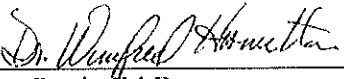


FINAL APPLICATION STAMFORD

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

Name of District: Stamford Public Schools		
Name of Grant Contact: Judith Singer, Ph.D.		
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Name of Superintendent: Winifred Hamilton, Ph.D.		
Signature of Superintendent: 		
Name of Board Chair: Pauline Rauh, Ed.D.		
Date:		
Signature of Board Chair:		
Date:		
Please indicate if plan approved by local board of education: ____		
Date of Approval: _____		
<p>If not, please indicate date at which plan will be presented to local board of education: <i>The Board of Ed curriculum committee approved the submission of this application on July 10, 2012. After we receive comments from the CSDE and make revisions as necessary, the full BoE will vote on the Alliance Project Plan.</i></p>		
<p>Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.</p>		
<p>Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.</p>		

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

Over the past four years, the SPS has been working to implement its Strategic District Improvement Plan (SDIP), approved by Stamford's Board of Education and the CSDE in November 2008. Included in the SDIP is a broad set of initiatives, all of which are research based, to improve student performance and close the achievement gap. Over the next five years, the SPS will continue and deepen the work initially articulated in the SDIP and now outlined in the Alliance grant application. The SDIP includes the following:

1. Curriculum, Instruction and Assessment

- Development of standards based curricula in math, science and literacy aligned to state and national standards.
- Plan for and implementation of Scientific Research Based Interventions (SRBI) to address student needs in literacy, math and behavior.
- Development of Benchmark Assessments (formative) in math, science and literacy, K-12.
- Professional development for administrators and teachers to implement the new standards based curricula.

2. Detracking and Student Grouping

- Increase heterogeneous instructional groups in literacy and math K-5.
- Implement Middle School Transformation to include the following seven components:
 - 1) Increased instructional time
 - 2) Standards-based, high-level curriculum
 - 3) Professional development for teachers
 - 4) Academic enrichment period
 - 5) Efficacy training
 - 6) Advisory period
 - 7) Standard placement criteria for CP and Honors
- Eliminate low level high school academic courses.

3. PLCs (Professional Learning Communities) and School Data Teams

- Implement PLCs in all schools to CSDE standards.
- Implement School Data Teams in all schools to CSDE standards.

4. School Culture

- Develop systematic means to collect, analyze and report disciplinary infractions.
- Reduce number of disciplinary infractions.
- Implement a Positive Behavior Support (PBS) model in all schools.

In addition to articulating initiatives, Stamford's Strategic District Improvement Plan includes measures to answer the following:

- Are initiatives being implemented with fidelity?
- Are initiatives effecting changes in adult practice?
- Are there gains in student achievement?

The SDIP has been monitored by Stamford's District Data Team, comprised of 45 teachers, school administrators and central office staff. Data have been collected to support the fidelity with which initiatives have been implemented. Changes in adult practice have begun to be evaluated through Focus Walks, designed around a highly prescribed protocol.

Since the 2008-09 school year, student achievement, as measured by CMT results and college readiness indicators, has improved. Increasing percentages of SPS students in grades 3-8 are scoring at/above proficient and at/above goal on the CMTs in math, reading, writing and science. Generally, these gains exceed gains statewide. Additionally, the achievement gap on the CMTs in math, reading and writing has narrowed, as measured by performance of students in grades 3-8 at/above proficient. At the high school level, students are completing four years of science and math, enrolling in AP classes and participating in the SAT program at increasing rates.

In spite of successes, high school CAPT results are "flat" and an achievement gap persists across the grades for children of color as well as for ELL, Special Needs and Economically Disadvantaged students. As a district, we are committed to pursuing a research based reform agenda to fulfill the mission of the SPS "to prepare each and every student for higher education and success in the 21st century." The Alliance grant application will be our road map for the next five years.

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 prioritized reform initiatives of the SPS vary in nature. The first reform initiative, captured under the heading "to establish a culture of high expectations," includes an array of objectives ranging from the provision of interventions before and/or after school rather than during the regular school day; continuation of the AVID and Project Opening Doors programs; implementation of the Upward Bound Program; and exploration of School Wide Enrichment models.

The rationale for the emphasis on a culture of high expectations derives from two sources. First, a persistent achievement gap exists across grades K-12 for students of color as well as for ELL, Special Needs, and Economically Disadvantaged Students. Second, results of the annual SPS surveys indicate that more than 50% of teachers "are not certain that students will be prepared for college" upon graduation from high school. Input from numerous Stamford stakeholder groups point to school culture as the over-arching factor to promote student achievement in this school district.

More specifically, included under the initiative "to establish a culture of high expectations" are the following:

- Provide interventions before or after school so that students are not "pulled out" during the school day and as a result are deprived access to standards based core curricula in ELA, math, science or social studies.
- Analyze formative assessment results systematically by Professional Learning Communities (PLCs) and School Data Teams to guide instruction.
- Enhance academic extension period and academic support period in the middle schools.
- Continue AVID in middle school grades to prepare "first generation" college students with a rigorous middle school program.
- Continue Project Opening Doors (POD) to motivate and support students to take AP courses.
- Implement Upward Bound Program in high school with newly awarded grant funds to prepare students for college.
- Study models of School-Wide Enrichment, particularly the work of Dr. Sally Reis and Dr. Joseph Renzulli (UConn).
- Provide Professional Development using resources such as Pedagogy of Confidence (Yvette Jackson), Mindset (Carol Dweck) and Framework for Understanding Poverty (Ruby Payne).
- Provide Professional Development to content area teachers in sheltered content strategies to enhance comprehension of ELL students in mainstreamed programs.

The second prioritized reform initiative for the SPS is to align curriculum, instruction and assessment to the Common Core State Standards. Beginning in 2011-12 and continuing through 2014-15, the SPS will be working to modify curriculum and instruction and redo formative and summative assessments to incorporate the “shifts” inherent in the Common Core Standards in literacy and math.

Beyond these first two reform initiatives, the remaining five initiatives included in the SPS Alliance application are taken from those outlined in the CSDE grant guidance. Specifically, these include:

- Provide Extended School Time – The SPS is proposing to use extended school time (both before and after the school day) to provide intervention support. In this way, students will have access to the core standards based curricula in literacy, math, science and social studies during the school day. The interventions in literacy include Orton Gillingham in grades K-8, Leveled Literacy Intervention (LLI) in grades K-2 and Read 180 and System 44 (Scholastic Programs) in grades 3-8. Early results from both LLI and the Scholastic programs are promising. In math, interventions include Fastt Math (grades 1-5) and Fractionation (grades 6-8), both yielding early successes. Additionally, it is proposed to extend hours for ELL students in the New Arrival Programs, such as EAGLE, to promote content and English Language acquisition.
- Enhance Wrap Around Services – The SPS is proposing to enhance wrap around services by sending teachers and para-educators to community centers and housing projects to enhance the quality of instruction already provided at these sites and link after school learning to classroom instruction.
- Expand Prek Services – Several components are included under this initiative. First, the SPS will develop a School Ready assessment to measure students’ readiness for kindergarten. Second, the Children’s Learning Center (CLC), Stamford’s umbrella organization for Head Start programs and the William Pitt Child Development Center, is interested in working collaboratively with the SPS, particularly around linking student progress in prek with success in literacy in the primary grades on the Developmental Reading Assessment (DRA). Third, SPS is planning to implement a six week Summer School program for economically disadvantaged students in Summer 2013. Finally, there is interest in adding Prek classes to the elementary schools in Stamford.
- Talent Development – A variety of components are proposed by SPS under the talent development initiative. These include a differentiated Professional Development Program, mentors for para-educators, a HS Academy Program for students interested in teaching and implementation of the online ProTraxx Tracking System.
- Training for State Evaluation Models – In 2011-12 a committee of SPS administrators worked to develop an administrative evaluation system to comply with CSDE criteria and be piloted in 2012-13. Administrators will require training to implement both the new administrative evaluation system as well as the new teacher evaluation system to be developed in 2012-13.

The initiatives proposed by SPS in the Alliance grant will leverage the ongoing work of this school district. The initiatives build on and deepen the work in which the SPS has been engaged over the past four years as articulated in the Strategic District Improvement Plan (SDIP).

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?

Measures of Student Progress:

Measures of student progress will be assessed in terms of academics, school climate and college readiness, as described below.

Academic Goals

K-2:

- By 2018, 70% of students entering kindergarten in the SPS will be “school ready” as measured by an assessment to be developed and validated; by 2024 80% of students entering kindergarten in SPS will be “school ready.”
- By 2018, in reading, 80% of kindergartners will be emergent readers (DRA score of 3 or above) at year’s end; by 2024, 80% of kindergartners will be at DRA level 4 by the end of the school year.
- By 2018, in math, 70% of students in grades K, 1 and 2 will demonstrate mastery on District Benchmarks; 80% will demonstrate mastery by 2024.

Grades 3-8:

- By 2013, schools (elementary and middle) and the district will achieve the state SPI and DPI targets in math, reading, writing and science. Elementary and middle schools are creating SMART goals for their 2012-13 School Improvement Plans to meet the annual SPI targets for subject and groups (Black, Hispanic, Economically Disadvantaged, ELL and Special Needs students) in math, reading, writing and science as identified by the CSDE. SMART goals for student groups are being calculated to reduce achievement gaps to meet the CSDE target (a difference of 10 points or less between student group SPIs and the overall school SPI).
- By 2018 and 2024, schools (elementary and middle) and the district will achieve the state SPI and DPI targets in math, reading, writing and science.
- By 2018 and 2024, schools (elementary and middle) and the district will achieve the state achievement gap targets.

Grades 9, 10 and 11

- Annual 10% reduction in the number of “repeaters,” disaggregated by NCLB groups will be achieved.

Grade 10

- By 2013, high schools and the district will achieve the state SPI and DPI targets in math, reading, writing and science. High schools are creating SMART goals for their 2012-13 School Improvement Plans to meet the annual targets for subject and groups (Black, Hispanic, Economically Disadvantaged, ELL and Special Needs students) in math, reading, writing and science as identified by the CSDE. SMART goals for student groups are being calculated to reduce achievement gaps to meet the CSDE target.
- By 2018 and 2024, high schools will achieve the state SPI and DPI targets in math, reading, writing and science.
- By 2018 and 2024, high schools will achieve the state achievement gap targets.

