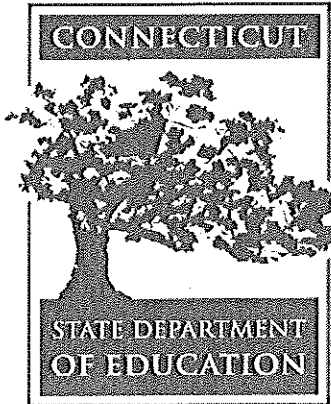


**FINAL APPLICATION
NORWICH**

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 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.

Mailing Address: 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	Overnight Mailing and Hand Delivery Address: 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

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: Norwich Public Schools		
Name of Grant Contact: Ross Anderson		
Phone: (860) 823-6284 x 113	Fax: (860) 823-1880	Email: randerson@norwichpublicschools.org
Address of Grant Contact: 90 Town St. Norwich, CT 06360		
Name of Superintendent: Abby Dolliver		
Signature of Superintendent: <i>Abby A. Dolliver</i>		
Name of Board Chair: Yvette Jacaruso Date: 10/30/12		
Signature of Board Chair: Date: 10/30/12 <i>Yvette Jacaruso</i>		
Please indicate if plan approved by local board of education: <input type="checkbox"/>		
Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <u>11/13/12 or</u> <u>12/11/12</u>		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

The overall reform approach in Norwich seeks to establish **consistent high-quality literacy instruction at every grade level** starting with K-5 and bridging over to the middle schools. Given the specific complexities of the challenges facing the Norwich district, achieving this goal fully will require several complementary initiatives, including:

- **Leadership and Change:** Research-based leadership development for Moriarty, Veterans, Wequonnoc, and Uncas Elementary schools as well as Kelly and Teacher's Memorial Middle Schools to ensure a coordinated approach to the Alliance initiatives in each participating school.
- **Teacher Accountability:** Holding every teacher accountable for implementing lessons that adhere closely to the research-based instruction model of: 1) Clearly stated learning objectives and criteria for student success, 2) Modeling and demonstration by the Teacher, 3) Guided student practice (both independently and in small groups), 4) Formative assessment through consistent checks for understanding, and 5) Closure to help organize and reinforce what has just been learned for students (guided by Focus, Schmoker and The Continuum of Literacy Learning, Pinnell & Fountas);
- **Administrative Accountability:** Administrative Literacy Specialist shared between Moriarty and Veterans Elementary Schools to focus on instruction and supports for ELL students and to ensure consistent, thorough classroom observation and teacher evaluation throughout the year;
- **Curriculum:** A new K-8 Curriculum closely aligned to the CCSS that integrates the cultural diversity of Norwich;
- **Reading and Writing:** A research-based core reading and writing program implemented throughout the district with extensive training for teachers;
- **SRBI Intervention:** Additional supports to fully implement Scientifically Research-Based Interventions (SRBI) for Tier 2 and 3 students;
- **Assessments:** Improved Data Driven decision-making by teachers and administrators through a new student assessment data system;
- **Cultural Competency:** Modeling and training to improve the extent and integration of cultural competent pedagogy and literacy resources in Norwich schools;
- **Literacy At Home:** A deeper integration of parents into the academic progress and goal-setting of students, especially those who are below proficiency;
- **Alliance Plan Leadership:** A district-wide Director of Special Initiatives who is focused part-time on both ensuring fidelity to this plan and formative and summative evaluation during the 5-year Alliance funding period and beyond.

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 district has selected these prioritized reform initiatives based on the need for a substantial overhaul in direct instruction methodology, content taught, and resources used in the delivery of this instruction district-wide. Leadership development and transformational change is needed within each building as well as district-wide to achieve individual ownership to make these reform initiatives succeed. Recognized professionals at McREL will bring the research-based *Success In Sight* model to deliver lasting institutional change in a methodical, practical way.

Strong Tier 1 literacy instruction throughout the district is essential for improving achievement. While certain subgroup scores are especially problematic, achievement throughout the district needs to increase. The development of strong Tier 1 instruction will reduce the need for as much Tier 2 & 3 intervention in the future. Given the CT State Department of Education's (CSDE) priority of addressing the growing achievement gap for black students, specifically at Moriarty and Veterans Schools, the district has decided to focus on the three main components of strong literacy instruction in the order of priority and feasibility:

- 1.) Research-based components of effective direct instruction,
- 2.) CCSS aligned, culturally competent curriculum, and
- 3.) A research-based core reading and writing program.

At 446 students, Moriarty Elementary School is the one of the largest elementary schools in Norwich. With two ELL centers and an alarming achievement gap of Black students, Moriarty needs additional administrative support to ensure the thorough development of literacy skills for all students. District-wide, Principals need to spend more time coaching classroom teachers with consistent "walk-throughs" that look for evidence of solid direct instruction, gather data, and look for what needs more additional PD. It is not practical to expect that a Principal can manage administrative responsibilities and provide adequate classroom coaching and observation for a school as large and complex as Moriarty. Additional administrative and instructional coaching is needed.

Currently, teachers are aligning their lessons to the Common Core State Standards (CCSS) inconsistently from school-to-school and classroom-to-classroom. Within the same school, achievement data shows mixed results from teacher to teacher demonstrating a lack of curriculum cohesion and collaborative professional learning. The Director of Curriculum & Instruction, the Language Arts, Math, and ELL Coordinators as well as Instructional Specialists need the guidance of a trained consultant with a strong foundation in the CCSS to overhaul the curriculum during Years 1 and 2. This development will have a broad impact across the district with new teaching materials aimed first at the Focus and Review schools. Additionally, McREL will apply teacher feedback, district demographics, the CCSS, as well as numerous other factors to guide district administrators to choose the best core reading program in Year 1 to implement in Year 2.

While Tier 1 instruction, curriculum and literacy programs are under focused development in Year 1, there is an immediate need for additional staff to fully implement the districts SRBI protocol for intervention to address the low-achieving subgroups at each Focus school in year 1. The work of Interventionists at every grade level will be informed by a comprehensive new data assessment system.

To understand and best meet individual students' needs, the Northwest Evaluation Association *Measures of Academic Progress*® will be purchased for every student district-wide. This program will allow teachers to use the same benchmark tests from school to school with consistency throughout the K-8 spectrum. Additionally, it provides built-in screening for our lower grades to identify which students need more interventions to reach grade-level goals. In weekly data team and monthly grade level meetings, MAP® data will focus the attention of the Tier 2 Interventionists on those students who are deficient with specific literacy and math skills.

In the past decade, the number of students receiving Free/Reduced meals in the Norwich district has increased 60%. Furthermore, the percentage of minority students in the district has nearly doubled. District teachers engage students from all over the world speaking over 30 different languages. In some schools, this change is much more pronounced. Moriarty School, for instance, served 15% minority students in 2002. Today, the school is over 56% minority with two ELL centers. For these reasons, this reform plan will seek the guidance of Dr. Jason Irizarry from the UCONN Neag School of Education to assist in deepening cultural competence among teaching staff and ensuring that supplemental literacy resources are culturally relevant for all students. Dr. Irizarry will work with the district over the course of this 5-year initiative to coach all schools on research-based techniques to support all students to high academic achievement.

In order to close the achievement gap in literacy, the district must first close the parent engagement gap of families whose student's struggle to meet state and district goals. Substantial research from the Harvard Family Research Project among many others show that when parents understand how to best support their child's growth in literacy and are engaged in their child's educational goals, they are better able to support the continuation of student growth during the school year and throughout the summer recess at home. In fact, according to a research study conducted by the Michigan Department of Education, "family participation in education was *twice* as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs had effects that were *10 times* greater than other factors. The more intensely parents are involved, the more beneficial the achievement effects." In Year 1, a Parent Literacy Liaison will work between both Focus Schools as a conduit between teachers and parents, especially for those families that have significant, cultural, language, or socioeconomic barriers to making a connection to their student's learning.

Like many others in the state, the Norwich district has suffered from "initiative overload." This plan needs to be implemented with consistent leadership and fidelity to its central goal of establishing **high quality literacy instruction** with a constant assessment of what works in the classroom and what does not. Additionally, this plan needs internal formative evaluation and an organized approach to achieving milestones month-to-month and year-to-year. To this end, the district will assign leadership responsibility to an experienced staff member by establishing a *Director of Special Initiatives*. This individual will ensure that the district Alliance plan and its resources effectively maximize coordination with other important resources and grant-funded initiatives school-to-school and district-wide.

