Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701
C.G.S. § 10-262u

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Stefan Pryor, Commissioner of Education
Debra Kurshan, Chief Turnaround Officer
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106
860-713-6777
www.sde.ct.gov/

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Middletown, CT 06457
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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
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Please find supplemental application materials on the Connecticut State Department of Education (CSDE) Web site at: http://www.ct.gov/sde/AllianceDistricts **

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: http://www.ct.gov/sde/AllianceDistricts.

- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: http://www.ct.gov/sde/AllianceDistricts.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment *must be postmarked by June 28, 2013, at 5 p.m. (EST)*. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

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

Mailing Address:	**Overnight Mailing and Hand Delivery:**
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	East Hartford Public Schools		
Name of Grant Contact Person:	DEBBIE A. KAPROVE		
Phone # of Contact Person:	(860) 622-5104		
E-mail of Contact Person:	Kaprove.da@easthartford.org		
Address of Contact Person:	Street Address:	1110 Main Street	
	City:	East Hartford	Zip Code: 06108
Name of Superintendent:	NATHAN D. QUESNEL		
Signature of Superintendent:		Date:	
Name of Board Chair:	JEFFREY A. CURREY		
Signature of Board Chair:		Date:	
Local Board Approval of Plan:[1]	☐ Yes ☐ No		
Date of Plan Presentation to the Local Board:			
Priority School District?	☒ Yes ☐ No		

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[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district's **vision statement**?

EHPS Vision: Schools that are the Pride of our Community

What is the district's **mission statement**?

EHPS Mission: To deliver a high quality learning experience for **EVERY CHILD, EVERY DAY.**

What are the district's core **beliefs or values**?

Expectations Matter:	We believe our expectations set the bar for performance throughout all district levels. We expect all children to reach their fullest potential as learners and achieve career or college readiness. We achieve our expectations through a commitment to goal setting, high level adult performance, relentless support and continual adherence to system wide accountability.
Effort Matters:	We believe as leaders, our effort sets the tone, concept and work ethic of the district. We demonstrate effort through our daily actions, our willingness to solve problems and our relentless commitment to excellence.
Competence Matters:	We believe as leaders, our personal level of expertise is a relative concept that must continually grow and improve. We are committed to personal growth, to challenging our areas of current weakness and to emphasizing our current areas of comfort and strength. We model for our district what it means to be life long, committed and growing learners.
Solutions Matter:	We believe as leaders, our approach to all challenges must be a solution based mindset. We demonstrate this approach by addressing all challenges with optimism, creativity and an insistence that a solution is available to us. We model this approach to our district by refusing to complain, by refusing to give up and by always being willing to take another look.
Relationships Matter:	We believe that the relationships we share with each other, within our departments and within the district make the difference in getting the results we want. We model strong relationships based on honesty, loyalty and a commitment to working together.
Results Matter:	We believe that our success as a team and our success as individuals are measured by tangible results. We demonstrate this belief by knowing our current level of performance, setting realistic goals and holding ourselves accountable on a regular basis to these goals.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

EH15 STRATEGIC EXPECTATIONS: *Our expectations are informed by our beliefs and designed for mission success.*

East Hartford Public Schools' Theory of Action:

> *If* East Harford Public School Educators set high expectations for personal and student achievement, align systems and operational efforts and ensure that every classroom is led by a highly competent educator who is in turn led by a highly competent administrator,

Then East Hartford Public Schools will deliver a high quality learning experience for all students resulting in continuously improving academic achievement.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	~7,200	Per Pupil Allocation:[2]	$12,565.00
Total # Schools:	16	Operating Budget:	$85,766,419.00
# Review Schools:[3]	9	# Turnaround Schools:	0
Student Demographics (2012-13):			
% White:	57	% F/R Lunch:	61
% Black:	37	% IEP:	16
% Hispanic:	42	% ELL:	8
% Other:	6	Attendance Rate:	91.18
District Personnel (2012-13):			
# Certified School-based Staff:	616	Median Teacher Salary:[4]	$67,025.00
Student/Teacher Ratio:[5]	1:11 including district	# Central Office Administrators:	6 certified
# School Administrators:	39	# Central Office Support Staff:	48

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.

Student Achievement:	2009-10	2010-11	2011-12	2012-13
District Performance Index:	n/a	n/a	61.3	n/a
Math — Gr. 3 CMT at/above Goal:	41.3	38.0	40.3	n/a
Math — Gr. 5 CMT at/above Goal:	45.6	43.0	44.7	n/a
Math — Gr. 8 CMT at/above Goal:	35.2	30.8	33.9	n/a
Math — Gr. 10 CAPT at/above Goal:	21.9	18.9	20.2	n/a
Reading — Gr. 3 CMT at/above Goal:	29.0	28.2	37.7	n/a
Reading — Gr. 5 CMT at/above Goal:	30.6	29.4	39.9	n/a
Reading — Gr. 8 CMT at/above Goal:	41.9	43.3	49.6	n/a
Reading — Gr. 10 CAPT at/above Goal:	22.1	17.7	21.7	n/a
Chronic Absenteeism Rate:[6]			13.4/15.7 elem/sec	
4-Yr Graduation Rate:	74*	79.6*	76.6*	*unadjusted
% Pursuing Higher Education:	80.4	82.9		