Addendum to Stamford Public Schools Alliance Grant Application

Part I, Question 3, Measures of Student Progress

The Stamford Public Schools will aim to achieve five year DPI targets, as noted below. Schools have been given SPI targets for 2012-13. School Improvement Plans are being written to incorporate the 2012-13 SPI targets

DPI Targets for CMTs 2012-13 through 2016-17

Indicator	DPI Performance Targets				
	2012-13	2013-14	2014-15	2015-16	2016-17
District Performance Index (DPI)	75.2	76.3	77.4	78.5	79.6
DPI: Students with Disabilities	43.8	46.8	49.8	52.8	55.8
DPI: Eligible for Free or Reduced Price Lunch	63.9	66.1	68.3	70.5	72.7
DPI: Black	61.6	64.0	66.4	68.8	71.2
DPI: Hispanic	67.3	69.2	71.7	73.0	74.9
DPI: English Language Learners	50.4	53.4	56.4	59.4	62.4
DPI Subject: Reading	72.3	73.7	75.1	76.5	77.9
DPI Subject: Mathematics	78.4	79.2	80.0	80.8	81.6
DPI Subject: Writing	77.8	78.7	79.6	80.5	81.4
DPI Subject: Science	72.7	74.1	75.5	76.9	78.3

DPI Targets, 2012-13 for CAPT 2012-13 through 2016-17

Indicator	DPI Performance Targets				
	2012-13	2013-14	2014-15	2015-16	2016-17
District Performance Index (DPI)	67.8	69.6	71.4	73.2	75.0
DPI: Students with Disabilities	41.2	44.2	47.2	50.2	53.2
DPI: Eligible for Free or Reduced Price Lunch	54.6	57.6	60.6	63.6	66.6
DPI: Black	51.7	54.7	57.7	60.7	63.7
DPI: Hispanic	58.0	60.7	63.4	66.1	68.8
DPI: English Language Learners	35.9	38.9	41.9	44.9	47.9
DPI Subject: Reading	69.5	71.2	72.9	74.6	76.3
DPI Subject: Mathematics	64.9	67.0	69.1	71.2	73.3
DPI Subject: Writing	77.8	78.8	79.8	80.8	81.8
DPI Subject: Science	67.0	68.9	70.8	72.7	74.6

School Climate Goals

Grades K-12

- On the Annual SPS Surveys, there will be annual positive changes in student perceptions regarding safety, support, self-efficacy and relationships in school and classroom environments.
- By 2018, out of school suspension rates by NCLB groups will be proportional to the demographics of SPS
- On the Annual SPS Surveys, there will be annual positive changes in adult perceptions (staff and parents) of student behavior and achievement.
- On the SPS Annual Surveys, there will be annual increases in the percent of staff agreeing or strongly agreeing that students are prepared for the next grade (elementary and middle school) or for college entry (high school).

College Readiness Goals

Grades 9-12

- Annual increases in the percentage of students enrolled in four years of math and four years of science, disaggregated by NCLB groups.
- Annual increases in the percentage of students participating in the PSAT and SAT testing programs, disaggregated by NCLB groups
- Annual increases in the percentage of students achieving at above 450 in math and literacy on the SAT, disaggregated by NCLB groups
- Annual increases in the percentage of students enrolled in at least one AP class, disaggregated by NCLB groups
- Annual increases in the percentage of students achieving a 3 or above on AP exams, disaggregated by NCLB groups
- Annual increases in the percentage of students eligible to earn college credit, disaggregated by NCLB groups
- Annual increases in the high school graduation rate, disaggregated by NCLB groups

Metrics to Monitor Student Outcomes and Indicators of District and School Personnel Activity

The metrics to monitor student outcomes will include:

- CMTs/CAPT and LAS Links achievement data
- Kindergarten School Readiness Assessment
- Developmental Reading Assessment (DRA)
- District Benchmark Assessments in ELA and math
- Course grades in English, math, science and social studies
- Enrollment in four years of high school math and science
- Enrollment in AP classes
- Participation in SAT/ACT testing programs
- Suspension rates
- Student/staff attendance
- Annual SPS Surveys administered to teachers, administrators, para-educators, parents and students

To monitor indicators of district and school personnel, the SPS district will do the following:

- Teachers in Professional Learning Communities (PLCs) will monitor student performance outcomes.
- School Data Teams will monitor student performance outcomes.
- District Data Team will monitor student performance by school.
- Focus Walks, using a highly prescribed protocol, developed in 2010-11 will be implemented in all schools. A total of six Focus Walks per year is expected to monitor patterns of adult practice.
- District Data Team will monitor results of Focus Walks.
- Peer to peer observations, using a protocol, will be encouraged by principals.
- Instructional Rounds will be studied by the Study Design Team that developed the process and procedures for Focus Walks with piloting plan for 2013-14.
- Usage of Naviance by students, parents and guidance counselors will be monitored.

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 Alliance District Plan includes initiatives to improve student achievement, particularly the achievement of underperforming student groups, as well as to implement the Common Core. Some of the work will be funded by Alliance monies. Much of the work will be funded by operating dollars, supplemented by Title I, Title II, English Acquisition Priority School and Summer School funds. The budget pages describe funding sources.

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.

The Alliance District Plan was developed in a series of ten meetings held between June 27 and July 12 with the Alliance Grant Committee in attendance: Our state partner, Dr. Patrick Proctor, joined us at the first Alliance meeting on June 27.

- Dr. Winifred Hamilton, Superintendent
- Mona Hanna, Chief Academic Officer
- Dr. Judith Singer, Director of Research
- Amy Beldotti, Assistant Principal, Davenport (Focus School)
- Carrie Chiappetta, Director of Math and Science
- Kenneth Childs, Assistant Principal, Roxbury (Focus School)
- Natalie Elder, Director of School Improvement
- Mary Jennings, Director of Literacy and Social Studies
- Kristina Lawson, Director of ELL and World Languages
- Gloria Manna, Principal, Roxbury (Focus School)
- Michael Meyer, Director of Student Support Services
- Michael Pisseri, Principal, Davenport (Focus School)
- Cheryl Poltrack, Director of Grants
- Fay Ruotolo, Interim Executive Director Human Resource Development

The Alliance District Plan was informed by the following:

- Stamford's District Data Team (DDT) includes 45 representatives, teachers and administrators from each of the 20 schools, and central office members. Representatives from the Teachers' Bargaining Unit are included. The DDT has been in operation since 2008-09. Its work is to monitor the implementation of Stamford's District Improvement Plan (SDIP). As the SDIP is expiring in Fall 2012, the Alliance District Plan will become the road map for educational reform for the next five years.
- Stamford's SEA President participated in the Alliance Committee's review of the Alliance grant application. Her recommendations are incorporated in the final Alliance application.
- Stamford has been fortunate to have been supported by the Panasonic Foundation since 2008-09. A group of 15 Stamford teachers and administrators participated in a Panasonic Conference in May 2012 at which we discussed systemic work of SPS to improve achievement and narrow the achievement gap. Recommendations from this conference are incorporated in Stamford's Alliance District Plan.
- The Curriculum Committee of Stamford's Board of Education reviewed drafts of Stamford's Alliance Grant at its meetings on July 10 and August 10, 2012. Recommendations from the Board were incorporated.
- For the past four years, Stamford has been administering Annual Surveys to parents, students, teachers, administrators and para-educators. Data from these surveys were used to inform strategies recommended in Stamford's Alliance Grant Program.

Key District Initiative
Establish a Culture of High Expectations

New or Existing Reform? New Existing

Overview:

Over the past five years, there have been consistent gains by SPS students in grades 3-8 in the percentage of students achieving at/above proficient and at/above goal on the CMTs in math and reading. Generally, these gains have exceeded gains statewide. Moreover, the achievement gap has narrowed. At the high school level, increasing percentages of SPS students are demonstrating college readiness by completing four years of math and science, completing AP courses and participating in the SAT/ACT programs.

At the same time, the performance of Black and Hispanic students continues to lag behind their Asian and White peers. Students of color are less likely to achieve at/above proficient and at/above goal on the CMTs or on CAPT. These students are under enrolled in Honors and AP classes, fail high school courses in larger numbers, are over represented among high school "repeaters" and are disproportionately involved in disciplinary infractions leading to suspensions and expulsions.

A culture of high expectations provides the necessary back drop to break the link between poverty and academic failure and raise the achievement for all students.

From SPS Annual Surveys, we know that not all staff share the belief that all students can learn. Attitudes, however, are difficult to change. Structures and processes to support student learning are far more amenable to change. Consequently, strategies included under the reform initiative to establish a culture of high expectations are directed toward providing all students with access to a high level, rigorous curriculum in the core disciplines.

Five Year Strategies and Implementation Steps:

Elementary Schools

- Eliminate "pulling out" students for interventions; enable all students' access to the core curriculum in ELA, math, science and social studies; interventions will occur before/after school. Currently, students in the elementary grades have been "pulled out" of core curriculum classes, particularly ELA and math for intervention support. In ELA interventions include Leveled Literacy Intervention (LLI) in grades K-2, small group instruction using the Reading Recovery model, and the Scholastic remedial programs, System 44 and Read 180 in grades 3-5. In math, interventions include Fastt Math. Data indicate these interventions are effective. The budget for before and after school programming will come from Alliance funds (\$132,000) and Title I monies previously allocated for Supplementary Educational Services (\$300,000).
 - Leveled Literacy: Leveled Literacy Intervention was introduced in 2010-11. In the 2011-12 school year, nearly 500 students in grades K-2 participated in Leveled Literacy Intervention in Stamford's 12 elementary schools. From Fall 2011 to Spring 2012, the percent of students scoring at/above proficient on the Developmental Reading Assessment (DRA) increased from 6.7% to 16.1%. Were these students to participate in Leveled Literacy Intervention on top of the 90 minute daily classroom ELA instruction, it is expected that their performance would be enhanced.
 - Read 180, Scholastic Program: The Scholastic Remedial Program was introduced in 2010-2011. In the 2011-12 school year, approximately 1200 students in grades 3-8 participated. A comparison of Spring 2011 and Spring 2012 CMT results for students in the Read 180 Scholastic program indicates:

- 52% of students who scored Below Basic on CMT in 2011 increased one or more performance levels on CMT 2012.
- 56% of students who scored Basic on CMT in 2011 increased one or more performance levels on CMT in 2012.
- 47% of students who scored Basic on CMT, MAS in 2011 increased one or more performance levels on CMT in 2012.