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?

Targets for Each Year of Implementation

Closing the Achievement Gap (see Attachment C for baseline data)

- 5% growth per year for Black and ELL subgroups at the Focus Schools and Middle Schools as measured by the School Performance Index (SPI).
- 5% growth per year for all students at Review Schools as measured by the SPI from Year 2 onwards
- 3% growth per year for Focus and Review schools as measured by the SPI
- 2% growth per year district-wide as measured by the District Performance Index (DPI)

Improve Literacy Instruction for All Schools

- 100% of teachers will be implementing 5-step instructional model in 80% of lessons as measured by teacher evaluation
- From Year 2 onwards, 100% of teachers will reach at least 80% of instructional measures on the new teacher evaluation and those who don't will receive direct coaching
- 100% of Administrators will achieve 80% of instructional observations required by new evaluation
- 100% of teachers that receive culturally responsive training will change their lesson delivery, resources, and student engagement techniques as measured by observations by Dr. Irizarry and School Principals
- 100% of teachers trained will replace most of their current practices with new core reading program as measured by Principal observations
- Core reading program will be chosen and purchased by the end of Year 1 for full implementation in Year 2 at specific schools
- Core reading program will provide leveled, culturally responsive reading texts

Curriculum

- New curriculum will phase into at least 2 new schools per year of this plan
- 100% of curriculum will be supported by strong, content-based literacy materials
- 100% of curriculum will align with the CCSS

Data and Interventions

- 100% of teachers at all schools will be trained by Year 2 and will be fully utilizing the NWEA MAP® assessment program
- The SRBI Problem Solving Protocol will be fully implemented in the Focus and Review schools for at least the first 3 years of the Alliance Plan
- 100% of students who receive intervention show steady academic progress on that skill before intervention is complete as measured by pre/post assessments and MAP® benchmark data

Parent Engagement

- A new parent survey is implemented broadly at the Focus and Review schools in Year 1 and 2 and then throughout the district as part of the new teacher evaluation plan
- 90% of parents are satisfied with school-to-home connection and collaboration at schools with the implementation of a Parent Literacy Liaison each year of plan as measured by parent survey
- 10% decrease/year in Black subgroup students who are truant at schools with a Parent Literacy Liaison

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)?

- The Title I Supplemental Education Services funding will be used in part to pay for the Instructional Specialists at the Focus and Review Schools in Years 1-5.
- Priority School District Extended School Hours funding will, in part, be focused on providing meaningful, targeted after school tutorial for the weakest subgroups at each school with pre/post benchmark assessments used to determine effectiveness
- 21st Century Community Learning Center (21st CCLC) funding will remain in place for the BRIDGES program at Moriarty, Wequonnoc, and Uncas Elementary Schools. Low-performing students from weak subgroups will be recruited into the program with the help of the Parent Literacy Liaison
- Priority Summer School funds will provide academic Tier 2 & 3 intervention for low-performing students at all district schools

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.

Over the course of the final iteration since the beginning of October, many stakeholders have been involved in the process of creating this plan. The planning committee consisted of the Director of Curriculum & Instruction, Superintendent of Schools, two Focus School Principals, the two Focus School Instructional Specialists, Lynnmarie Thompson, a consultant from LEARN, and Ross Anderson, the Director of Special Initiatives.

The Principals offered critical feedback about the myriad issues that have contributed to the achievement gap at each of their schools and their coordinated approach to applying the lessons from Schmoker's book, Focus, to their school improvement goals. The Instructional Specialists provided a detailed picture of the current instructional practices throughout the district, the areas of need for curriculum development, and the need for greater attention on instructional coaching. Lynnmarie Thompson offered expert guidance to remain focused on the central goal of the plan - to build research-based elements into the foundation of strong literacy instruction to suit the unique needs of Norwich students and district staff. The Director of Curriculum & Instruction guided the planning team with substantial research to support the chosen initiatives. The Superintendent of Schools continuously focused the committee with a district-wide perspective that included the ongoing transformation of the Stanton Network School. The Director of Special Initiatives organized the meetings, gathered information from the stakeholders, consulted with CSDE advisors, and prepared this final proposal plan.

Additionally, Network Turnaround Committee members and the Stanton Network School Administrative Literacy Specialist provided input to create alignment between the two initiatives. During the weeks of planning and design, classroom teachers from the Focus schools and middle school Principals were consulted. Dr. Jason Irizarry, UCONN Neag School of Education, and Dr. Stephen Anderson, Director of the Center for Applied Research in Human Development (CARHD) were also consulted as partners in evaluating parts of this initiative as well as providing expert feedback and guidance based on best practices of parent engagement and culturally relevant teaching. All of the stakeholders were included in setting realistic targets.

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: Leadership & Transformation

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

New or Existing Reform? New Existing

Overview:

With the goal of a high level of achievement for all students, McREL will bring the research-based *Success in Sight* school improvement program to Norwich Public Schools. The district transformation work will begin with training for the leadership team at the two Focus schools and the two middle schools. Additionally, all staff at those four schools will receive the *Success in Sight* Module 1 training that includes segments covering:

- 1.) Overview of *Success in Sight: A comprehensive Approach to School Improvement*
- 2.) Shared Leadership and the Role of the Leadership Team
- 3.) Research-based Influences on Student Achievement
- 4.) Designing and Implementing a Fractal Improvement Experience

This same school-wide training will occur for the Review schools in year 2 of implementation. These trainings will lay the foundation for the following years of the Alliance Plan implementation to improve direct instruction, interventions, and student achievement for all Norwich students.

Year 1 trainings will take place on the 1/31/13 & 3/28/13 full-day professional development days and will continue on the District Improvement Meeting dates (early dismissal for students): 1/17/13, 2/14/13, 3/14/13, 4/11/13, & 5/16/13

An Alliance Reform Committee will involve key stakeholders from the Focus and Review schools as well as Central Office Administrators.

Five Year Strategies and Implementation Steps:

Year 1: 3 PD days at Focus Schools and Middle Schools; establish Alliance Reform Committee: 1/31/13 & 3/28/13

Year 2: Training at Review Schools during Professional Development days

Year 1 Implementation Steps Description:

- Leadership training- with McREL's *Managing Transitions* book - for leadership team at all four schools
- McREL's Module 1 training for staff school-wide with books and module binders for all four schools
- Development of McREL's *fractal* improvement strategies adopted at each school
- Recruit members to the Alliance Reform Committee

Years of Implementation:

- Year 2 Yes
- Year 3
- Year 4
- Year 5

Key District Initiative: High Quality, Effective Instruction

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

New or Existing Reform? New Existing

Overview:

• A new *Teacher Evaluation* that is modeled after the CSDE SEED protocol and connected to student data with yearlong extensive observation and coaching. Professional development will be offered first to Principals and then to teachers with a collaborative effort to determine how student achievement data as well as other metrics will be used in the overall teacher evaluation rating. Parent feedback will be included in the teacher’s evaluation model. To make the transition gradual to the new teacher evaluation model, the Focus and Review schools will first pilot this evaluation model in Year 2 with substantial support from Central Office administration.

• **Teacher Accountability-** Offer job-embedded training, modeling, and reflection from Instructional Specialists (see attachment A for job description) and Principals at both the Focus and Review Schools to create a continuous cycle of improvement and ensure that every lesson is rich in content and contains the following essential elements:

- 1) Clearly stated learning objectives and criteria for student success,
- 2) Modeling and demonstration by the Teacher,
- 3) Guided student practice (both independently and in small groups),
- 4) Formative assessment through consistent checks for understanding, and
- 5) Closure to help organize and reinforce what has just been learned for students.

• **Administrative Accountability:** School principals will be expected to fulfill the adopted requirements in the new teacher evaluation and will themselves be evaluated on the quality and depth of their teacher evaluations. With the addition of an Administrative Literacy Specialist (See attachment A for job description) for Moriarty Elementary School (446 students) the Moriarty School Principal will be more available to fulfill these high expectations for observation and coaching. This new position will also assist 1-2 days per week with classroom observations at Veterans Memorial Elementary School in Year 1 and 2.

