a final evaluation in June.

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

The district and school will take the following steps to ensure teachers are effective and able to deliver high-quality instruction:

- Monthly paired walk-throughs with Jennings administrators and district administrators.
- Monitoring of Teacher Evaluation data to target identified staff needs.
- Analysis of data.
- Implement peer visits to highlight effective teaching practices.
- Coaches assist teachers in identifying, developing and learning new strategies and using new resources to address student needs.
- Coaches model effective instruction in classrooms at the direction of the administrator, request by the teacher, or based on examination of student data.

**ELL Strategies to be used by ALL teachers (Embedded Professional Development Provided)**

**Vocabulary**

- Explicitly teach academic and curriculum-based vocabulary in the NLPS curricula, CCSS standards
- All instruction of vocabulary will include false and true cognates as well as similarities and differences between the two languages
- Effective reading instruction will include the differentiated learning centers that are designed to meet the specific vocabulary needs of students.

**Higher Order Thinking Skills (HOTS)**

- Instructional staff will provide multiple opportunities for students to demonstrate their understanding through HOT questioning techniques on Bloom's Taxonomy, beginning with "how" and "why" questions.

- 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?

The district and school will create a team to work in collaboration with the National Center for Time and Learning to design an extended learning program that allows for the following: increased opportunities for students to practice skills, time for teachers to collaborate on planning and data analysis, and opportunities for community partners to offer enrichment to students.

- 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?

The district has identified and will obtain reading materials that will support teachers in delivery of the CCSS in both English and Spanish. These materials will include intervention materials that support the skill development and themes being addressed in the Tier 1 instruction. The Tier 2 materials will appropriately parallel the skills and themes that students at each grade level must master.

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

Grade level data teams will examine student progress on standard based tests and quizzes. Teachers will report student progress on standards-based report cards. Jennings' Scientifically Research Based Intervention (SRBI) Team will work to identify students who are struggling, pinpoint individual student deficits, and implement targeted instruction at both the Tier 2 and Tier 3 levels.

- 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?

Appointment of a new Climate Specialist. This position will develop and administer surveys to all stakeholders to gauge non-academic factors related to the school and gauge school climate concerns. This individual will solicit input from stakeholders and develop a plan that will identify actions steps needed to achieve desired results.

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

Utilize School Governance Council to explore new avenues to communicate academic, professional, and behavioral expectations effectively with staff and parents.

## Funding

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

The total amount of funding for Jennings Elementary will be:  
\$267,957.90

- 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)?

The district will use the following sources of funding to support our overall initiatives:

- Title I,

	<ul style="list-style-type: none"><li>• Title IIA,</li><li>• Priority School District,</li><li>• Bilingual grant,</li><li>• 21<sup>st</sup> Century,</li><li>• 2 % Educational Cost Sharing</li></ul>
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**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.

<b>Focus School: Winthrop Elementary STEM School</b>	<b>Grades Served: K-5</b>	<b># of Students: 550</b>
<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></p> <div style="border: 1px solid black; padding: 5px;"> <p>All grade levels are not achieving at the level of performance expected by the district or State.  <b>Subjects:</b> Reading and Math    <b>Grade levels:</b> K-5    <b>Subgroups:</b> ELL and Students with Disabilities</p> </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <p>The reasons for low performance are:</p> <ul style="list-style-type: none"> <li>• Lack of enough practice in reading and math,</li> <li>• Need to increase the amount of reading per day,</li> <li>• Need to increase the amount of high level questioning in math and reading,</li> <li>• Lack of clear definition of what should be incorporated into math instructional block,</li> <li>• Need for students to be asked to explain their thinking,</li> <li>• Interventions need to be targeted to student weaknesses,</li> <li>• Students entering Winthrop with limited academic vocabulary,</li> <li>• Staff members who still need support in implementing targeted instructional activities in the workshop model for math and reading,</li> <li>• Lack of consistent practice of highly effective teaching strategies,</li> <li>• Inconsistent expectations (academic, behavioral),</li> <li>• Student engagement is inconsistent across the grades levels.</li> </ul> </div>		
<b>Performance Targets<sup>2</sup></b>		
<p>c. How will the district measure the success of the intervention?</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• 100% of staff will implement CCSS in both math and reading,</li> <li>• 100% of staff will receive professional development in effective use of reading materials,</li> <li>• 100% of staff will receive professional development on the experiential learning model through the Connecticut Science Center,</li> <li>• 100% of staff will receive professional development on effective math instruction,</li> <li>• Students who are behind academically will make at least one and half year’s growth in one year’s time as measured by standardized tests,</li> <li>• Develop and implement a Human Resource/Talent plan to recruit/develop certified staff with STEM backgrounds by January 2013.</li> </ul> </div>		
<p>d. How will the district monitor school progress?</p> <div style="border: 1px solid black; padding: 5px;"> <p>The district will monitor school progress with the following measures:</p> <ul style="list-style-type: none"> <li>• CMT,</li> <li>• NWEA’s Measurement of Academic Progress (MAP),</li> <li>• Development Reading Assessment (DRA),</li> </ul> </div>		

<sup>2</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.