It is expected that if these students were present for the daily classroom ELA instruction and in addition participated in the Read 180 Scholastic Program, their performance would be enhanced.

- **Fastt Math:** Fastt Math is a computer program that is intended to promote math fluency, as recommended by one of the three math shifts incorporated in the Common Core. A total of 609 students in the elementary grades participated in the 2011-12 school year. Results are now being analyzed by examining the performance of these students on selected strands of the math CMTs and end of year assessments of SPS. Anecdotal comments from teachers are encouraging.
- Require Running Records to be completed monthly, K-5.
 - Use of data to inform instruction has been repeatedly shown to impact student performance. The Developmental Reading Assessment (DRA) is administered three times a year in grades 1, 2 and 3. Monthly use of Running Records for remedial students is expected to provide ongoing assessments for teachers and hopefully support their efforts to engage students in reading texts of increasing difficulty. The budget for ongoing Running Records is included in the SPS Operating Budget.
- Continue Workshop Model in ELA and math.
 - The Workshop Model in ELA and math introduced to SPS five years ago. Rather than whole group instruction, the workshop model highlights students working cooperatively, with the teachers as the guide. Since time on task is a key predictor of student achievement, active student learning in the workshop model should promote higher levels of student performance. An evaluation of the Workshop Model is confounded by the fact that this relatively new pedagogical approach coincides with the introduction of new curricula in ELA and math. Funding for the continuation of the Workshop Model (\$993,000) is included in the SPS Operating Budget with funding from GE.
- Initiate math instructional support with Everyday Math consultant assistance with Alliance funding (\$91,640). Consultants will visit classrooms to provide embedded professional development to teachers.
- Require PLCs to analyze formative assessment data according to a prescribed calendar; make instructional modifications; reassess.
 - SPS staff has been trained in the Five Step Continuous Improvement Process, articulated by Douglas Reeves. This objective attempts to refine the connection between assessments, on the one hand, and the work of PLCs, on the other. To the extent that data are used more effectively, student performance should be enhanced. Teachers will be reminded with frequency to elevate expectations for their students. Funding for continued work by PLCs is included in the SPS Operating Budget.
- Study School Wide Enrichment models.
 - In an effort to promote high expectations for all students, the SPS is interested in exploring school wide enrichment models. Results of the School Wide Enrichment program developed by Drs. Sally Reiss and Joseph Renzulli (UConn) and implemented in the West Hartford school district with strong achievement outcomes are particularly compelling. Funding for this objective is included in the Alliance grant (\$12,000).
- Study feasibility of subject specific teaching specialists in the upper elementary grades.
 - Content in ELA, math and science is becoming increasingly rigorous in the elementary grades, yet teachers of students in grades K-5 are generalists. With the advent of the Common Core and the shifting of content from the middle schools to the elementary schools, elementary teachers will be required to teach increasingly sophisticated content. The SPS is interested in exploring subject specific specialty teachers in the upper elementary grades so that content knowledge of teachers may be more narrowly focused. Funding for this objective is included in the SPS Operating Budget.

Middle Schools

- Develop curriculum for academic extension and support period; implement; evaluate.
 - The Middle School Transformation initiative began with grade six in 2009-10 and reduced the number of instructional groups from four or five to two – College Prep (CP) and Honors. A set of consistent criteria is used to place students consistently into CP or Honors in ELA/Social Studies and Math/Science.

In addition, students are homogeneously grouped in one daily academic extension/support period. Reports from teachers and parents have indicated that the curriculum for the academic extension period intended to provide enrichment for CP and Honors students is not adequately rigorous or systematic. New curricula have been developed, to be implemented and evaluated in 2012-13. Funding for this objective is included in the SPS Operating Budget.

- Initiate math instructional support with Connected Math consultant assistance and Alliance funding (\$45,820). Consultants will visit classrooms to provide embedded professional development to teachers.
- Continue AVID in middle school grades to prepare “first generation college” students with a rigorous middle school program.
 - AVID, Advancement via Individual Determination is a college-readiness program for students in the “academic middle” who are capable of completing college-level work but may be falling short of their potential. Designed for highly motivated students, AVID provides academic and social support to help meet rigorous educational requirements. AVID students are typically the first in their families to attend college and many come from low income and minority homes. The program includes tutoring, study skills, college visits, a parent component, and professional development for teachers. Stamford began implementing AVID in 2004. AVID is currently offered in two high schools and four middle schools with a total enrollment of approximately 310 students. Over the past 8 years, 146 teachers have been trained in AVID methodologies and strategies. AVID students advance to high school prepared to take high level academic courses, including AP classes in their junior and senior years. Funding to continue the AVID program is included in the SPS Operating Budget.
- Continue Workshop Model in ELA and math.
 - See description provided for elementary schools, above.
- Require PLCs to analyze data according to a prescribed calendar; make instructional modifications;
 - See description provided for elementary schools, above.

High Schools

- Continue Project Opening Doors (POD) at Westhill HS to motivate and support students to take AP courses.
 - In 2008-09, Westhill High School was the recipient of a three year grant to promote student participation in AP courses. Funding for this program has expired. It is the intention of SPS to continue the POD program because results indicate that increasing numbers of students are successfully completing AP classes, including students of color. Results for Westhill include:
 - The number of AP test takers at Westhill increased from 400 in Spring 2010 to 497 in Spring 2011 and to 545 students in Spring 2012.
 - The number of AP exams taken by Westhill students increased from 882 in Spring 2010, to 1080 in Spring 2011 and to 1192 in Spring 2012.
 - On the Spring 2012 AP exams, 67.3% of Westhill students achieved a score of 3 or above.
 - The demographics of Spring 2012 AP test takers at Westhill High are beginning to reflect more nearly the Westhill High student population. In particular:

Student Group	Number/Percent AP Students Tested	Percent of Students in WHS
Asian	61 /42.7	6.4
Black	54/11.9	20.4
Hispanic	129/16.3	35.6
White	301/38.0	37.6
Total	545/24.5	

Funding to continue Project Opening Door (\$198,000) is included in the Alliance grant; \$50,000 is included in the SPS Operating Budget.

- Implement Upward Bound Program at Stamford High School with federal grant monies.
 - Stamford High was awarded a five year federal Upward Bound Program Grant in the amount of \$1.25 million to promote college readiness of “first generation” college students.

- Require PLCs to analyze data according to a prescribed calendar; make instructional modifications and reassess.
 - See reference to PLCs in the elementary and middle school sections above.
- Initiate a High School Think Tank to address achievement and behavioral issues at the high school level. Members will include parents, students, teachers and administrators. The group will frame the work of the committee, study the literature on high school reform, make visitations, and prepare a report with recommendations. Funds for the High School Think tank are included in the Alliance grant (\$7,400).
 - As part of the High School Think Tank, a program to address “repeaters” in the high schools will be developed. Funds to support a program to reduce the number of high school repeaters are included in the Alliance grant (\$40,000).

Elementary, Middle and High Schools

- Provide eight two hour workshops at the monthly Principals’ meetings on Instructional Leadership.
 - In the 2011-12 school year, a monthly series on Instructional Leadership was facilitated by the Connecticut Center for School Change for 12 new Stamford administrators. The strongly positive response by the new administrators is the impetus to replicate this seminar series for all Stamford administrators.
- Provide Professional Development to content area teachers in Sheltered content strategies to enhance comprehension of ELL students in mainstream programs.
- Implement Positive Behavior Interventions (PBS).
 - A district PBS Team was established in 2009-10 with representatives from a majority of the 20 Stamford schools. The Team developed an assessment tool adopted from the UConn School Assessment Tool (SET). The adopted SET was piloted, revised and standardized.
 - In 2012-13, all schools will use the SET to assess School Climate and inform School Improvement Plans.
 - At the two Focus Schools, Davenport and Roxbury, staff will attend PBS training at CES. A full time coach will provide both direct service to students and build capacity of staff.
 - Funding for PBS training and coaching at Stamford’s two Focus Schools, Davenport and Roxbury, will come from the Alliance grant (\$10,000) in addition to monies from Stamford’s Operating Budget (\$83,000). An additional \$70,040 in Alliance funding is planned for a Family Outreach Coordinator for Davenport and Roxbury, Stamford’s two focus Schools.
- Implement Professional Development using resources such as Pedagogy of Confidence (Yvette Jackson), Mindset (Carol Dweck) and Framework for Understanding (Ruby Payne).
 - Funding for this initiative is included in the Alliance grant (\$10,000).

Year 1 Implementation Steps Description:

Elementary Schools

- Develop schedule to enable all students to access core curriculum; arrange flex time for teachers to support before/after school programming for intervention.
- Principals monitor completion of monthly Running Records.
- Continue ELA coaching with America's Choice; provide Everyday Math consultant assistance to support Workshop Model in math – grades K-5. Consultants will provide embedded professional development to teachers in classrooms.
- Principals monitor minutes of PLCs. Consultants will visit classrooms to provide embedded professional development to teachers.
- Establish a Gifted/Talented Study Team to include parents and staff to study alternate program models; prepare report with recommendations.
- Study feasibility of subject specific teaching specialists in the upper elementary grades.
- Provide instructional leadership workshops to principals in 2012-13; evaluate.
- Implement SET assessment and action plan to promote PBS principles.

Middle Schools

- Develop curriculum for academic extension and support period; implement; evaluate.
- Continue ELA coaching with America's Choice; provide Connected Math consultant assistance to support Workshop Model in math – grades 6-8. Consultants will provide embedded professional development to teachers in classrooms.
- Principals monitor minutes of PLCs.
- Provide instructional leadership workshops to principals in 2012-13; evaluate.
- Implement SET assessment and action to promote PBS principles.