• **Professional Learning Community:** Under the guidance of the Director of Curriculum & Instruction, Focus and Review School Principals will work with Instructional Specialists and district curriculum coordinators to offer complementary after school teacher workshops on effective lesson planning and explicit instructional practices. A rich menu of training opportunities will allow teachers to support one another to reach the paramount goal of high academic achievement for all.

Five Year Strategies and Implementation Steps:

- **Year 1:** Work with stakeholders to create the district teacher evaluation model with metrics identified for each measure. LEARN staff will train all School Principals on new methods. Principals will introduce the new evaluations to their teaching staff by the end of Year 1 to give them preparation for Year 2 implementation. Teachers will have many chances to stay after school for rich professional learning. With assistance from CSDE and UCONN’s CARHD, the district will create a parent survey to complete the teacher evaluation model and further clarify areas in need of improvement.
- **Year 2:** Teachers will receive PD early in the school year and have other after school opportunities to get training.
- **Year 3-5:** All Principals will use the new teacher evaluation model and receive feedback from the Superintendent of Schools, Director of Curriculum, and Director of Special Initiatives.

Year 1 Implementation Steps Description:

- Instructional Specialists hired for both Focus and Review Schools, immediately begin coaching in classrooms, and actively pursue an organized approach to data collection and analysis at each grade level.
- LEARN staff will work with stakeholders to make any modifications to the SEED model that would better fit the Norwich district.
- Focus School Principals’ align walkthroughs and observation to the new model and provide coaching to teachers on the CCSS.
- Hire Administrative Literacy Specialist for Moriarty (shared with Veterans) with an immediate focus on supporting improved direct instruction to best develop literacy skills of ELL students.

Years of Implementation:

- Year 2 Yes
- Year 3 Yes
- Year 4 Yes
- Year 5 Yes

Key District Initiative: Curriculum & Literacy Overhaul

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

New or Existing Reform? New Existing

Overview:

This initiative will include:

- 1.) An overhaul of curriculum content at every grade level to ensure that a coherent sequence is integrated with the CCSS literacy goals for each grade level.
- 2.) A new core reading program that contains: close alignment with the CCSS, research-based strategies for ELL students, culturally relevant content, parent integration, online resources for supplemental material, and proven effectiveness for Norwich's unique demographics.
- 3.) Using data team process at each school, evaluation of current classroom content and practices to decide what can remain and what needs to be replaced by new curriculum and material.

The district needs assistance to clarify how the essential content for each grade level integrates with the CCSS, a new Core Reading program, and the existing units of study currently in place at every grade level. To accomplish this task, McREL will assist in Year 1 on choosing a literacy program. On the 11/6/12 PD day, the Instructional Specialists will offer all K-5 teachers the chance to review a broad spectrum of the most popular reading programs that have been aligned to the CCSS, including:

- 1.) Journeys by HM
- 2.) Reading Wonders by Harcourt
- 3.) Imagine It by Harcourt
- 4.) Reading Street by Pearson
- 5.) Teacher's College Reader's Writers Workshop by Heinemann

All teachers will have the chance to assess each program using an internally developed rubric (Attachment B). Additionally, several teachers at the two Focus Schools will be asked to pilot the reading programs that received high marks on the rubric.

The district will work with LEARN, McREL, and CSDE advisers to determine the best curriculum development consultant to hire for the complete overhaul of what is currently in place. The hope is that this can be completed for K-5 in year 1 and grades 6-8 in year 2. Staff would have extensive training during the summer following each year of development. Alliance funding will support most of this additional paid teacher time for professional development.

Five Year Strategies and Implementation Steps:

Year 1: Curriculum overhaul and new core reading program chosen and purchased.

Year 2: Summer intensive training for K-5 Focus and Review teachers, all other K-5 teachers receive training on 2 PD days prior to the start of school. Curriculum development work continues for 6-8 grade content areas. Job-embedded training to ensure high-quality direct instruction with data team assessment of curriculum and reading program effectiveness to identify weaknesses immediately.

Year 3-5: Full Implementation with the addition of research-based supplemental material for all grade levels.

Year 1 Implementation Steps Description:

- Reading Program exploration with input from K-5 teachers and McREL
- Curriculum development consultant chosen and curriculum audit underway immediately
- Curriculum development begins K-2 and 3-5
- Summer 2013 training plans formulated for both the curriculum and chosen core reading program

Years of Implementation:

- Year 2 Yes
- Year 3 Yes
- Year 4 Yes
- Year 5 Yes

Key District Initiative: SRBI Interventions Driven by Data

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

New or Existing Reform? New Existing

Overview:

The Focus schools will pilot this initiative adding part-time Interventionists (see Attachment A for job description) for each grade level to work with students who are low-performing in a particular skill. The SRBI Problem Solving Protocol (Attachment B) currently in place is thorough and research-based but does not currently have adequate resources to be implemented to fidelity. With the addition of Interventionists, a Parent Literacy Liaison, and the *Measures of Academic Progress*® (MAP®) program the SRBI protocol will be fully implemented at the Focus schools in Year 1 and the Review schools in Year 2. MAP® will encapsulate all benchmark assessments and universal screenings in an online program that can provide results for immediate action.

Teachers will be trained to use MAP in Year 1 but will continue to use the deeper screening tools to get the clearest view of each students needs, these tools include:

- 1.) Oral Reading Fluency
- 2.) Maze
- 3.) Literacy Probes
- 4.) Math Probes
- 5.) Writing Probes

By Year 2, all schools will fully use MAP® to achieve enhanced awareness of students' needs and to offer immediate data-driven feedback on what teacher action is working and where direct instruction is falling short of preparing students well. The Parent Literacy Liaison at each Focus school will develop parent workshops to explain the new assessments and translate the technical literacy terms into feasible actions that the parent can take at home to reinforce authentic literacy skills and strategies specific to the student's weakness. The MAP® program will allow teachers to create parent-friendly detailed descriptions of where their student needs to focus improvement. The goal of successful parent engagement in student's literacy improvement will be defined by continuous engagement from the beginning of the year onwards shifting systemically away from the current Parent/Teacher conference model to a sustained partnership. Continuous, clear student assessments will offer feedback to parents when additional support at home is critical.

Five Year Strategies and Implementation Steps:

Year 1: Recruit, hire, place, & train Interventionists for each grade level at the Focus Schools. Adapt the current SRBI Problem Solving Protocol to best utilize the Interventionists. Train staff on MAP® assessment tool. Rollout new assessment program in spring and offer additional training opportunities after school.

Year 2: Recruit, hire, place, & train Interventionists for each grade level at the Review Schools. Retain and develop Year 1 Interventionists from Focus schools through employment opportunities for summer learning programs. Further develop and refine SRBI Protocol to best meet the needs of the Black subgroup through data analysis on what works for all students and guidance from Dr. Irizarry. Continuous job-embedded training from Instructional Specialist on how to deliver MAP® assessments within typical direct instruction so that "assessments" become integrated into lesson-planning and content delivery.

Year 3: Based on rigorous evaluation of the Interventionist Tier 2 & 3 efforts on bridging the achievement gap for the black subgroup and other students, this intervention will be adjusted accordingly. Funding will be available to continue these efforts in part at all four schools. However, by Year 3, Tier 1 instruction will improve considerably and will reduce the need for as much intensive Tier 2 & 3 interventions at all four schools.

Year 4 & 5: The effectiveness of this intervention will continue to be evaluated and Interventionists at the four schools will be phased out gradually.

Year 1 Implementation Steps Description:

- Recruit Interventionists from qualified 21st CCLC after school staff for talent development and consistency for students. The 21st CCLC program, BRIDGES, is currently offered at Moriarty (Focus School), Wequonnoc & Uncas (Review Schools) and Stanton (Network School). The potential training and job-embedded teacher modeling will have a very positive impact on their after school program instruction and classroom management ability.
- Following the placement model used at Stanton Network School, the new Administrative Literacy Specialist, the Instructional Specialists, and the School Principals will select the most appropriate grade levels for a trial period and gather feedback from teachers before making the Interventionist placements permanent.
- Continuous data assessment will monitor student progress and maximize the benefits of the Interventionists work.