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	• CCSS-aligned English/Language Arts (ELA) and mathematics curricula • Early intervention programs and use of intervention blocks • SRBI implementation and instructional manuals • Weekly common planning time for all teachers • Weekly common data team meeting for grade level/subject teachers • New focus on school turnaround, increased flexibility, and differentiated supports and resources based on school need • Programming and supports for severely disabled students • Multiple processes to monitor and observe instruction
Human Capital	• Competitive salaries for teachers as compared to other districts in the DRG • Strong applicant pool and quality of recent teacher and administrative hires • Collaborative relationship between labor and management • Proactive strategies to attract minority candidates • Recruitment through multiple sources and partnerships • Standard interview protocols and early hiring process • Informal strategies to retain talented staff

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[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

Operations	• Strong financial management with sophisticated systems, processes, and practices • Annual zero-based budgeting process • Efficient and effective transportation, food, and custodial services • School technology access (e.g., computers, Smart Boards, and iPads) • Partnerships with the business community • Participation in the TIME Collaborative
Culture and Climate	• Strong PBIS implementation • Multiple partnerships and wraparound services (e.g., YMCA, UCONN, FRC, medical centers, adult education/GED) • Culturally responsive educational programs • District relationship with the local school board and unions • Top Workplace recognition based on anonymous district wide independently monitored survey

For the following domains, identify the district's most significant **growth areas**.

Academics	• Variability in achievement levels across elementary schools • Alignment of the science and social studies to CCSS in the beginning stages • PD and coaching to support the implementation of the curriculum and enhance instructional quality • Co-teaching model for special education and ELL programs exists but needs to be improved • Teacher access to real-time and user-friendly data • District-wide assessments, particularly in math and at the secondary level
Human Capital	• Development of educators to assume school leadership roles • Low starting salaries for administrators as compared to other districts in the DRG • Difficulty filling positions in math, science, world languages, technology, and reading • Prioritization of staffing in low-performing schools
Operation	• Data infrastructure to allow for timely data access and sharing at the district and school levels • Transportation costs stemming from the magnet program and special needs and homeless students • Maintenance of the 5-year technology plan, particularly due to replacement costs • Capital improvements • Site-based budgeting and scheduling autonomy
Culture and Climate	• Variable parent and community engagement and the need for ongoing communication • Impact of partnerships on student achievement and district and school goals • Trainings on deescalating behavioral incidents in early grades

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

1. Common Core: Creating a strong foundation for student success through teaching and learning:
   East Hartford Public Schools understands the critical importance of strong, aligned curriculum, effective instruction, and tiered intervention in the district-wide implementation of the common core. Mathematics and ELA curriculum documents have been drafted for full rollout this fall. Several units have been piloted by teachers this year. Curriculum committees of school level and district level literacy specialists and teachers have been creating units that include instructional strategies, assessments and differentiated supports with common core professional development support. The district's teachers were provided both small group professional development and job-embedded professional development, piloted new classroom materials in support of common core-aligned curricula, and received access to the district literacy, math and STEM team for support hired for this purpose.

   Additionally, East Hartford has extended its summer school program for students that are in need of the most support. Elementary students below proficient have been identified to participate this summer. Students at the middle school level will also participate in an afternoon extension summer program with Riverfront Recapture. This work directly aligns with the Commissioner's initiative of "additional learning time, including extended school day or school year programming." In addition, this key district initiative included hiring personnel to implement high quality intervention in mathematics, literacy and bi-lingual/ESL. These staffing additions have strengthened district ability and capacity to improve student access to a high quality educational experience and intervention support.

2. PreK-3 Literacy: Enhancing foundational programs in literacy:
   The Commissioner of Education references "strengthening the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers." East Hartford believes that the district wide initiatives that include professional development and coaching support for teachers, the collaboration between private and public Pre-K providers and kindergarten teachers, and the K-3 Literacy Initiative with the University of Connecticut at Norris Elementary School, along with school based initiatives that include the addition of remedial reading teachers, literacy support personnel and tutorial interventions in the focus and review schools, will aid in the strengthening of the foundational programs for students. While the data from the CK3-LI show mixed results, the inclusion of Tier I support for 2013-14 is expected to help address the large number of students needing Tier 2 intervention. Alignment of curriculum with the common core, as indicated in Key Initiative I, along with the use of multiple assessments and the tiered data team process, will improve the literacy achievement of K-3 students.

   Furthermore, working in partnership with community agencies will provide enhanced opportunities to extend literacy support to students and parents beyond the school day East Hartford Public Schools has partnered with ChildPlan to provide literacy support to children and parents, particularly English Language Learners (ELL) in community centers at two locations in town community centers. Two shared professional development programs between public and private PreK providers, shared curriculum initiatives, including meetings between PreK-K teachers to align expectations and parent information programs are three ways

the district successfully supported literacy connections this year.