High Schools

- Continue Project Opening Doors.
- Implement Upward Bound Program at Stamford High.
- Initiate High School Think Tank to study and recommend research based reforms.
- Initiate program to reduce number of "repeaters."
- Principals monitor minutes of PLCs.
- Provide instructional leadership workshops to principals in 2012-13; evaluate.
- Implementation SET assessment and action pan to promote PBS prnciples.

Years of Implementation:

- ✓Year 2
- ✓Year 3
- ✓Year 4
- ✓Year 5

Key District Initiative
Align Curriculum, Instruction and Assessment to Common Core

New or Existing Reform? New Existing

Overview:

The Common Core State Standards represent important shifts from current state and national standards in literacy and math, with science to follow. In literacy, the shifts include a higher level of text complexity at each grade, K-12; more emphasis on nonfictional texts including materials from social studies and science, close reading of texts; ability to respond to text dependent questions; and an emphasis on academic vocabulary. In math, the shifts include an emphasis on mastery rather than a spiraled approach to instruction, math fluency and capacity to apply math concepts and procedures. Shifts in the Common Core State Standards in literacy and math will require realignment of curriculum and changes in pedagogical approaches. A great deal of professional development will be essential to upgrade teachers' knowledge of content as well as to prepare them to teach students at a higher level of rigor. It is therefore essential for the SPS to work to align curriculum, instruction and assessment to the Common Core to prepare SPS students successfully for the new standards.

Five Year Strategies and Implementation Steps:

- Modify literacy curriculum K-12, with pacing guides and assessments including performance tasks.
- Modify math curriculum, K-12, with pacing guides and assessments including performance tasks. A total of \$10,000 will come from Alliance funds to support this initiative.
- Initiate Task Force to begin analyzing SPS science curriculum to match Next Generation Science Standards. Alliance funding is included for this initiative (\$30,000).

Year 1 Implementation Steps Description:

- Rewrite literacy curriculum, 3-5; distribute to teachers with PD.
- Rewrite math curriculum, K-2; distribute to teachers with PD.
- Review Interim Report of June 2011 with Committee and high school staff; hold Committee Forum; make recommendations to Board of Education.

Years of Implementation:

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

Key District Initiative
Provide Extended School Time

New or Existing Reform? New Existing

Overview:

Educational research has demonstrated time and again that “time on task” is a key variable in promoting student learning. The more time students spend on task, the more successful the learning outcomes are likely to be. Generally, intervention programs have been delivered to students during the school day. The SPS is proposing to eliminate “pulling out” students for intervention, whether in literacy or math, and thereby depriving them the access to a high level standards based instruction. In order not to take students out of core instruction, the district will extend the school day by providing before and after school programming for intervention.

The interventions to be provided in literacy include Leveled Literacy Intervention (LLI) in grades K-2 and Read 180 and System 44 (Scholastic programs) in grades 3-5. In math, Fastt Math and Fractionation will be used. Each of these intervention programs has begun to show promise.

Five Year Strategies and Implementation Steps:

- Establish flex schedules for selected teachers to work before and/or after school; identify teachers who will work extended hours in each of the 12 elementary schools in Stamford.
 - Funds to compensate teachers for extended learning time are included in the Appliance grant (\$90,000); additional monies to support this initiative (\$300,000) will come from Title I funds previously allocated to Supplementary Educational Services.
- Establish bus transportation for students to arrive at school early and leave school late in each of the 12 elementary schools in Stamford.
 - Funds for these additional buses are included in the Alliance grant (\$90,000); additional monies to support this initiative (\$90,000) will come from Title I funds previously allocated to Supplementary Educational Services.
- Expand the number of Prek and kindergartners attending Summer School.
 - SPS recognizes the value of early intervention. While approximately 80% of entering kindergartners have preschool experience, 20% do not. In Summer 2012, a Prek summer program that included 84 students was initiated. A total of 195 kindergartners were also enrolled. In Summer 2013, it is planned to expand the number of participating prekindergartners and kindergartners from all Stamford’s 12 elementary schools.
 - Funds in the amount of \$210,000 to support the expanded numbers of kindergartners and prekindergartners will come from the School Improvement Grant awarded to Stamford by the CSDE.
- Initiate a six week Summer School Program in Summer 2013 for selected economically disadvantaged incoming kindergartners. The program will highlight academic as well as enrichment activities beyond the classroom.
 - The six week Summer Program will enroll incoming kindergartners from Stamford’s two Focus Schools, Davenport and Roxbury, and will be supported by Alliance funds (\$125,000).

Year 1 Implementation Steps Description:

- Establish before and after school programs in Leveled Literacy Intervention (grades K-2) and in the Scholastic Programs – Read 180 and System 44 (grades 3-5); evaluate.
- Add Prek and kindergarten students to Summer School 2013.
- Initiate a six week Summer School program in Summer 2013 for selected economically disadvantaged students.

Years of Implementation:

√Year 2

√Year 3

√Year 4

√Year 5

Key District Initiative
Enhance Wrap Around Services

New or Existing Reform? New Existing

Overview:

There are numerous agencies that provide after school programming for Stamford students. However, the staff at these sites are not certified teachers and are not familiar with the day to day work expected of the students. The SPS is proposing to enhance wrap around services by sending teachers and para-educators to community centers and housing projects to enhance the quality of instruction already provided at these sites and link after school learning to classroom instruction.

Five Year Strategies and Implementation Steps:

- SPS staff including teachers and para-educators will be identified to provide after school instructional support to students at community centers and housing projects.
 - Four SPS teachers and four para-educators will provide after school instructional support to students in Stamford's Focus Schools, Davenport and Roxbury, at community centers, shelters and housing projects. Funding, in the amount of \$20,000 from the Alliance grant and \$70,000 from Title I (Supplementary Educational Services/School Choice monies) will support this effort.
- Establish a committee of administrators, teachers and parents to study parent engagement programs (e.g. HIPPY) and Family Resource Center programs for potential implementation in Stamford.
 - Family Resource Centers currently exist in two of Stamford's elementary schools, designed around Edward Zigler's Family Resource Center model. Funds to study parent engagement programs will come from Stamford's Operating Budget.

Year 1 Implementation Steps Description:

- Employ identified teachers and para-educators to work in community centers and housing projects; monitor attendance of teachers and students; evaluate impact.
- Committee report on Parent Engagement Programs prepared.

Years of Implementation:

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

Key District Initiative

Expand Prek Services

New or Existing Reform?

New

Existing

Overview:

An achievement gap exists as children enter kindergarten. Quality Prek programs are effective in leveling the playing field prior to children entering kindergarten. More than a decade ago, Stamford initiated the William Pitt Child Development Center, a collaborative effort with the Children’s Learning Center (CLC) and the SPS. Research by SPS indicates that children enrolled in the William Pitt Development Center are more likely to be ready for kindergarten with literacy and numeracy skills than children who enter kindergarten in SPS with no preschool experience. Included in this initiative is a plan to work more closely with the CLC. See reference to increasing the number of Prek and kindergarten students attending Summer School under the initiative above to “provide extended school time.”

Five Year Strategies and Implementation Steps:

- Develop a School Ready assessment measure; validate; administer. Use Prek data to guide instruction, as children enter kindergarten.
 - At present, preschool programs in Stamford use a variety of measures to monitor student achievement of literacy, numeracy and behavioral regulatory skills. The SPS wishes to work with the Prek programs to establish a common understanding of school readiness skills necessary for kindergarten. A School Readiness assessment measure would define standards and provide data to monitor progress.
 - Funding for this initiative would come from the SPS Operating Budget.
- Expand the number of Prek and kindergartners attending Summer School, with \$210,000 from School Improvement Grant funds. (See above, under the initiative to “provide extended school time.”)
- Initiate a six week Summer School for economically disadvantaged students entering Stamford’s two Focus Schools, Davenport and Roxbury, with \$125,000 in Alliance funds. (See above, under the initiative to “provide extended school time.”)

Year 1 Implementation Steps Description:

- Establish a working relationship with preschool providers in Stamford to share assessment data in 2012-13.
- Plan for the addition of Prek and kindergartners attending Summer School 2013.

Years of Implementation:

Year 2

Year 3

Year 4

Year 5

**Key District Initiative
Talent Development**

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

Overview:

The SPS provides extensive professional development to teachers, administrators and para-educators with regard to curriculum implementation, pedagogical best practices and use of data to drive instruction. Under this initiative, several enhancements to the existing delivery of professional development are added. These include the implementation of a web based job posting application to recruit certified and non-certified staff (with an interest toward diversity), differentiating professional development opportunities for staff at various stages in their professional careers, and supporting the CSDE Administration Aspirant program by sponsoring 10 teachers each year in the program, among others.

Five Year Strategies and Implementation Steps:

- Implement web-based job postings with Full Compliance for Affirmative Action and Minority Outreach to obtain unlimited advertisement opportunities to recruit certified and noncertified staff with Alliance funding (\$3,000).
- Develop PD Plan to include best practices and differentiated programming for staff who are at the beginning, intermediate and advanced stages of their professional careers.
- Implement online ProTraxx Evaluation Tracking System with Alliance funding (\$2,000).
- Support the CSDE Administrator Aspirant initiative by sponsoring ten teachers each year in this program with Alliance funding (\$2,500).
- Provide mentors for para-educators for two purposes: to improve skills and prepare for teacher training programs with Alliance funding (\$11,600).
- Plan to create High School Academy Program for students interested in becoming teachers.

Year 1 Implementation Steps Description:

- Implement Full Compliance for Affirmative Action and Minority Outreach Program.
- Develop differentiated PD Plan.
- Implement online ProTraxx Evaluation Tracking System.
- Support CSDE Administrator Aspirant Program.
- Initiate mentor program for para-educators.
- Committee to plan for High School Academy Program for future teachers.

Years of Implementation:

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

**Key District Initiative
Training for State Evaluation Models**

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

Overview:

In 2011-12, a committee of 15 SPS administrators worked to develop an administrative system to comply with CSDE criteria and be piloted in 2012-13. A total of 10 schools (principals and assistant principals) volunteered to pilot the proposed administrative evaluation in 2012-13. The SPS committee that developed the administrative evaluation protocol will monitor the pilot. The committee will be expanded to work on the new teacher evaluation process in the 2012-13 school year. Administrators will require training to implement both the new administrative evaluation system as well as the new teacher evaluation system. Technical assistance from the CSDE will be appreciated.