Years of Implementation:

- Year 2 Yes
- Year 3 Yes
- Year 4 Yes
- Year 5 Yes

Key District Initiative: Culturally Competent Pedagogy

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

New or Existing Reform? New Existing

Overview:

According to the National Center for Culturally Responsive Educational Systems (NCCREST), most Teacher Education Programs do not offer enough varied cross-cultural experiences to prepare teachers to make curriculum, methodology, and instructional materials responsive to students' values and cultural norms. In Norwich, this challenge is evident in the achievement gap that continues to widen as the student population becomes more diverse each year. "Thus, the ultimate challenge for teacher educators is to prepare reflective practitioners who can connect, commit, and practice an ethos of care with diverse students and their families." According to the NCCREST, Culturally Responsive Educators possess:

- 1.) Sociocultural consciousness through deep personal examination, confrontation, and reflection;
- 2.) An affirming attitude towards students from a culturally diverse background;
- 3.) Commitment and skills to act as agents of change;
- 4.) Constructivist view of learning; and
- 5.) Interest in learning about students' past.

Dr. Jason Irizarry will begin his work in Year 1 with the Focus schools whose achievement gap is most significant for Black students. Many of these students are ELL students, newcomers, and/or culturally and ethnically diverse. Many students that fall into this subgroup for the Focus schools live in Greenville, both the lowest-income and most diverse neighborhood of Norwich. This year marks the fourth school year since the Norwich BOE closed Greenville School. This financial necessity required moving these students from a neighborhood school that had grown to serve them well into schools that weren't well accustomed to their sociocultural diversity and needs. Research shows that closing the cultural competence gap of educators can significantly decrease the achievement gap for minority students. Dr. Irizarry will conduct staff trainings, classroom observations, modeling of best practices (with assistance from CT K-8 teachers who have had success with similar students), and assist on curriculum development and supplemental literacy resources.

Five Year Strategies and Implementation Steps:

Year 1: Focus Schools - training, observation, formative evaluation, and guidance for improvement

Year 2: Focus/Review Schools - training, observation, formative evaluation, and guidance for improvement

Year 3: Middle Schools/Review Schools - training, observation, formative evaluation, and guidance for improvement

Year 4: Middle Schools/Remaining Elementary Schools - training, observation, formative evaluation, and guidance for improvement

Year 5: District-wide Summative Evaluation and guidance for next steps

Year 1 Implementation Steps Description:

- Determine training and observation schedule with Dr. Irizarry and his mentor teaches
- Conduct assessments of current practice of culturally responsive instruction
- School-wide trainings aimed at personal examination, affirmation of students, and setting goals for how to close the achievement gap
- Culturally responsive parent engagement
- Assistance creating a parent survey

Years of Implementation:

- Year 2 Yes
- Year 3 Yes
- Year 4 Yes
- Year 5 Yes

Key District Initiative: Parent Engagement in Student Literacy Improvement

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

New or Existing Reform? New Existing

Overview:

Learning from the Stanton Network School’s parent survey and UCONN CARHD staff guidance, the district will create a Parent Survey Committee to align parent feedback with school improvement goals, the Alliance plan’s focus on literacy, the requirements for the SEED teacher evaluation model, and other relevant district initiatives (including: PBIS, Mediation for Success attendance program, and after school programs). Guided by both Michelle Fenc-Bagwell’s assistance with the Stanton Network school plan and the CARHD, the Parent Survey Committee will have expert guidance on best practices for healthy school climate and effective parent engagement. The survey will take into account:

- 1.) Suggestions from a district-level Parent Survey Committee;
- 2.) Input from School Governance Councils for content and process;
- 3.) Alignment with SEED Teacher Evaluation model; and
- 4.) Overall implementation and evaluation assistance from UCONN CARHD staff.

To build capacity at each building, the School Governance Councils will receive training from CSDE experts to implement a “welcoming walkthrough” evaluation process to understand how each school performs at encouraging parent involvement, engaging students and families from all cultural backgrounds, and welcoming the community, at large, to participate in the educational process. In combination, with the parent survey results, this data will provide a baseline for improving climate and establishing individual goals for each teacher as well as targets for the whole school.

Information provided from these processes will guide the work of the Parent Literacy Liaison (PLL) at the Focus schools in Year 1. The work of this position will focus centrally on fulfilling the parent communication required of the SRBI Problem Solving Protocol. When students receive interventions due to identified areas or skills in need of improvement, the teacher needs to connect with the parents to establish engagement and solicit parent assistance in focusing on certain skills. The Parent Literacy Liaison will ensure that this step is completed thoroughly and with adequate guidance and training for parents to be successful. The Parent Literacy Liaison will also reinforce research-based practices for increasing student achievement through parent involvement (Joyce Epstein’s six types of Parent Involvement & Michigan Department of Education study), including:

- 1.) Raising parent expectations of their child’s academic attainment;
- 2.) Educating parents about simple ways they can influence their child’s literacy skills and joy of reading;
- 3.) Teaching easy, effective ways to become more actively involved in their child’s learning at home;
- 4.) Reinforcing the importance of practice reading time at home; and
- 5.) Modeling the value of learning, hard work, and discipline.

The Parent Literacy Liaison will report to the Principals and the Director of Special Initiatives. In particular, this initiative will be guided by the evaluation measures established between UCONN CARHD and the district.

Five Year Strategies and Implementation Steps:

Year 1: PLL will be hired to work between the two Focus schools, Survey developed and initially conducted at Focus schools.

Year 2: Survey results will be compiled and will focus the work of 2 PLLs working between the Focus and Review Schools. Parent Survey will become integrated into new teacher evaluation.

Year 3: 3 PLLs work between Focus, Review, and Middle Schools to increase parent engagement success, evaluation continued.

Year 4 & 5: Based on interim evaluation by UCONN CARHD, if this initiative shows promise, it will be refined and continued.

Year 1 Implementation Steps Description:

- Create Parent Survey Committee and develop parent survey in collaboration with the Stanton Network School
- Recruit culturally competent professionals for the PLL position
- Define exact role of PLL for Focus Schools based Joyce Epstein and research-based practices
- Integrate PLL into SRBI framework and address teacher expectations for making the parent connection
- Work with UCONN CARHD staff to develop evaluation methods and target measures for this initiative

Years of Implementation:

- Year 2 Yes
- Year 3 Yes
- Year 4 Yes
- Year 5 Yes

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>1.) Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<ul style="list-style-type: none"> • Huntington • Mahan 	<p>See attached:</p> <ul style="list-style-type: none"> • SPI • CMT data • District Benchmark data & Assessment 	<p>Leadership: The Principals will learn details about the Alliance Plan rollout through Administrative Council meetings and BOE presentations. They will have the opportunity to participate in a McREL leadership training session. All Principals will be trained in Year 1 to implement the new teacher evaluation plan in Year 2 and beyond.</p> <p>Instruction/Teaching: The newly clarified model of consistent literacy instruction will be expected in all classrooms in the district. All district teachers will be encouraged to participate in after school workshops and will receive structured PD on this new approach. Improved instruction is the bedrock for this district reform initiative and will have an immediate impact on the whole district in the first two years of this plan.</p> <p>Effective Use of Time: These Tier 1 schools will focus their SRBI protocol around after school tutorial based on specific skills that targeted students need extra support on. The Priority funding for Extended School Hours will support this extended time. Teachers will continue to maximize their teaching time and administrators will continue to work on reducing interruptions in student learning.</p> <p>Curriculum: The new CCSS aligned curriculum and reading program developed and purchased through this plan will impact the whole district as it is phased in. During phase-in, teachers will continue to adapt their lessons and units to the CCSS with support from Instructional Specialist that covers both schools. Teachers from these schools will have substantial PD to prepare them well for the new program.</p> <p>Use of Data: One reason these Tier 1 schools have performed well academically is that they</p>