- Dynamic Indicators of Early Literacy Skills (DIBELS),
- Teacher created standard-based tests and performance tasks,
- Classroom walkthrough data,

**Areas of School Redesign**

What actions will the district and school take to ensure:

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

The district and school will take the following actions to ensure strong leadership:

- Work with executive coach to:
  - Build administrative capacity for standards-based planning, instruction, and strategic decision-making through on-site, customized coaching,
  - Define student outcomes at each grade level,
  - Increase the efficacy of the current decision-making structures to better address the needs of all the students through a continuous process of planning, implementation and reflection,
  - Conduct bi-weekly walkthroughs to monitor teacher practice.
- Require school leaders to share student performance data with district three times a year.
- Increase the knowledge and use of CCSS and Next Generation Science Education Standards in all aspects of teaching and learning.
- Require administrators to define a performance objective that will be approved by September, reviewed in January and receive a final evaluation in June.

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

The district and school will take the following steps to ensure teachers are effective and able to deliver high-quality instruction:

- Monthly paired walk-throughs with Winthrop administrators and district administrators.
- Monitoring of Teacher Evaluation data to target identified staff needs.
- Analysis of data.
- Implement peer visits to highlight effective teaching practices.
- Coach individual teachers, and targeted small groups on high-impact teaching strategies.
- Provide monthly 2-hour training sessions on selected Professional Development topics, to be determined by data (full staff or targeted groups of staff, as determined by data.)
- Instructional Data team Coaching.
- Grade level instructional coaching.

- g. 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?

The district and school will create a team to work in collaboration with the National Center for Time and Learning to design an extended learning program that allows for the following: increased opportunities for students to practice skills, time for teachers to collaborate on planning and data analysis, and opportunities for community partners to offer enrichment to students.

- h. 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?

The district has identified and will obtain reading materials that will support teachers in delivery of the CCSS in both English and Spanish. These materials will include intervention materials that support the skill development and themes being addressed in the Tier 1 instruction. The Tier 2 materials will appropriately parallel the skills and themes delivered during Tier 1 guided reading blocks. In turn, an Instructional

Coach/data facilitator will work with teachers to “unwrap” new CCSS standard

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

Grade level data teams will examine student progress on standard based tests and quizzes. Teachers will report student progress on standards-based report cards. Winthrop’s Scientifically Research Based Intervention (SRBI) Team will work to identify students who are struggling, pinpoint individual student deficits, and implement targeted instruction at both the Tier 2 and Tier 3 levels.

- j. 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?

Appointment of a new Climate Specialist. This position will develop and administer surveys to all stakeholders to gauge non-academic factors related to the school and gauge school climate concerns. This individual will solicit input from stakeholders and develop a plan that will identify actions steps needed to achieve desired results.

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

Utilize School Governance Council to explore new avenues to communicate academic, professional, and behavioral expectations effectively with staff and parents.

### Funding

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

The total amount of funding made available to Winthrop Elementary STEM School will be \$384,522.58

- 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)?

The district will use the following sources of funding to support our overall initiatives:

- Title I,
- Title IIA,
- Priority School District,
- 21<sup>st</sup> Century,
- 2 % Educational Cost Sharing,
- State Magnet Funds.

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

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

### Selection of Schools

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

Bennie Dover Jackson Middle School

### Data Examination

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

District will work with school leaders to analyze the instructional, behavioral, social and professional status of the building.

**Diagnosis**

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

The following data will be utilized to conduct a needs assessment:

- Survey data,
- Measures of Academic Progress (MAP),
- Teacher observation data,
- School Governance Council feedback,
- CMT,
- SPI.

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

Bennie Dover Jackson’s School Improvement Team and School Governance Council will work in conjunction to conduct the needs assessments. Both groups will report out and coordinate efforts with district team who is composing the Strategic Operating Plan.

**Goal Setting**

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

District will work alongside School Improvement Team, to ensure goals align to district and are measurable and attainable.

**Intervention Selection**

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

This work will be clearly articulated in the Strategic Operating Plan (SOP).

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

This work will be clearly articulated in the Strategic Operating Plan (SOP).

**Planning for Implementation**

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

This work will be clearly articulated in the Strategic Operating Plan (SOP).

**Monitoring**

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

This work will be clearly articulated in the Strategic Operating Plan (SOP).