Five Year Strategies and Implementation Steps:

Prepare for implementation of new evaluation processes for administrators and teachers with Alliance funding (\$9,000).

Year 1 Implementation Steps Description:

Provide training for evaluators of administrators involved in the 2012-13 pilot.

Years of Implementation:

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

A. **Tiered Approach to School Improvement:** Stamford's 20 schools have been tiered to reflect CMT/CAPT results from Spring 2012. Central office staff have been assigned to work with all 20 schools, in a differentiated manner. Central office staff will visit Tier I schools periodically; will spend two days each month in Tier II schools; and will be in Tier III schools one day each week. The purpose of the visits will include:

- Development of School Improvement Plans (SIPs) with SMART Goals based on SPIs
- Monitoring of School Improvement Plans
- Participation in Focus Walks
- Classroom visits
- Visits at PLCs and School Data Team meeting
- Liaisons with other central office staff for support.

A rubric for evaluating the work of central office staff has been developed and articulates efforts around SIP development and monitoring, collaboration and support and analyses of data.

Additionally, the consultant assistance in math to be provided in the elementary and middle schools will be differentially assigned to schools by tier.

Tier I	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p><u>Elementary Schools:</u> - Rogers - Stillmeadow - Toquam - Westover <u>Middle Schools:</u> - Scofield - Rogers <u>High Schools:</u> - Academy of Information Technology</p>	<p>School Performance Index for Spring 2012 CMT/CAPT is 75 or above; achievement gaps between student groups are minimal.</p>	<p>Leadership:</p> <ul style="list-style-type: none"> • At each of the eight monthly meetings of principals and assistant principals, two hours will be devoted to instructional leadership and teacher evaluation. <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> • ELA coaches at the elementary and middle school levels will provide support on literacy using the workshop model daily. • Math consultants at the elementary and middle school levels will provide assistance to staff relative to instruction/teaching of the Everyday Math program (grades K-5) and the Connected math program (grades 6-8) and transition to the Common Core monthly. • Focus Walks will be conducted six times in the course of the year to obtain data on patterns and trends around instruction/teaching issues identified by the School Data Teams. Results will be used to make revisions and then reassess impact. • Cluster Teams (central office staff) will visit periodically to provide support.

		<p>Effective Use of Time:</p> <ul style="list-style-type: none"> • No change proposed. <p>Curriculum:</p> <ul style="list-style-type: none"> • The SPS has completed curriculum revision K-12 in math, science and literacy, with PD provided. Over the next three years, curricula are being revised to align to CCSS. Revised curricula, together with pacing guides and assessments, will be provided to teachers, as these are completed. <p>Use of Data:</p> <ul style="list-style-type: none"> • Staff has been trained in accessing data from our data warehouse (Tetra Data and DASH). The School Data Teams and PLCs (Professional Learning Communities) have been trained in the Douglas Reeves' model of School Improvement and are becoming increasingly efficient in the use of data to promote positive school change. <p>School Environment:</p> <ul style="list-style-type: none"> • Staff at all schools is being trained in the use of SET tool to evaluate the status of school culture and to establish action plans to address identified issues. • An electronic data form to capture school incidences will be implemented in 2012-13 to collect data on infractions that do not lead to suspensions or expulsions. <p>Family and Community:</p> <ul style="list-style-type: none"> • All Stamford schools have active PTOs. The Office of Family and Community Engagement promotes the inclusion of parents and the community at Board of Education meetings, and school activities and events. Parent Link, an automated telephone dialer connects parents to schools for important communications.
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<p>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>	<p><u>Elementary Schools:</u> - Hart - KT Murphy - Newfield - Northeast - Springdale - Stark</p> <p><u>Middle Schools:</u> - Cloonan - Dolan - Rippowam - Turn of River</p> <p><u>High Schools:</u> - None</p>	<p>School Performance Index, taken from CSDE Alliance District Report, is between 70 and 79.</p>	<p>Leadership:</p> <ul style="list-style-type: none"> At each of the 8 monthly meetings of principals and assistant principals, two hours will be devoted to instructional leadership and teacher evaluation. <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> ELA coaches at the elementary and middle school levels will provide support on literacy using the workshop model daily. Math consultants at the elementary and middle school levels will provide assistance to staff relative to instruction/teaching of the Everyday Math program (grades K-5) and the Connected Math program (grades 6-8) and transition to the Common Core monthly. Focus Walks will be conducted six times in the course of the year to obtain data on patterns and trends around instruction/teaching issues identified by the School Data Team. Results will be used to make revisions and reassess impact. Cluster Teams (central office staff) spend two full days monthly in Tier II schools. <p>Effective Use of Time:</p> <ul style="list-style-type: none"> Funds have been allocated for before/after school programming and for early/late buses. In this way, students will have access to "core" instruction during the school day. Intervention support will be provided before and/or after school. Funds have been allocated for school staff to provide homework/tutoring support at selected community centers and housing projects. "Wrap around Services" will effectively extend the school day. <p>Curriculum:</p> <ul style="list-style-type: none"> The SPS has completed curriculum revision K-12 in math,
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			<p>science and literacy, with PD provided. Over the next three years curricula are being revised to align to CCSS. Revised curricula, together with pacing guides and assessments, will be provided to teachers, as these are completed.</p> <p>Use of Data:</p> <ul style="list-style-type: none"> • Staff has been trained to access data from our data warehouse (Tetra Data and DASH). The School Data Teams and PLCs (Professional Learning Communities) have been trained in the Douglas Reeves model of School Improvement and are becoming increasingly efficient in the use of data to promote positive school change. • CALI coaches from the CSDE will be enlisted to assist schools in this tier in the effective use of data. <p>School Environment:</p> <ul style="list-style-type: none"> • Staff at all school is being trained in the use of the SET tool to evaluate the status of school culture and to establish action plans to address identified issues. • An electronic data form to capture school incidences will be implemented in 2012-13 to collect data on infractions that do not lead to suspensions or expulsions. <p>Family and Community:</p> <ul style="list-style-type: none"> • All Stamford schools have active PTOs. The Office of family and Community Engagement promotes the inclusion of parents and the community at Board of Education meetings, and school activities and events. Parent Link, an automated telephone dialer connects parents to schools for important communications. Hart, Stark, Dolan, Turn of River, and Rippowam have initiated School Governance Councils.
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<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p><u>Elementary Schools:</u> - Davenport - Roxbury</p> <p><u>Middle Schools:</u> - None</p> <p><u>High Schools</u> - Stamford High - Westhill High</p>	<p>School Performance Index for Spring 2012 CMT/CAPT is below 70.</p>	<p><u>Leadership:</u></p> <ul style="list-style-type: none"> • At each of the 8 monthly meetings of principals and assistant principals, two hours will be devoted to instructional leadership and teacher evaluation. <p><u>Instruction/Teaching:</u></p> <ul style="list-style-type: none"> • ELA coaches at the elementary level will provide support in literacy using the workshop model daily. • Math consultants at the elementary level will provide assistance to staff relative to instruction/teaching of the Everyday Math program (grades K-5) and transition to the Common Core 2 x month. • Focus Walks will be conducted six times in the course of the year by school staff to obtain data on patterns and trends around instruction/teaching issues identified by the School Data Team. Results will be used to make revisions and reassess impact. • Cluster Teams (central office staff) will spend one day weekly in Tier III schools. • Instructional Rounds may be initiated at schools in this tier to provide an external perspective on issues of instruction and teaching. <p><u>Effective Use of Time:</u></p> <ul style="list-style-type: none"> • Funds have been allocated for before/after school programming and for early/late buses. In this way, students will have access to “core” instruction during the school day. Intervention support will be provided before and/or after school. • Funds have been allocated for school staff to provide homework/tutoring support at selected community centers and housing projects. “Wrap around Services” will effectively extend the school day.
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		<p>Curriculum:</p> <ul style="list-style-type: none"> • The SPS has completed curriculum revision K-12 in math, science and literacy, with PD provided. Over the next three years, curricula are being revised to align to CCSS. Revised curricula, together with pacing guides and assessments, will be provided to teachers, as these are completed. <p>Use of Data:</p> <ul style="list-style-type: none"> • Staff has been trained in accessing data from our data warehouse (Tetra Data and DASH). The School Data Teams and PLCs (Professional Learning Communities) have been trained in the Douglas Reeves model of School Improvement and are becoming increasingly efficient in the use of data to promote positive school change. • CALI coaches from the CSDE will be enlisted to assist schools in this tier in the effective use of data. • The Director of Research will provide monthly workshops with PLCs and the School Data Teams on data analysis. <p>School Environment:</p> <ul style="list-style-type: none"> • Staff at all schools is being trained in the use of the SET tool to evaluate the status of school culture and to establish action plans to address identified issues. • An electronic data form to capture school incidences will be implemented in 2012-13 to collect data on infractions that do not lead to suspensions or expulsions. <p>Family and Community:</p> <ul style="list-style-type: none"> • All Stamford schools have active PTOs. The Office of Family and Community Engagement promotes the inclusion of parents and the community at Board of
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			<p>Education meetings, and school activities and events. Parent Link, an automated telephone dialer connects parents to schools for important communications. Springdale and Stamford High have initialed School Governance Councils.</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: Davenport	Grades Served: k-5	# of Students: 553																																																						
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>																																																								
<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> <ul style="list-style-type: none"> • The area of greatest need at Davenport is in reading. The chart below shows the percentage of students in grades 3-5 achieving proficiency on the reading CMT over a four year period. Please note the 2012 scores are approximated adjusted scores. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>70%</td> <td>59%</td> <td>63%</td> <td>69%</td> </tr> <tr> <td>Black</td> <td>54%</td> <td>34%</td> <td>51%</td> <td>73%</td> </tr> <tr> <td>Hispanic</td> <td>64%</td> <td>60%</td> <td>65%</td> <td>61%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>87%</td> <td>81%</td> <td>80%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>49%</td> <td>41%</td> <td>50%</td> <td>58%</td> </tr> </tbody> </table> <p>Davenport's whole school reading scores, as measured by the CMT, are the lowest in the Stamford Public Schools. In addition, differences in achievement among our NCLB groups are significant.</p> <p>In grades K-3, the DRA2 scores from spring 2012 are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th>Proficient</th> <th>Basic</th> <th>Deficient</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>60%</td> <td>23%</td> <td>17%</td> </tr> <tr> <td>Kindergarten</td> <td>68%</td> <td>28%</td> <td>5%</td> </tr> <tr> <td>First Grade</td> <td>55%</td> <td>27%</td> <td>18%</td> </tr> <tr> <td>Second Grade</td> <td>61%</td> <td>19%</td> <td>19%</td> </tr> <tr> <td>Third Grade</td> <td>53%</td> <td>17%</td> <td>29%</td> </tr> </tbody> </table>				2009	2010	2011	2012	Whole School	70%	59%	63%	69%	Black	54%	34%	51%	73%	Hispanic	64%	60%	65%	61%	White	90%	87%	81%	80%	Economically Disadvantaged	49%	41%	50%	58%		Proficient	Basic	Deficient	Whole School	60%	23%	17%	Kindergarten	68%	28%	5%	First Grade	55%	27%	18%	Second Grade	61%	19%	19%	Third Grade	53%	17%	29%
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Math is also an area of concern. The chart below shows the percentage of students in grades 3-5 achieving proficiency on the math CMT over a four year period. Please note 2012 scores are approximated adjusted scores.