			<p>closely follow the SRBI protocol, maximizing the benefit of resources and interventions. Grade level data teams will continue to meet weekly, following the 5-step data process. Training for and use of the new MAP® assessment system will be occur at all schools.</p> <p>School Environment: Tier 1 schools have implemented PBIS for three years and have an assigned PBIS Coordinator to establish a nurturing environment. Both schools have a strong community of teachers that engage students in enriching after school programs sponsored by teachers throughout the year.</p> <p>Family and Community: Both Tier 1 schools have an active PTO and School Governance Council. Parents receive notices from the school in translations as needed and by phone through School Messenger.</p>
<p>2.) Schools that require moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<ul style="list-style-type: none"> • Kelly Middle School • Teacher’s Memorial Middle School 	<p>See attached:</p> <ul style="list-style-type: none"> • SPI • CMT data • District Benchmark data & Assessment 	<p>Leadership: Both Middle Schools will undergo the McREL leadership and transformation training, <i>Success In Sight</i>. In order to ensure continuity between Elementary and Middle School, the Principals will both remain involved in rolling out the Alliance Plan during the full five years of implementation.</p> <p>Instruction/Teaching: The newly clarified model of consistent literacy instruction will be expected in all classrooms in the district. All district teachers will be encouraged to participate in after school workshops and will receive structured PD on this new approach. Improved instruction is the bedrock for this district reform initiative and will have an immediate impact on the whole district in the first two years of this plan. Middle School teachers will receive continued support from an Instructional Specialist, the Math Coordinator, the ELL Coordinator, and the LA Coordinator.</p> <p>Effective Use of Time: Middle school teachers meet regularly in teams</p>

			<p>school through Priority SD funding.</p> <p>Curriculum: The new CCSS aligned curriculum and reading program developed and purchased through this plan will also impact the whole district as it is phased in. While this is phased in teachers will continue to adapt their lessons and units to the CCSS. Teachers from these schools will have substantial PD to prepare them well for the new program. Middle Schools will see the new curriculum phased in during Year 2 and 3.</p> <p>Use of Data: These Tier 2 schools will continue to work on implementing the SRBI protocol, maximizing the benefit of resources and interventions. Grade level data teams will continue to meet weekly, following the 5-step data process. The new MAP® assessment system will be available to all schools as well.</p> <p>School Environment: PBIS in the middle schools has been in place for 2-4 years and will continue to adapt to best practices and what has shown to be effective. The schools will continue to celebrate all learners. Dr. Jason Irizarry will work with both middle schools in Year 2 & 3 on identifying ways to improve cultural responsiveness in school policy, instruction, curriculum, literacy resources, and overall school climate. The schools' diversity must be fully embraced and celebrated.</p> <p>Family and Community: The Principals have both worked hard at reinvigorating the PTO at both schools. The SGC at both schools will continue to strengthen through the welcoming walkthrough training and implementation. Administrators will seek a new round of funding for the ASPIRE 21st CCLC program which is in its last year of funding and involves extensive community partnerships.</p>
<p>3.) Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the</p>	<p>Focus: • Veterans E.S. • Moriarty E.S. Review: • Uncas E.S. • Wequonnoc E.S.</p>	<p>See attached: • SPI • CMT data • District Benchmark data & Assessment</p>	<p>Leadership: All four schools will undergo extensive leadership development through the McREL</p>

<p>CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>			<p>evaluations and "walk-throughs" to gauge what components needs additional PD.</p> <p>Instruction/Teaching: Instructional Specialists at each school will focus on coaching, effective use of data, following the new direct instruction model, and SRBI Interventions. A new reading program and curriculum will greatly enhance the teaching tools for teachers at these schools in Year 2 with partial rollout expected in Year 1.</p> <p>Effective Use of Time: The new curriculum and reading program will reduce the amount of time teachers spend adapting their own lessons to the CCSS and using practices that are not research-based or proven to be effective. Additionally, students will have engaging lessons that keep them on task gaining back precious learning time.</p> <p>Curriculum: The Alliance Plan will usher in an overhaul of current K-8 curriculum with immediate impact on these Tier 3 schools. The reading program will be introduced first to these Tier 3 schools before rolling out to the rest of the district. These critical aspects of student learning will replace all currently used units, lessons, and practices that cannot be supported by data.</p> <p>Use of Data: The use of data to determine the best interventions and supports for students will be continually improved through leadership, coaching, and constant formative evaluation. Interventionists at each grade level will rotate through classrooms offering focused small group work for students struggling with certain skills. The SRBI protocol will be followed with fidelity and include enhanced engagement of parents.</p> <p>School Environment: The PBIS systems in place will be evaluated and improved throughout Year 1 of the Alliance Plan implementation. Additionally, Dr. Jason Irizarry will work with the Tier 3 schools in Years 1, 2, & 3 on identifying ways to improve cultural responsiveness in the school policy, instruction, curriculum, literacy resources, and overall school climate.</p>
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		<p>Family and Community: Parent Literacy Liaisons will focus on enhancing the literacy practices and raising expectations in every home of students in Tier 3 schools. The PLL will become part of the intensive SRBI Tier 2 & 3 interventions outlined in the problem solving protocol to ensure effective, enduring communication between parents and teachers. Using Joyce Epstein’s research-based guidelines, these schools will pilot new strategies to engage families in the educational experience of students. These schools will also pilot the new parent survey adapted to support the new teacher evaluation and ensure continued feedback and accountability.</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.

Focus School: Moriarty	Grades Served: K-5	# of Students: 446
Diagnosis		
<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 data-bbox="250 1310 1419 1625" style="border: 1px solid black; padding: 5px;"> <p>All grade levels are not achieving at the levels expected by the district and state. The achievement gap for the Black subgroup in both Reading and Math is especially concerning. For example, according to CMT data, in 2012, only 40% of Moriarty Black 4th grade students were proficient in Reading. Comparatively, 71% of their White peers were proficient. At each grade level in the past four years, a similar disparity can be found for Black students at Moriarty Elementary School in both Reading and Math. While “bright spots” do exist, they are overwhelmed by an increasingly negative trend. (See attached data for more details) The school also experiences a constant influx of ELL “newcomers” (in US school for less than 30 months) and lacks guidance and resources on how best to accelerate their learning.</p> </div> <p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div data-bbox="250 1692 1419 1829" style="border: 1px solid black; padding: 5px;"> <p>School-based reasons include:</p> <ul style="list-style-type: none"> • Inconsistent Tier 1 literacy instruction and lesson delivery • A lack of consistent checks for understanding by teachers • Out-dated reading program that lacks CCSS alignment </div>		

- Inconsistent use of and inadequate resources for full implementation of the SRBI problem solving protocol
 - Inadequate administrative support for large district elementary school
 - Inadequate culturally responsive training for teachers, reading materials for students, and curriculum for both
 - Lack of multi-cultural representation in school staff
 - An increasing population of ELL students, especially “newcomers”
 - Two ELL centers that need greater attention to ensure students skills are strengthened
 - Inadequate academic goal-setting and access to useful assessment data, and
 - A lack of clarity for role of Instructional Specialists (must focus on data and coaching).
- Non-school reasons include:**
- Increasing poverty levels in homes,
 - Lack of parent involvement and/or a family disconnect from the educational process,
 - Language barrier and cultural gap, and
 - A public skepticism about the necessity of adequate educational funding year-to-year and a lack of understanding about the cumulative damage inadequate funding creates for students

Performance Targets¹

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

- Black Subgroup exceeds 3% target each year as measured by SPI (see Attachment C)
- SPI growth in all subgroups exceeds 3% each year
- 100% of staff will implement CCSS-aligned core reading program and curriculum as measured by Principal’s observations
- 100% of staff will receive professional development and coaching in effective lesson planning and delivery and implement the adopted model into every lesson as measured by Alliance evaluation
- 100% of staff will receive training and feedback on culturally competent pedagogy as measured by Alliance evaluation
- 100% of students who struggle with specific skills will receive effective SRBI interventions as measured by data team measures
- 100% of parents that receive support from the Parent Literacy Liaison will show an active involvement in their student’s educational goals as measured by Parent Survey
- 100% accountability from the Principal, Administrative Literacy Specialist, and ELL Teachers to ensure that ELL students succeed at attaining necessary literacy skills as measured by SPI subgroup growth

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

b. How will the district monitor school progress?

- SPI targets of 3% growth per year will be reached for Focus and Review schools (see attachment C)
- NWEA Measurement of Academic Progress (MAP®) for grades K-5 benchmark assessments
- Development Reading Assessment (DRA & DRA2)
- Dynamic Indicators of Early Skills (DIBELS)
- New Teacher Evaluation and Principal “walk-throughs”
- New Parent Survey and UCONN CARHD process and summative evaluation

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?