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

This work will be clearly articulated in the Strategic Operating Plan (SOP).
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<b>Timeline</b>
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- |  |
|--|
| k. Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013. |
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This work will be clearly articulated in the Strategic Operating Plan (SOP).
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### **Section III: Budget (See accompanying budget materials)**

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

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

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

**List of Appendices:**

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

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

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

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

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



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

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

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

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

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

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

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** \_\_\_\_\_  
\_\_\_\_\_

**THE APPLICANT:** New London Public Schools HEREBY ASSURES THAT:  
\_\_\_\_\_  
(insert Agency/School/CBO Name)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_ Nicholas A. Fischer, Ed. D.

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

Date: \_\_\_\_\_ August 14, 2012

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Closing the Achievement Gap	K-5 CCSS Tier 1 and Tier 2 Resources	\$458,971	Literacy Coaches, Early Reading Teachers, ESL tutors, Library Media Techs, Dual Language Teachers, Preschool Teachers, Kindergarten Teachers, Bilingual/ESL Teachers, SIG Programming	\$2,052,644	\$2,511,615
2. Leadership and Accountability:	Instructional Coach support for CCSS math and literacy for administrators.	\$18,900	CAS Coach (Winthrop)	\$20,000	\$38,900
3. Effective Instruction	CT Science Center Experiential Model Learning Training Training; Science Coach Training	\$141,100	Professional Consultants; Data Team Facilitator; Math Coaching (Winthrop, Nathan Hale & Jennings)	\$30,000	\$171,100
4. Talent Strategy	Program design and implementation costs, staff incentives, educational reimbursement funds	\$20,030	Hiring of Director of Human Resources/Talent and Development; Advertising	\$190,000	\$210,030
5. High Expectations	Project Lead the Way (NLHS); Classroom Libraries (BDJMS)	\$50,000		\$0	\$50,000
6. Additional Learning Time	Increase 80 hours of instruction for at least 30% of students	\$120,000	21st CCLC Program NLPS K-3 Summer School NLPS Extended School Hours Camp Rotary grades 6-8	\$263,325	\$383,325
	<b>Total</b>	<b>\$809,001</b>		<b>\$2,555,969</b>	<b>\$3,364,970</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.

<b>Reform Initiative: Leadership and Accountability</b>		
Element	Positions	Amount
Personal Services-Salaries	0.00	
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	\$141,100
Connecticut Science Center for STEM training;		\$70,000
Math Consultant to provide Instructional Coaching, Modelling, and Professional Development		\$30,100
Data Team Faciliator and Instructional Coaches		\$41,000
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies		
Property	0.00	
Other Objects	0.00	
<b>Total</b>	<b>0.00</b>	<b>\$141,100</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	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$150,000	\$150,000	\$50,000	\$25,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0

Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0



**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.

<b>Reform Initiative: Closing the Achievement Gap</b>		
Element	Positions	Amount
Personal Services-Salaries	0.00	
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies		\$458,971
Common Core reading resources for K-5. Alignment of Spanish and English materials for all Tiers has been made a priority for the Dual Language.		\$378,971
Classroom Libraries for to support the implementation of the workshop model with the goal of increased reading in all content areas.		\$30,000
Property	0.00	
Other Objects	0.00	
<b>Total</b>	<b>0.00</b>	<b>\$458,971</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	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0

Supplies	\$89,001	\$84,001	\$109,001	\$179,001
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$89,001</b>	<b>\$84,001</b>	<b>\$109,001</b>	<b>\$179,001</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.

<b>Reform Initiative: High Expectations</b>
---

Element	Positions	Amount
Personal Services-Salaries	0.00	
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies	0.00	
Property	0.00	
Other Objects	0.00	\$20,030
Resources to develop Talent Strategy		
<b>Total</b>	<b>0.00</b>	<b>\$20,030</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	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services				
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</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.

<b>Reform Initiative: High Expectations</b>
---

Element	Positions	Amount
Personal Services-Salaries	0.00	
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies		\$50,000
classes and the number students enrolled in AP classes (Project Opening Doors)		
Property	0.00	
Other Objects	0.00	
<b>Total</b>	<b>0.00</b>	<b>\$50,000</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	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$50,000	\$55,000	\$55,000	\$55,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$50,000</b>	<b>\$55,000</b>	<b>\$55,000</b>	<b>\$55,000</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.

<b>Reform Initiative: Leadership and Accountability</b>
---

Element	Positions	Amount
Personal Services-Salaries	0.00	
Personal Services-Benefits	0.00	
Purchased Professional Services	0.00	\$18,900
CAS Executive Coach for Winthrop Elementary		
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies		
Property	0.00	
Other Objects	0.00	
<b>Total</b>	<b>0.00</b>	<b>\$18,900</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	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$20,000	\$20,000	\$20,000	\$20,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</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.