	2009	2010	2011	2012
Whole School	76%	76%	77%	87%
Black	63%	67%	67%	84%
Hispanic	86%	82%	82%	82%
White	88%	92%	92%	99%
Economically Disadvantaged	67%	61%	68%	77%

Our students who are black, Hispanic, or economically disadvantaged are scoring below our students who are white. While our 2012 math scores in grade 3 are second in the district, our math scores in grades 4 and 5 are the lowest in the district.

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

- Davenport has had three administrative teams in the past five years. During this time period, many district initiatives, including new math, science, and literacy curriculums, the instructional shift to the workshop model in literacy and math, professional learning communities and school data teams, PBIS and school culture, were implemented. Inconsistent leadership in conjunction with the implementation of these aforementioned initiatives led to professional development plans that lacked cohesion and depth. In addition, progress monitoring of student achievement and accountability of adult actions has been inconsistent.
- Frequent changes in leadership have negatively impacted the school culture. Collaboration among staff members prior to this school year was limited. Historically, very little time has been spent on recognizing and celebrating student and staff achievements. In addition, behavioral expectations and student discipline has been lacking and was cited as the priority concern of the staff based on survey data collected in August 2011.
- Although Davenport is providing scientifically research-based interventions to students struggling, these interventions have been provided in a pull-out model. Therefore, struggling students have not had full access to the core literacy curriculum. This is most pronounced in grades 3-5 where READ 180 and System 44 require 60-90 minutes daily of instruction.
- Davenport services students from two polar demographics; an affluent neighborhood located in close proximity to the school and a poor section of the Stamford community, including children that are living in the shelter, which is a much further distance to the school. The differences in readiness for learning between these two groups of students are stark. Ensuring that all staff members have the same expectations for both academics and social behaviors for all students remains a challenge.
- The geographic location of our school poses a challenge to involve all families in the learning process. Attendance and full representation of our population at school-sponsored events have been historically poor.
- Staff has not had adequate access to and training of technology for instructional purposes as well as for data collection and analysis of student achievement.

Performance Targets¹

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

- By 2018 and 2024, Davenport students in grades 3-5 will achieve the state SPI targets in math, reading, writing and science. Specific annual targets will be calculated from SPI subject and group indices when these become available from the CSDE. These targets will be used to calculate SMART goals for the school.¹
- Increase the number of students in grades 1-3 scoring at or above proficiency as measured by the DRA2 by 10%
- Increase the number of black students in grades 1-3 scoring at or above proficiency as measured by the DRA2 by 12%
- 80% of students in kindergarten will score at or above proficiency as measured by the DRA2

b. How will the district monitor school progress?

- The District Data Team will collect and analyze data from school assessment calendar which will include DRA, Running Records, Daily Math Assessments, Math Unit Assessments, focus walk data, PLC Data.
- District Administrators will participate in School Data Team meetings, focus walks, classroom visits.

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?

- Principal and Assistant Principal will participate in and apply monthly PD on Instructional Leadership provided by The CT Center for School Change.
- District Administrators will support the Principal and Assistant Principal in collaborating with the School Data Team to develop a year-long assessment and monitoring calendar for the redesign plan. The Principal and Assistant Principal will work collaboratively with staff to assess the impact of the redesign plan on student learning. Additionally, the Principal and Assistant Principal will communicate the goals and progress toward achieving them to all members of the school community to maintain a consistent focus on the schools goals. Formats will include PTO meetings, monthly newsletters, and parent workshops.
- District Administrators will support the Principal and Assistant Principal with additional PD and feedback for grade level PLCs to focus teachers on data and instructional strategies with a 6-8 week SMART Goal process five times each year.
- District Administrators will participate in focus walks with the Principal, Assistant Principal, and school based team to support implementation of core curriculum.
- With technical support from the district, the Principal and Assistant Principal will develop and implement in house surveys to assess perceptions of teachers, students, and families.

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

- Continue and enhance implementation of the workshop model in literacy and math using the following strategies:
 - Increase use of non-fiction during literacy
 - Use Depth of Knowledge Questions during independent and guided reading
 - Use a balance of grouping strategies (whole group, small group, peer, independent)

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.

- Use centers in Math and include Fastt Math intervention as a center
- Increase the amount of writing within the content areas
- Conduct 6 Focus Walks throughout the year to monitor implementation of above strategies.
- Provide PD on common core standards and the use of Depth of Knowledge Questions in literacy.
- Provide PD on common core standards and implement strategies for fluency and understanding if equations involving addition and subtraction or multiplication and division are true or false.
- Principal and Assistant Principal will establish a system to visit all classrooms and PLCs frequently in order to collect data, track trends and provide feedback to teachers.

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?

- Implement before and after school programs for interventions in literacy and math so students receive full core curriculum.
- Establish homework support at afterschool programs in the community centers and public housing projects managed by the Family Resource Center Coordinator and provided by trained educational assistants.
- Establish a system for classroom teachers and intervention teachers to share data on student achievement monthly so that instruction is closely aligned. Intervention teachers will share LLI , Read 180 and Orton-Gillingham data and classroom teachers will share DRA and running record data.
- Increase the number of kindergartners and incoming kindergartners attending summer school. Use the Family Resource Center Coordinator to help these students.
- Explore the possibility of a Saturday Academy for ELL students to pre-teach vocabulary and content.

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

- Enhance the workshop model in literacy and math by providing PD and support in reviewing student data from DRAs and Running Records, EM unit and daily assessment to identify foci of instruction for guided reading and math centers. PLCs will implement this through the SMART goal process.
- Deploy intervention teachers as push in support during literacy and math to provide additional support for small group instruction within the classroom.
- Principal and Assistant Principal will collect small group lesson plans monthly.
- Improve math fluency for struggling students by increase the number of students in grades 3-5 using the Fast Math program, expand Fast Math into the second grade and implement it as a center during the Everyday Math work period.

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

- Grade level PLCs will meet weekly for 45 minutes. PLCs will use the 6 step process to monitor adult practices that lead to improved student achievement. PLCs will provide information to the School Data Team.
- The School Data Team will have eight 2 hour meetings during the year. The SDT will use the 6 step process to monitor instructional practices and student achievement and adjust professional development and teacher supports as necessary. Data to be reviewed includes:
 - student achievement data, focus walk data, instructional round data, SET evaluation tool, staff, student and family surveys, PLC minutes, peer observations.
- The SDT will expand its use of subcommittees to report out to the entire staff during monthly staff meetings.
- The PLCs and the SDT will use the self-reflection guide two times per year to monitor their level of functioning.

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?

- Continue and Enhance PBS with a PBS Coach to support the development and implementation of PBIS. The Coach would be responsible for classroom based coaching and implementation of Second Steps social-emotional learning curriculum to train both students and teachers in positive methods for supporting students in self modulation, empathy and conflict resolution. Additionally, the coach will collaborate with the Family Resource Center and the Individual Learning Needs Team to ensure supports for struggling students are in place and effective.
- Use bus monitors for buses with more than 50 students to ensure safety of students and help them be ready to learn in the morning.
- District supported PD in understanding poverty.

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

- Implement a Family Resource Center to run on an extended school day schedule so that the coordinator can support the afterschool programs. This teacher will improve family engagement for disenfranchised families with the following strategies:
 - support families in complying with new attendance policy
 - coordinate homework support at the offsites
 - work with families of struggling students on positive strategies for supporting school achievement
 - work with PBS coach and the Individual Learning Needs Team to ensure that supports for struggling students are carried over into the home and afterschool programs.
 - improve attendance of minority families at school sponsored events
 - provide workshops and parent training both at school and at off sites.
 - Support coordination of translation services.