- McREL leadership and transformation training along with the development of a leadership team at Moriarty
- With support from the Director of Special Initiatives, leadership will be required to report progress on all Alliance interventions and initiatives with supporting data 3 times per year
- Train Principal on new evaluation methodology
- Provide Principal with an Administrative Literacy Specialist, Instructional Specialist, and Parent Literacy Liaison to fully support all Alliance initiatives, including the constant assessment and redirection of ineffective teaching practices
- Require administrators to define personal performance targets for each year of the initiative that are measurable and approved by the Board of Education

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

- Monthly observation and coaching from Principal, Administrative Literacy Specialist, Instructional Specialist, and district administrators
- A CCSS-aligned curriculum and reading program with leveled texts, culturally responsive resources, and substantial PD for implementation
- Monitoring of new teacher evaluation data and measures
- Implementation of new instructional model with each lesson containing: clearly communicated learning objectives, teacher modeling and demonstration, guided practice, and thorough checks for understanding
- Modeling from building leaders and highly effective peers
- Clarity on effective ELL strategies in the ELL Centers and for all Moriarty Teachers and Interventionists
- Interventionists to work closely with small groups of students on specific skills so that teachers can remain focused on Tier 1 instruction

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

- Students in need of additional learning time will be recruited into the after school tutorial that best meets their needs throughout the year.

- ELL students, especially, will be recruited into the 21st CCLC BRIDGES program to add substantial learning time to their year and offer additional English language immersion time among peers in an academic enrichment setting
- Time Management – increase intensity of instruction by teachers through feedback on their use of time for each block of the day by building leaders
- Teachers will use the after school hours to do data team meetings, grade level meetings, parent engagement, and professional development to cause the least amount of disruption to student learning

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

The central goal of the Alliance plan is to replace ineffective, out-dated instructional practices, lesson plans, and curricula with a research-based model, adequate PD, a new, culturally responsive curriculum, and a CCSS-aligned core reading program. The Superintendent, Director of Curriculum and Instruction, and Director of Special Initiatives will closely monitor formative evaluation of this process and implementation.

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

Weekly data team meetings will continue under the guidance of the Instructional Specialist, the Principal, and district administrators. Building leaders will continue to monitor the implementation of the SRBI protocol. Teachers will apply the protocol to all students that need Tier 2 & 3 intervention. Teachers and grade level teams will set realistic benchmark goals throughout the year for their students. Teachers will help students set personal goals and evaluate them on standards-based report cards by Year 2 of the Alliance plan. CSDE staff will provide assistance on data team best practices for Focus and Review Schools.

- 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?

With guidance from the Director of Special Initiatives, the Moriarty leadership team will set building goals each year for an increase in parent engagement and a decrease in office referrals for discipline and use the parent survey and SWIS data to determine progress. Additionally, UCONN CARHD staff will evaluate the current implementation of PBIS initiatives in the building, staff fidelity to the interventions, and the overall success of school climate initiatives.

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

The Parent Literacy Liaison, in collaboration with the School Governance Council, PTO, Principal, teachers, and 21st CCLC BRIDGES program staff will support an enhanced

home, increasing awareness of essential literacy skills they can teach their child, and, most importantly, increasing academic expectations for their students.

Funding

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

\$226,398 (Curriculum development and core reading program costs will vary)

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)?

Alliance District funding will support the majority of this plan. Priority School District funds will support after school tutorial and enrichment programs; 21st CCLC funding will support comprehensive after school and summer programming; and Title 1 Supplemental Education Services funding will partially support the Instructional Specialist.

Focus School: Veterans

Grades Served: K-5

of Students: 335

Diagnosis

c. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)
Please note that this should be informed by assessment data and qualitative assessments.

All grade levels are not achieving at the levels expected by the district and state. The achievement gap for the Black subgroup in both Reading and Math is especially concerning. For example, according to CMT data, in 2012, only 20% of Veterans Black 4th grade students were proficient in Reading. Comparatively, 83% of their White peers were proficient. At each grade level in the past four years, a similar disparity can be found for Black students at Veterans Elementary School in both Reading and Math. While “bright spots” do exist, they are overwhelmed by an increasingly negative trend.

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

School-based reasons include:

- Inconsistent Tier 1 literacy instruction and lesson delivery,

lack of understanding about the cumulative damage inadequate funding creates for students

Performance Targets²

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

- Black Subgroup exceeds 3% target each year as measured by SPI (see Attachment C)
- SPI growth in all subgroups exceeds 3% each year
- 100% of staff will implement CCSS-aligned core reading program and curriculum as measured by Principal's observations
- 100% of staff will receive professional development and coaching in effective lesson planning and delivery and implement the adopted model into every lesson as measured by Alliance evaluation
- 100% of staff will receive training and feedback on culturally competent pedagogy as measured by Alliance evaluation
- 100% of students who struggle with specific skills will receive effective SRBI interventions as measured by data team measures
- 100% of parents that receive support from the Parent Literacy Liaison will show an active involvement in their student's educational goals as measured by the Parent Survey
- 100% accountability from the Principal, Administrative Literacy Specialist, and Teachers to ensure that the Black and ELL students succeed at attaining necessary literacy skills as measured by SPI subgroup growth
- Assistance from the Administrative Literacy Specialist as needed during Year 1 and 2 of implementation

d. How will the district monitor school progress?

- SPI targets of 3% growth per year will be reached for Focus and Review schools (see attachment C)
- NWEA Measurement of Academic Progress (MAP®) for grades K-5 benchmark assessments
- Development Reading Assessment (DRA & DRA2)
- Dynamic Indicators of Early Skills (DIBELS)
- New Teacher Evaluation and Principal "walk-throughs"
- New Parent Survey and UCONN CARHD process and summative evaluation

Areas of School Redesign

What actions will the district and school take to ensure:

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

² 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.

- McREL Leadership and Transformation training along with the development of a leadership team at Veterans
- With support from the Director of Special Initiatives and Director of Curriculum and Instruction, require leadership to report progress on all Alliance interventions and initiatives with supporting data 3 times per year
- Train Principal on new evaluation methodology
- Provide Principal with Instructional Specialist, and Parent Literacy Liaison to fully support all Alliance initiatives, including the constant assessment and redirection of ineffective teaching practices
- Require administrators to define personal performance targets for each year of the initiative that are measurable and approved by the Board of Education.

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

- Monthly observation and coaching from Principal, Instructional Specialist, and Central Office administrators
- A CCSS-aligned curriculum and reading program with leveled texts, culturally responsive resources, and substantial PD for implementation
- Monitoring of new teacher evaluation data and measures
- Implementation of new instructional model with each lesson containing: clearly communicated learning objectives, teacher modeling and demonstration, guided practice, and thorough checks for understanding
- Modeling from building leaders and highly effective peers
- Interventionists to work closely with small groups of students on specific skills to allow teachers to focus on Tier 1 instruction

j. 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?

- Students in need of additional learning time will be recruited into the after school tutorial that best meets their needs throughout the year.
- Find community partners to provide after school academic enrichment programs (the Ocean Community YMCA will provide a pilot literacy enrichment program in Year 1, funded by the Liberty Bank Foundation, and focused on low-performing subgroups).
- Teachers will be given constant feedback on their use of time for each block of the day by building leaders.
- Teachers will use the after school hours to do data team meetings, grade level meetings, parent engagement, and professional development to cause the least amount of disruption to student learning

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

The central goal of the Alliance plan is to replace ineffective, out-dated instructional practices,

lesson plans, and curricula with a research-based model, adequate PD, a new, culturally responsive curriculum, and a CCSS-aligned core reading program. The Superintendent, Director of Curriculum and Instruction, and Director of Special Initiatives will closely monitor formative evaluation of this process and implementation.

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

Weekly data team meetings will continue under the guidance of the Instructional Specialist, the Principal, and district administrators. Building leaders will continue to monitor the implementation of the SRBI protocol. Teachers will apply the protocol to all students that need Tier 2 & 3 intervention. Teachers and grade level teams will set realistic benchmark goals throughout the year for their students. Teachers will help students set personal goals and evaluate them on standards-based report cards by Year 2 of the Alliance plan.

- m. 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?