<b>Reform Initiative: Extended Learning</b>
---

Element	Positions	Amount
Personal Services-Salaries	38.00	\$93,300
To pay 2 Administrators, 30 certified staff, 6 Instructional Assistants		
Personal Services-Benefits	38.00	\$2,700
FICA for 38 staff members		
Purchased Professional Services	0.00	
Purchased Property	0.00	
Other Purchased Professional Services	0.00	
Supplies		\$24,000
Theme based and program supplies for extended learning		
Property	0.00	
Other Objects	0.00	
<b>Total</b>	<b>38.00</b>	<b>\$120,000</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	\$500,000	\$500,000	\$500,000	\$500,000
Personal Services-Benefits	\$14,500	\$14,500	\$14,500	\$14,500
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$514,500</b>	<b>\$514,500</b>	<b>\$514,500</b>	<b>\$514,500</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	
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: New London Public Schools

Town Code: 95

#### ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$93,300
200	Personal Services/Employee Benefits	\$2,700
400	Purchased Property Services	\$185,000
600	Supplies	\$476,471
700	Property	\$0
890	Other Objects	\$51,530
	<b>TOTALS</b>	<b>\$809,001</b>



**New London Public Schools and the State of Connecticut CMT Results  
% of Students Scoring at Proficiency or Higher Grades 3-5**

Group	Mathematics		Reading		Writing		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	85.7	N/A	77.5	N/A	85.1	N/A	82.4	N/A
New London	70	4	60	4	76.1	2	60.1	5
Jennings	59.2	5	50.8	4	75.1	2	56.7	6
Nathan Hale	89.1	N/A	78.2	N/A	87.6	N/A	75	4
Winthrop	69.5	3	58.6	4	74.2	3	60.5	5

*\*Projection based on a minimum achievement gain of 5% per year.*

**New London Public Schools and the State of Connecticut CMT Results  
% of Students Scoring at Proficiency or Higher Grades 6-8**

Group	Mathematics		Reading		Writing		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	87	N/A	86.1	N/A	85	N/A	77	N/A
New London	61.2	6	64	5	67.9	4	46	6

*\*Projection based on a minimum achievement gain of 5% per year.*

New London Public Schools and the State of Connecticut CAPT Results % of Students Scoring at Proficiency Grade 10								
Group	Mathematics		Reading Across the Disciplines		Writing Across the Disciplines		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	78.8	N/A	80.9	N/A	88.8	N/A	80.2	N/A
New London	59	4	70.7	2	77.1	2	64.6	4
<i>*Projection based on a minimum achievement gain of 5% per year.</i>								

District/School Performance Index Scores		
	DPI/SPI (2011-12)	Baseline SPI (3-year Avg.)
New London	59.7 (CMT)	57
Jennings Elementary	57.1	53.1
Nathan Hale Elementary	79.9	73.2
Winthrop STEM Elementary	61	52.7
Bennie Dover Jackson Middle School	57.9	56.7
New London High School	53	46.1

**New London Public Schools and the State of Connecticut CMT Results  
% of Students Scoring at Proficiency or Higher Grades 3-5**

Group	Mathematics		Reading		Writing		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	85.7	N/A	77.5	N/A	85.1	N/A	82.4	N/A
New London	70	4	60	4	76.1	2	60.1	5
Jennings	59.2	5	50.8	4	75.1	2	56.7	6
Nathan Hale	89.1	N/A	78.2	N/A	87.6	N/A	75	4
Winthrop	69.5	3	58.6	4	74.2	3	60.5	5

*\*Projection based on a minimum achievement gain of 5% per year.*

**New London Public Schools and the State of Connecticut CMT Results  
% of Students Scoring at Proficiency or Higher Grades 6-8**

Group	Mathematics		Reading		Writing		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	87	N/A	86.1	N/A	85	N/A	77	N/A
New London	61.2	6	64	5	67.9	4	46	6

*\*Projection based on a minimum achievement gain of 5% per year.*

New London Public Schools and the State of Connecticut CAPT Results % of Students Scoring at Proficiency Grade 10								
Group	Mathematics		Reading Across the Disciplines		Writing Across the Disciplines		Science	
	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*	Score	Number of Years to Close the Gap*
State	78.8	N/A	80.9	N/A	88.8	N/A	80.2	N/A
New London	59	4	70.7	2	77.1	2	64.6	4
<i>*Projection based on a minimum achievement gain of 5% per year.</i>								

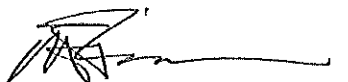
District/School Performance Index Scores		
	DPI/SPI (2011-12)	Baseline SPI (3-year Avg.)
New London	59.7 (CMT)	57
Jennings Elementary	57.1	53.1
Nathan Hale Elementary	79.9	73.2
Winthrop STEM Elementary	61	52.7
Bennie Dover Jackson Middle School	57.9	56.7
New London High School	53	46.1

## Addendum to New London 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