Funding

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

\$362,000

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, Title I, Operating Budget

2. **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: Roxbury	Grades Served: K-5	# of Students: 641																																																						
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> <ul style="list-style-type: none"> The area of greatest need at Roxbury is in reading. The chart below shows the percentage of students in grades 3-5 achieving proficiency on the reading CMT over four year period. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>67.4%</td> <td>65.1%</td> <td>67.9%</td> <td>74.5%</td> </tr> <tr> <td>Black</td> <td>47.2%</td> <td>52.7%</td> <td>39.9%</td> <td>53%</td> </tr> <tr> <td>Hispanic</td> <td>59.9%</td> <td>47.8%</td> <td>52.9%</td> <td>67.8%</td> </tr> <tr> <td>White</td> <td>86.5%</td> <td>83.7%</td> <td>95.3%</td> <td>100%</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>46.9%</td> <td>47.4%</td> <td>47.8%</td> <td>61%</td> </tr> </tbody> </table> <p>Although Roxbury's reading scores, as measured by the CMT, show improvement for all NCLB groups, they remain among the lowest in the Stamford Public Schools. Most significant is the achievement gap between black students and other students in NCLB groups.</p> <p>In grades K-3, the DRA2 scores from spring 2012 are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th></th> <th>Proficient</th> <th>Basic</th> <th>Deficient</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>60.2%</td> <td>19.4%</td> <td>20.4%</td> </tr> <tr> <td>Kindergarten</td> <td>84%</td> <td>12%</td> <td>3%</td> </tr> <tr> <td>First Grade</td> <td>61.6%</td> <td>22.3%</td> <td>16.1%</td> </tr> <tr> <td>Second Grade</td> <td>51.4%</td> <td>26.2%</td> <td>22.4%</td> </tr> <tr> <td>Third Grade</td> <td>67.6%</td> <td>9.5%</td> <td>22.9%</td> </tr> </tbody> </table> <p>Math is also an area of concern. The chart below shows the percentage of students in</p>				2009	2010	2011	2012	Whole School	67.4%	65.1%	67.9%	74.5%	Black	47.2%	52.7%	39.9%	53%	Hispanic	59.9%	47.8%	52.9%	67.8%	White	86.5%	83.7%	95.3%	100%	Economically Disadvantaged	46.9%	47.4%	47.8%	61%		Proficient	Basic	Deficient	Whole School	60.2%	19.4%	20.4%	Kindergarten	84%	12%	3%	First Grade	61.6%	22.3%	16.1%	Second Grade	51.4%	26.2%	22.4%	Third Grade	67.6%	9.5%	22.9%
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grades 3-5 achieving proficiency on the math CMT over four year period.

	2009	2010	2011	2012
Whole School	78.2%	82. %	82.3%	84.8%
Black	54.6%	73.9%	65.2%	69.5%
Hispanic	76%	74.6%	76.6%	85.3%
White	89.7%	95.4%	99.4%	100%
Economically Disadvantaged	67%	68.2%	72.5%	75%

Again, Roxbury's reading scores, as measured by the CMT, show improvement for all NCLB groups but remain among the lowest in the Stamford Public Schools. Most significant is the achievement gap between black students and other students in NCLB groups.

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

- In 2008-2009, Roxbury had no common curriculum or program for any classroom literacy instruction. The only method of instruction was teacher directed whole group. Although Roxbury was implementing Everyday Math content, the classroom teachers had not used the workshop method as they continued using teacher directed whole group instruction. While all teachers are now proficient in use of the workshop method, much work still needs to be done so teachers become more confident and have greater efficacy for teaching all students.
- Teacher buy-in for the spiraling of Everyday Math and the reading writing workshop remains an enormous challenge. The lack of student mastery of basic skills creates a negative school attitude towards reform efforts.
- The 2011-2012 school year was the second year of whole school implementation of the workshop model in all core curriculum. However, because pull out during the school day is the primary vehicle for providing interventions to struggling students, most of our poor performing students do not have full access to core curriculum. This is most pronounced in grades 3-5 where READ 180 and System 44 require 60-90 minutes daily of instruction.
- Roxbury services students from two polar demographics- affluent and poor. The differences in readiness for learning are stark. Ensuring that all staff members have the same expectations for the different demographic groups remains a challenge for both academics and social behaviors. The school is about to begin developing Tier 2 interventions for PBIS, but much work needs to be done in Tier 1 to support teachers in building positive relationships with challenging students, very strong classroom management and structure.
- Compounding the challenge, Roxbury's primary minority neighborhood has significant amounts of poverty, crime and violence. Many of our students' family members are or have been incarcerated. Students from these neighborhoods frequently come off of the bus with physical and verbal conflicts from the bus ride or from the neighborhood. Very few resources are available for quality family engagement and intervention, leaving much of the work to classroom teachers who lack the time and know how to provide parenting support.

The lack of family engagement and support around daily instructional tasks like homework and returning important items like books, permission slips, etc. creates a negative school attitude towards reform efforts.

- All teachers participate in Professional Learning Communities weekly. However, teachers do not receive additional support in the organization and planning of PLCs. Specifically, frequent data analysis is challenging because of the time it takes for teachers to administer, score, prepare assessments. All recording and analysis of data is completed by hand. This is particularly difficult when trying to compare interventions with classroom instruction.

Performance Targets²

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

- a. By 2018 and 2024, Roxbury students in grades 3-5 will achieve the state SPI targets in math, reading, writing and science. Specific annual targets will be calculated from SPI subject and group indices when these become available from the CSDE. These targets will be used to calculate SMART goals for the school.²
- b. Increase the number of students at or above proficient in Grades 1-3 by 10% as measured by DRA.
- c. 80% of Kindergartners at or above proficient as measured by DRA.

b. How will the district monitor school progress?

- The District Data Team will collect and analyze data from school assessment calendar which will include DRA, Running Records, Daily Math Assessments, Math Unit Assessments, focus walk data, PLC Data.
- District Administrators will participate in school Data Team meetings, focus walks, classroom visits.

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?

- Principal and Assistant Principal will participate in and apply monthly PD on Instructional Leadership by The CT Center for School Change.
- District Administrators will support the Principal and Assistant Principal in collaborating with the School Data Team to develop a year-long assessment and monitoring calendar for the redesign plan. The Principal and Assistant Principal will work collaboratively with staff to assess the impact of the redesign plan on student learning. Additionally, the Principal and Assistant Principal will communicate the goals and progress toward achieving them to all members of the school community to maintain a consistent focus on the schools goals. Formats will include PTO meetings, principal coffees, parent workshops.
- District Administrators will support the Principal and Assistant Principal with additional PD and feedback for grade level PLCs to focus teachers on data and instructional strategies with a 6-8 week SMART Goal process five times yearly.
- District Administrators will participate in focus walks with the Principal, Assistant Principal, and school based team to support implementation of core curriculum.
- With technical support from the district, the DATA Team will develop and implement in house surveys to assess perceptions of teachers, students, families.

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

- Continue and enhance implementation of the workshop model in literacy and math using the following strategies:

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.

- Increase use of non-fiction
- Use Depth of Knowledge Questions during independent and guided reading and coach students in taking notes that are related to the purpose for reading
- Increase use of modeling with a think aloud
- Increase use of turn and talk as a strategy for preparing to write
- Use a balance of grouping strategies (whole group, small group, peer, independent)
- Use centers in Math and include Fast Math intervention as a center
- Increase the amount of writing in Math
- Continue Focus Walks to monitor implementation of above strategies 6 times yearly.
- Provide PD on common core standards and implement close reading strategies in social studies weekly.
- Provide PD on common core standards and implement strategies for fluency and understanding if equations involving addition and subtraction or multiplication and division are true or false.
- Principal and Assistant Principal will visit PLCs and classrooms monthly, and use a process for collecting and tracking data that was part of CALI training, and provide immediate feedback to teachers.

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?

- Implement before and after school programs for interventions in literacy and math so students receive full core curriculum.
- Establish homework support at afterschool programs in the community centers and public housing projects (The Chester Addison Community Center, The Friendship House), Managed by Family Resource Center with trained educational assistants.
- Establish a system for classroom teachers and intervention teachers to share data on student achievement monthly so that instruction is closely aligned. Intervention teachers will share LLI/ Read 180 and System 44, Classroom teachers will DRA and share running record data.
- Increase the number of kindergartners and incoming kindergartners in preschool.
- Explore the possibility of a Saturday Academy for ELL students to pre-teach vocabulary and content while the family resource center works with their parents.

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

- Enhance the workshop model in literacy and math by providing PD and support in reviewing student data from DRAs and Running Records, EM unit and daily assessment to identify foci of instruction for guided reading and math centers, 5 times yearly. PLCs will implement this through SMART goal process. This additional support is critical in meeting the needs of students because all students will now receive full core curriculum as intervention will be before and after school. Grades 4 and 5 were trained in DRA in April and will administer also administer DRA with the kit for grades 4-8.
- Provide all students with a close reading activity weekly.
- Improve math fluency for struggling students by increase the number of students in Fast Math and expand to second grade and implement as a center during the Everyday Math work period.
- Principal and Assistant Principal will collect and review student achievement data and small group lesson plans monthly.
- Study the implementation of gifted and talented and school wide enrichment.

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

- Expand the DATA Team subcommittees to include Reading, Writing, Literacy Intervention, Math, Math Intervention, PBIS, School Culture, Family Engagement, Mission so that we can focus more deeply on all areas of this redesign plan.
- Expand Membership of the DATA Team to all certified staff by using one afterschool meeting monthly to review and provide input to subcommittee reports. In August, members of each PLC will split up and sign up for one subcommittee for the year. This will also increase the understanding of this redesign plan.
- Support the development of SMART Goals in PLCs by guiding teachers through the process during PD.
- DATA Team will monitor the progress of weekly PLCs by reviewing PLC minutes and SMART Goal outcomes, monthly.

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?

- Continue and Enhance PBIS with a PBIS Coach to support the development and implementation of PBIS including classroom based coaching, collaboration with the Family Resource Center and the Individual Learning Needs Team to ensure supports for struggling students are in place and supported at home.
- Use bus monitors for buses with more than 50 students to ensure safety of students and help them be ready to learn in the morning. This will increase instructional time for students on three buses by reducing physical and verbal conflicts that distract students from learning once they arrive at school and often lead to disciplinary action that removes students from instructional time for a portion of the day so an investigation may be conducted to determine what exactly happened.
- District supported PD in understanding poverty.

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

- Implement a Family Resource Coordinator to run on an alternate schedule from the school so that the teacher can work through the afterschool program times. This teacher will improve family engagement for disenfranchised families with the following strategies:
 - Support families in complying with new attendance policy as Roxbury has higher rates of absenteeism than other district schools and has already been tagged by the Office of Family Engagement to participate in a grant to improve attendance in grades K and 1.
 - Coordinate homework support at the off sites.
 - Work with families of struggling students on positive strategies for supporting school achievement.
 - Work with teachers and the Individual Learning Needs Team to ensure that supports for struggling students are carrying over into the home and afterschool programs.
 - Improve attendance of minority families at parent teacher conferences and school sponsored events.
 - Provide workshops and parent training both at school and at off sites.
 - Work to find incoming kindergartners who are not enrolled in preschool and assist families in registering for SPS or other programs.