The Veterans leadership team will set building goals each year for an increase in parent engagement and a decrease in office referrals for discipline and use the parent survey and SWIS data to determine progress. Additionally, UCONN CARHD staff will evaluate the current implementation of PBIS initiatives in the building, staff fidelity to the interventions, and the overall success of school climate initiatives.

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

The Parent Literacy Liaison, in collaboration with the PTO, Principal, and teachers will support an enhanced partnership with parents in the educational process and goals of students. Parents will receive intensive outreach when their students do not respond to Tier 2 & 3 interventions for increasing literacy skills. All parents will have access to ongoing workshops focused on improving literacy support at home, accessible positive behavior supports to implement at home, increasing awareness of essential literacy skills they can teach their child, and increasing academic expectations for their students.

Funding

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

• \$197,750 (Curriculum development and core reading program costs will vary)

- d. 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)?

Alliance District funding will support the majority of this plan. Priority School District funds will support after school tutorial and enrichment programs and Title 1 Supplemental Education Services funding will partially support the Instructional Specialist.

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
<ul style="list-style-type: none">Please list the subset of low performing schools that will be part of the Phase II cohort.<ul style="list-style-type: none">Uncas Elementary SchoolWequonnoc Elementary School
Data Examination
<ul style="list-style-type: none">How will your district support Phase II schools as they examine data to select areas of focus for improvement?<ul style="list-style-type: none">McREL Leadership training in Year 2Instructional Specialist to guide improvement in direct instruction method for all teachers and isolate the major areas of weakness for a targeted approach in Year 2Identify areas in need of improvement by teacher, grade level, and whole school using new MAP® benchmark assessment programUse new parent survey tool to understand where parent/community engagement is most in need and where parents need guidance most in building authentic literacy practice at home.Train administrators and teachers in new curriculum and reading program in preparation for rollout in year 2Use student benchmark assessment results at the end of the school year to determine the positive effects of the 21st CCLC BRIDGES program and Priority Extended School Hours tutorials on participant's academic achievement
Diagnosis
<ul style="list-style-type: none">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.)<ul style="list-style-type: none">The McREL training for the Focus Schools and Middle Schools in year 1 will give the Director of Curriculum & Instruction, Director of Special Initiatives, and Superintendent the fundamentals from which to create a tool to assess the strengths and weaknesses of both Review schoolsAdditionally, the Year 1 work with UCONN CARHD and Dr. Irizarry will inform key parts to this overall school assessment tool on school climate, parent engagement, and community partnershipsWhich person(s) will be responsible for conducting the needs assessments?<ul style="list-style-type: none">To design and conduct this needs assessment, the Director of Special Initiatives will work with:<ul style="list-style-type: none">McREL staffBoth PrincipalsDirector of Curriculum & InstructionThe Superintendent

- UCONN CARHD staff
- Dr. Jason Irizarry
- CSDE Advisors

Goal Setting

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

Goal-setting will be outlined as part of the McREL leadership team development training. During the McREL Module 1 training, all staff will contribute to the goal-setting process.

Intervention Selection

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

Selection of appropriate interventions for Review schools will be determined by:

- The greatest weaknesses of each school as determined by the assessment tool
- The measured effectiveness of the piloted interventions at the Focus schools (Interventionists at each grade level, Culturally responsive training, Parent Literacy Liaison, etc.)
- Recommendations from McREL, UCONN CARHD, and CSDE advisors

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

- The interventions proposed in this plan are all supported by research
- The MAPS® assessment tool will provide a rich source of benchmark data to determine what interventions piloted at the Focus schools in Year 1 are most likely to translate into student gains at the Review schools in Year 2 and onwards
- External formative evaluation from McREL and UCONN CARHD and internal evaluation from the Director of Special Initiatives will ensure that the initiatives are carried out with fidelity

Planning for Implementation

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

- The McREL leadership and transformation will be the catalyst for long-term implementation
- The Director of Special Initiatives will keep all stakeholders focused on the task of developing comprehensive implementation plans and ensuring adequate administrative support from Central Office
- The Principals will remain informed about the curriculum and reading program developments throughout Year 1.
- A member of the Review schools' staff will be part of the Alliance Reform Committee

Monitoring

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

There are several layers to accountability to ensure that the proposed interventions are implemented to fidelity, including:

- 1.) Teachers held accountable by Principals for improved instruction and SRBI interventions – Teacher Evaluations and monthly walk-throughs

- 2.) Principals held accountable by Superintendent, Director of Curriculum and Instruction, and Director of Special Initiatives
- 3.) Instructional Specialists held accountable by Director of Curriculum and Instruction through monthly Coordinator meetings
- 4.) Parent Literacy Liaison will hold teachers and principals accountable for establishing stronger school-to-home communication
- 5.) Director of Special Initiatives will hold all stakeholders accountable for reaching implementation milestones and performance targets

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

- Data Team meetings will continue to monitor student benchmarks on a regular basis to determine effectiveness of the strategies. The MAPS® assessment tool will offer a critical stream of data for this evaluation.
- CMT data will determine the overall effectiveness of the Alliance approach

Timeline

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

The timeline for Phase 2 schools will follow this proposed outline. Changes to the timeline will depend on how the schedule for implementation changes for Phase 1 Focus schools and new requirements from the CSDE.

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: Norwich District Alliance Reform Plan

THE APPLICANT: Abby I. Dolliver HEREBY ASSURES THAT:
Norwich Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, 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: Abby I. Dolliver
Name: (typed) Abby I. Dolliver
Title: (typed) Superintendent
Date: 11/2/12

1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
Key District Initiati		Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment	Total Resources Available for Initiative (A+B)
1.	Leadership & Transformation	McCREL: Leadership training and curriculum building @ 6 days in year 1	\$53,177	Instructional Specialists for Focus and Review Schools @ 4 positions x \$78,937	\$315,748	\$368,925
2.	High Quality, Effective Instruction	1.0 Administrative Literacy Specialist @ \$104,413 x .6 (year 1 remaining) plus benefits (\$12,000): \$74,648 Focus & Review Schools: 12 copies/school of The Continuum of Literacy Learning, Fountas & Pinnel @ \$725 Literacy Program materials: @ \$700/teacher x 33 Focus school teachers and 23 Review school	\$114,573		\$0	\$114,573
3.	Curriculum & Literacy	Focus & Review Schools: Core reading program with comprehensive classrooms literacy materials for every K-5 classroom @ \$50/student x 1,246 students = \$62,300 Curriculum Development by consultant @ \$650/day	\$120,800		\$0	\$120,800
4.	SRBI Interventions Driven by Data	12 P/T Interventionists for each grade level at Focus schools = \$21.22/hr x 20 hrs/wk x 30 weeks = \$152,784 NWEA MAP student assessment program for district @ \$60,000	\$212,784		\$0	\$212,784
5.	Culturally Competent Pedagogy	Cultural competence workshops and consulting with Dr. Jason Irizarry: \$10,000	\$10,000		\$0	\$10,000

6	Parent Engagement in Student Literacy Improvement	1.0 Parent Literacy Liaison @ \$25/hr x 40 hrs/wk x 30wks = \$30,000 Parent Workshop food/childcare: \$150/wkshp x 7 wkshps = \$1,050 UCONN CARHD evaluation services:	\$41,050		\$0	\$41,050
7.	Consistent Oversight and Formative Evaluation of Alliance Plan Implementation	(.4) Director of Special Initiatives @ \$30,000 plus \$6,000 in benefits	\$36,000		\$0	\$36,000
		Total	\$588,384		\$315,748	\$904,132

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Leadership & Transformation

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$53,177
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$53,177

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	\$60,000		\$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
Total	\$60,000	\$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.

Reform Initiative: High Quality Instruction
--

Element	Positions	Amount
Personal Services-Salaries	1.00	\$62,648
Personal Services-Benefits	0.00	\$12,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$39,950
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.00	\$114,598

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	\$104,413	\$104,413	\$104,413	\$104,413
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	\$20,000	\$20,000	\$20,000	\$20,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$124,413	\$124,413	\$124,413	\$124,413

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Curriculum & Literacy

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$58,500
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$62,300
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$120,800

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	\$110,000	\$30,000	\$25,000	\$25,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$541,743	\$245,145	\$250,145	\$250,145
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$651,743	\$275,145	\$275,145	\$275,145

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: SRBI Intervetnions/ Data

Element	Positions	Amount
Personal Services-Salaries	6.00	\$152,784
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$60,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	6.00	\$212,784

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	\$407,424	\$407,424	\$407,424	\$407,424
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$60,000	\$60,000	\$60,000	\$60,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$467,424	\$467,424	\$467,424	\$467,424

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Cultrally Competent Pedagogy
--

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

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$30,000	\$30,000	\$30,000	\$30,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$30,000	\$30,000	\$30,000	\$30,000

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Parent Engagement in Literacy

Element	Positions	Amount
Personal Services-Salaries	1.00	\$30,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$10,000
Supplies	0.00	\$1,050
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.00	\$41,050

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	\$80,000	\$80,000	\$80,000	\$80,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$10,000	\$10,000	\$10,000	\$10,000
Supplies	\$2,000	\$2,000	\$2,000	\$2,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$92,000	\$92,000	\$92,000	\$92,000

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Alliance Oversight
--

Element	Positions	Amount
Personal Services-Salaries	0.40	\$30,000
Personal Services-Benefits	0.00	\$6,000
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.40	\$36,000

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$30,000	\$30,000	\$30,000	\$30,000
Personal Services-Benefits	\$6,000	\$6,000	\$6,000	\$6,000
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
Total	\$36,000	\$36,000	\$36,000	\$36,000

3. Budget for Alliance District Funding for Other Purposes

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

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

4. Budget for Total Alliance District Funding

District:

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

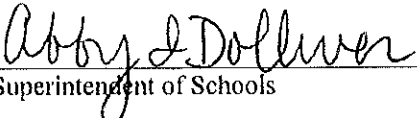
CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$275,432
200	Personal Services/Employee Benefits	\$18,000
400	Purchased Property Services	\$191,677
600	Supplies	\$103,275
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$588,384

Addendum to Norwich 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

Attachment A: Job Descriptions

Norwich Public Schools Job Description:

Instructional Specialist

Qualifications:

- At least 5 years or more teaching experience
- Evidence of successful classroom teaching experience (teacher evaluations, recommendations)
- Appropriate certification (elementary and/or middle school)
- Experience facilitating collegial teams
- Experience delivering professional development
- Experience with and strong working knowledge of data collection, analysis, data team processes
- Evidence of CALI Data Team training or an equivalent
- Understanding of the adult learner and the ability to work with them
- Demonstrated experience with research-based instructional strategies
- Demonstrated experience with a research-based instructional coaching model
- Demonstrated understanding and knowledge of Common Core Standards, Connecticut's Common Core of Teaching, Connecticut's Common Core of Learning

Reports to:

- Director of Curriculum and Instruction (Primary Supervisor)
- Building administrator (Secondary Supervisor)

General Description:

- An Instructional Specialist works with teachers and support staff to create and deliver effective instructional practices for improved student achievement

Duties and Responsibilities:

- Works with teachers and support staff individually and in groups
- Works with teachers, support staff and administrators to analyze and understand data
- Work with teachers and support staff to develop strategies and interventions which improve instruction
- Facilitate meetings: Professional Learning groups, Collaborative Inquiry-based Research projects, study groups, grade level meetings, and curriculum work which lead to improved instruction and increased students achievement

Attachment A: Job Descriptions

- Plan and present professional development in workshop formats, small group action research, and/or as "job-embedded", in-class teacher support
- Introduce research-based curriculum and interventions
- Complete all necessary reports required by school, district and/or CSDE
- Has a strong understanding and knowledge of the Common Core standards and will lead staff toward a deeper understanding of the standards as they integrate them into daily instruction
- Supports district's instructional and curriculum initiatives
- Other duties and responsibilities deemed necessary by the Superintendent of Schools and Director of Curriculum and Instruction.

Attachment A: Job Descriptions

Norwich Public Schools Job Description:

Administrative Literacy Specialist

Qualifications:

- At least 5 years or more teaching experience
- Evidence of successful classroom teaching experience (teacher evaluations, recommendations)
- Appropriate CT Administrative Certification (092) and Certification as a Reading Teacher/Consultant preferred
- Experience facilitating collegial teams of educators
- Experience delivering strong professional development
- Experience with and strong working knowledge of data collection, analysis, data team processes
- Demonstrated experience with research-based instructional strategies and reading programs
- Demonstrated understanding and knowledge of Common Core Standards, Connecticut's Common Core of Teaching, Connecticut's Common Core of Learning

Reports to:

- Director of Curriculum and Instruction (Primary Supervisor)
- Building administrator (Secondary Supervisor)

General Description:

- The Administrative Literacy Specialist will enhance the level of literacy instruction throughout the school and assist the Principal in classroom observations, modeling, and feedback.

Duties and Responsibilities:

- Lead the School-Wide Data Team
- Lead effort to continuously gauge progress towards performance targets on Focus School interventions
- Work with teachers to deliver tiered reading interventions and programs to students
- Be an instructional leader throughout the school
- Arrange for or deliver professional development
- Oversee the delivery of reading curriculum to assure fidelity
- Review teacher lesson plans
- Observe instruction and work with teachers to adjust teaching to meet the needs of all students
- Assist Principal on teacher observation and evaluation as well as communication to parents and community partners

Attachment A: Job Descriptions

- Other duties and responsibilities deemed necessary by the Superintendent of Schools, Director of Curriculum and Instruction, and Director of Special Initiatives.

Attachment A: Job Descriptions

Norwich Public Schools Job Description

Interventionist

Qualifications:

- Preference given to certified and retired teachers
- Consideration given to candidates with bachelors degree
- Candidates with no prior teaching experience, must demonstrate prior involvement in working with school age children (resume, letters of recommendations)
- Flexible working hours
- Willingness to participate in professional learning (will be paid the hourly rate for this)

Reports to:

- Building Principal

General Description:

The Interventionist works collaboratively with classroom teachers, grade level data teams, Instructional Specialist and building principal in determining Tier II and Tier III intervention strategies based upon individual student achievement data. The Interventionist must have a strong understanding of SRBI practices as well as math and literacy content and skills included in the Common Core Standards.

Duties and Responsibilities:

- Works 4 hours per day, 5 days per week as determined by principal
- Works collaboratively with classroom teacher and grade level data team, with support from Instructional Specialist
- Follows lesson plans and Tier II and/or Tier III intervention strategies as determined by classroom teacher and/or grade level data teams
- Progress monitors student growth
- Completes necessary reports in a timely manner
- Attends professional development when necessary (Hour wage is paid for this time)
- Keeps a log of work hours and work related activities

Additional Information:

- The hourly wage for 2012-2013 for Interventionist is \$21.22 per hour
- Total hours per week is 20; broken down to 4 hours per day, 5 days per week

Attachment A: Job Descriptions

- Interventionists service Tier II, III or enrichment students
- Interventionists provide direct support to students. It is expected that Interventionists will not be assigned duties of any kind nor will they be used to "cover" classrooms.

Attachment B. Core Reading Program Scoring Rubric for Teachers

What to look for:	Not Applicable	0 Not There	1 Touched Upon	2 There
Aligned to CCSS				
Phonemic Awareness				
Phonics				
Fluency				
Vocabulary				
Comprehension				
Read-Alouds				
Books Differentiated by Level				
Nonfiction Reading and Writing				
Text Complexity				
Address Diversity/Culturally Relevant				
ELL Strategies				
Tier 2 and Tier 3 Options				
High Fliers				
Parent Component				
Classroom Library				
Student Objectives				
Modeling				
Guided Practice				
Checks for Understanding				
Assessments				
Opportunity for Cooperative Learning				
Technology Support				

Added

Comments: _____

Attachment C: DPI/SPI Baseline and Targets

District/School/Subgroup Performance Index Baseline and 2012-13 Target		
	Baseline DPI/SPI (3-year avg.)	Target SPI 2012-13
Norwich DPI	62.8	64.9
DPI: Black	51.2	54.2
DPI: ELL	35.4	38.4
Moriarty SPI	62.5	64.6
SPI: Black	41.9	44.9
SPI: ELL	26.3	29.3
Veterans SPI	62.4	64.5
SPI: Black	47.4	50.4
Wequonnoc SPI	59	61.5
Uncas SPI	59.8	62.1