Funding

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

\$362,000

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, Title I, Operating Budget

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Plan

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

(insert Agency/School/CBO Name)

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

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

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

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

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

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

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

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

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

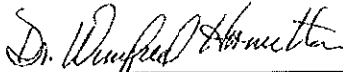
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut,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

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

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

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

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

Superintendent Signature: 
Name: *(typed)* Winifred Hamilton, Ph.D.
Title: *(typed)* Superintendent of Schools
Date: _____

I. Key Initiative Budget Summary

	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
Key District Initiatives	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
1. Establish a Culture of High Expectations	Eliminate "pulling out" for students for interventions; enable all students access to the core curriculum in ELA, math, science, and social studies; interventions will occur before/after school at elementary schools	\$132,000	Eliminate "pulling out" for students for interventions; enable all students access to the core curriculum in ELA, math, science, and social studies; interventions will occur before/after school at the Focus Schools and Title I Schools (Title I-SES/School Choice \$\$)	\$300,000	\$432,000
			Continue ELA consultant assistance with Pearsons/America's Choice; continue ELA coaches. (GEF)	\$993,000	\$993,000
	Initiate math instructional support with consultant assistance.	\$137,460		\$0	\$137,460
	Study School-Wide Enrichment Program (SEM) based on the work of Sally Reis and James Renzulli (Uconn) with particular reference to SEM implementation in West Hartford. (Consultants from Uconn)	\$0	Training for PLC Leaders (Title IIA)	\$3,500	\$3,500
		\$12,000		\$0	\$12,000
	Hire a Family Outreach Coordinator for Focus Schools, Davenport & Roxbury; develop training program; evaluate	\$70,040		\$0	\$70,040

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
		\$0	Develop curriculum for academic extension and support period; implement; evaluate (GEF)	\$22,220	\$22,220
		\$0	Continue AVID in middle and high school to prepare "first generation college" students with a rigorous middle school program. GEF Grant will expire in 2013	\$100,000	\$100,000
	Continue Project Opening Doors (POD) at Westhill HS to motivate and support students to take AP courses. Funding for this program has expired.	\$198,000	Continue Project Opening Doors (POD) at Westhill HS to motivate and support students to take AP courses. Funding for this program has expired. (PSD-after school & Sat tutoring component)	\$50,000	\$248,000
		\$0	Implement Upward Bound at Stamford HS with newly awarded federal grant monies for after school support for "first generation" college bound students. (Upward Bound Grant)	\$250,000	\$250,000
	Teams from Davenport and Roxbury schools participate in PBS training at CES	\$10,000	a PBS coordinator provides coaching to classroom teachers (partial salary OB)	\$85,000	\$95,000
	Provide Professional Development at Davenport and Roxbury schools using resources such as Pedagogy of Confidence (Yvette Jackson), Mindset (Carol Dweck) and Framework for Understanding Poverty (Ruby Payne).	\$10,000		\$0	\$10,000
	Plan program in high school to reduce the number of repeaters; initiate.	\$40,000			\$40,000

	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
Key District Initiatives					
2 Align Curriculum, Instruction and Assessment to Common Core		\$0	Modify literacy curriculum K-12, with pacing guides and assessments. (GEF)	\$40,000	\$40,000
		\$10,000	Modify math curriculum K-12, with pacing guides and assessments. (OB & GEF)	\$46,200	\$56,200
		\$50,000	Initiate Task Force to begin analysis of SPS science curriculum compared to Next Generation Science Standards/Science Framework and begin curriculum writing. (OB & GEF)	\$29,810	\$59,810
		\$7,400	Convene High School Think Tank to study high school reform initiatives and prepare report with recommendations.	\$0	\$7,400
3 Provide Extended School Time		\$90,000	Establish bus transportation for students to arrive at school early and leave school late at elementary schools.	\$90,000	\$180,000
4 Expand Pre-K Services	Create an Extended School Year Program for Economically Disadvantaged Prek and kindergartners at Davenport and Roxbury schools. The Program would extend over six weeks, six hours per day, to include academics, field trips and enrichment activities.	\$125,000	Expand Summer School 2013 to include larger numbers of struggling Prek and kindergarten students from all elementary schools. (School Improvement Grant)	\$210,000	\$335,000

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
5 Enhance Wrap Around Services	Two SPS teachers to be identified to provide after school instructional support at two Community Centers; attendance and progress of students will be monitored.	\$20,000	Two SPS teachers and four para-educators to be identified to provide after school instructional support to Davenport and Roxbury students at Housing Projects, Shelters and Community Centers; attendance and progress of students will be monitored. (Title I-SES/School Choice \$\$)	\$70,000	\$90,000
6 Talent Development		\$0	Provide eight two hour workshops at the monthly Principals' meetings on instructional leadership and teacher evaluation; an RFP to select a vendor is in process. (Title IIA)	\$50,000	\$50,000
	Implement web-based job postings with Full Compliance for Affirmative Action and Minority Outreach, to obtain unlimited advertisement opportunities to recruit certified and noncertified staff.	\$3,000		\$0	\$3,000
	Implement online ProTraxx Evaluation Tracking System.	\$2,000		\$0	\$2,000
	Support the CES Administrator Aspirant initiative and sponsor ten teachers each year in this program.	\$2,500		\$0	\$2,500
	Provide mentors for para-educators for two purposes: to improve skills and prepare for teacher training programs.	\$11,600		\$0	\$11,600
	Prepare for implementation of new evaluation processes.	\$9,000		\$0	\$9,000
	Total	\$920,000		\$2,357,730	\$3,257,730

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: Establish a Culture of High Expectations

Element	Positions	Amount
Personal Services-Salaries	13.00	228,040.00
<i>1 outreach coord's, extra serv for 1 teacher at ea school before/after school program</i>		
Personal Services-Benefits		14,000.00
Purchased Professional Services		357,460.00
<i>consultants for math, PD and POD program</i>		
Purchased Property		\$0
Other Purchased Professional Services		\$0
Supplies		10,000.00
<i>supplies for before/after school programming/PD</i>		
Property		\$0
Other Objects		\$0
Total		\$609,500

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	\$171,400	\$171,400	\$171,400	\$171,400
Personal Services-Benefits	\$14,000	\$14,000	\$14,000	\$14,000
Purchased Professional Services	\$357,100	\$357,100	\$357,100	\$357,100
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$67,000	\$67,000	\$67,000	\$67,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$609,500	\$609,500	\$609,500	\$609,500

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: Align Curriculum, Instruction and Assessment to Common Core

Element	Positions	Amount
Personal Services-Salaries	31 extra servi	47,400.00
<i>Extra Service for teachers; 10 math currie, 15 sci, 6 hs grading comm</i>		
Personal Services-Benefits		\$0
Purchased Professional Services		\$0
Purchased Property		\$0
Other Purchased Professional Services		\$0
Supplies		\$0
Property		\$0
Other Objects		\$0
Total		\$47,400

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	\$47,400	\$47,400	\$47,400	\$47,400
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	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$47,400	\$47,400	\$47,400	\$47,400

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: Provide Extended School Time

Element	Positions	Amount
Personal Services-Salaries		0.00
Personal Services-Benefits		0.00
Purchased Professional Services		0.00
Purchased Property		0.00
Other Purchased Professional Services <i>buses for before/after school program</i>		90,000.00
Supplies		0.00
Property		0.00
Other Objects		0.00
Total	0.00	\$90,000

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	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$90,000	\$90,000	\$90,000	\$90,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$90,000	\$90,000	\$90,000	\$90,000

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: Expand Pre-K Services

Element	Positions	Amount
Personal Services-Salaries	17 summer	90,000.00
<i>extra service - 1 coord, 8 teachers, 8 paras 6 wk summer prog</i>		
Personal Services-Benefits		0.00
Purchased Professional Services		0.00
Purchased Property		0.00
Other Purchased Professional Services		25,000.00
<i>transportation</i>		
Supplies		10,000.00
<i>materials for program</i>		
Property		0.00
Other Objects		0.00
Total		125,000.00

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	\$90,000	\$90,000	\$90,000	\$90,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$25,000	\$25,000	\$25,000	\$25,000
Supplies	\$10,000	\$10,000	\$10,000	\$10,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$125,000	\$125,000	\$125,000	\$125,000

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: Enhance Wrap Around Services

Element	Positions	Amount
Personal Services-Salaries	6 after school	18,000.00
<i>extra service - 2 teachers, 4 paras at comm centers after school</i>		
Personal Services-Benefits		0.00
Purchased Professional Services		0.00
Purchased Property		0.00
Other Purchased Professional Services		0.00
Supplies		2,000.00
<i>materials for program</i>		
Property		0.00
Other Objects		0.00
Total		20,000.00

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	\$18,000	\$18,000	\$18,000	\$18,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$2,000	\$2,000	\$2,000	\$2,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$20,000	\$20,000	\$20,000	\$20,000

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Talent Development

Element	Positions	Amount
Personal Services-Salaries	10 mentors	11,600.00
<i>extra service - 10 mentors @ \$1160 for para educators</i>		
Personal Services-Benefits		0.00
Purchased Professional Services		9,000.00
<i>consultants for teacher/admin eval process</i>		
Purchased Property		0.00
Other Purchased Professional Services		2,500.00
<i>CES Admin Aspirant Program for 10 teachers</i>		
Supplies		5,000.00
<i>online databases</i>		
Property		0.00
Other Objects		0.00
Total		28,100.00

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	\$20,600	\$20,600	\$20,600	\$20,600
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$4,500	\$4,500	\$4,500	\$4,500
Supplies	\$3,000	\$3,000	\$3,000	\$3,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$28,100	\$28,100	\$28,100	\$28,100

4. Budget for Total Alliance District Funding

District: STAMFORD

Town Code: 135

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

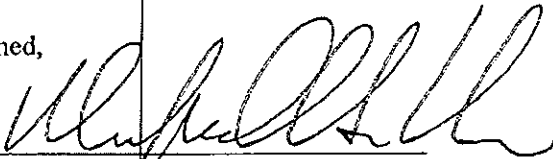
CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	395,040.00
200	Personal Services/Employee Benefits	14,000.00
400	Purchased Property Services	483,960.00
600	Supplies	27,000.00
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$920,000

Addendum to Stamford 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