Expanding summer school opportunities for K-3 students is another avenue the district is implementing to increase student success in literacy. It is important for students to achieve on-grade level literacy or above by grade 3 so that they are prepared to "read to learn" upon entering grade 4. The current summer school meets the state mandate for students scoring in the "substantially deficient" range on the DRA2. This expansion will also serve students who score below the proficient level which has added approximately 150 students to the roster.

3. Talent Development: Building the Capacity of teachers and leaders of EHPS to ensure student success:

East Hartford Public Schools realizes the importance of building capacity throughout the district in order to ensure student success. The Commissioner has referenced the importance of "a talent strategy that includes, but is not limited to teacher and school leader recruitment, and assignment, career ladder policies that draw upon guidelines for a teacher evaluation system." In order to bring the Commissioner's vision to life, East Hartford Public Schools has demonstrated commitment by providing staff with access to growth and development through job-coaching, additional support, and comprehensive evaluations at the district level as well as in its focus and review schools. The district has created and received approval for both its teacher evaluation plan and administrator evaluation plan. This plan will be implemented across the entire district for 2013-14.

In order to build capacity, focus was placed on Leadership Development in order to build and sustain capacity for enhancing school and district achievement. Using various strategies and funding sources, emphasis on teacher and leadership development, professional development support and coaching on instructional strategies, instructional assessment and intervention methods, data-driven interventions and effective teacher and administrator evaluation will strengthen the district's capacity to meet student needs. By providing the teachers and administrators the support they need, they in turn will be able to provide each East Hartford student with the supports that they need to be successful. Three school leaders received the services of an executive coach. CREC provided consultant services to audit the alternative high school program. A comprehensive report led to a complete restructuring plan for Stevens School.

Four schools developed instructional "non-negotiable expectations" in collaboration with a district-provided facilitator working with teacher leaders and the principals. These expectations served as the basis for the development of targeted school improvement plans. Four school leadership teams were trained in the use of Instructional Rounds for school improvement planning. Two additional schools participated as a refresher professional development. Now, eight schools have trained teams – four more will be trained in 2013-14. These schools identified significant areas of focus for school improvement as a result of this experience. Each school developed a theory of action as part of their school improvement plans to address a problem of practice that had been identified.

East Hartford Public Schools also supported the participation of 8-10 teachers in a local 092 cohort with Central Connecticut State University, the cross-endorsement of two teachers in an ELL program and a literacy cohort. The establishment of a .5 data coordinator position helped schools gain access to data analysis for school planning and provided support to instructional and school wide data teams.

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

1. Common Core: Creating a strong foundation for student success through teaching and learning:
   a. New CC-aligned elementary (K-6) mathematics and ELS documents have been developed and individual courses have drafts 7-12. Materials were made available electronically, including "hotlinks" to assessments, activities and resources to support instructional delivery and assessment.
   b. Pre- and Post-assessments for curriculum units have been developed and piloted K-6 in mathematics, ELA, art, music, PE/Health and all subjects, 7-12. Based on student results and teacher feedback, revision of selected assessments is planned for 2013-14.
   c. A district-wide assessment audit was conducted; a screen of benchmark, universal screen and progress monitoring assessments was conducted – including two pilots of technology-based assessments and a pilot of intervention software; two technology-based assessment products were selected for implementation 2013-14.
   d. Professional development and coaching were provided in Instructional Rounds, differentiation, literacy instruction and intervention, instructional assessment and implementation of intervention strategies, co-teaching, ELL instructional support, implementation of common core-aligned curriculum units and data team/professional learning community support. Additionally, teachers provided specific sessions to colleagues based on a survey of needs.
   e. Several support positions were developed and hired at the district and school level:
      i. Three district elementary mathematics coaches to support 6 schools:
         The math coaches, in collaboration with the district mathematics specialist and mathematics department head, created K-2 math screens and pre/post unit assessments for 3-6 to provide data to teachers that would inform their instruction. They researched and evaluated math resources to support the common core aligned curriculum work done with selected teachers and consultant support and recommended new materials. They coached teachers in the implementation of new curricula and resources. They monitored the use of intervention technology, such as FasttMath and Fraction Nation, which led to increased fidelity of implementation and increased student growth in these focus areas. They analyzed data from assessments, interventions and screens and provided targeted assistance to teachers and intervention support to students. They also co-planned with teachers and participated in data team meetings focused on math. They collected feedback on pacing and instructional strategies during the implementation of new common core aligned mathematics units which will be used to fine tune the mathematics curriculum document this summer.
      ii. Three district elementary literacy/media/technology specialists/coaches (LMT) to support 6 schools:
         The LMTs aligned Digital Literacy and Common Sense Media Technology Curricula with EHPS common core curricula. They implemented online resources for research and digital literacy with students and provided coaching support to teachers based on feedback they received from surveying staff. They co-taught PebbleGo with K-2 teachers and provided PD on the use of iPads and SMART Boards for classroom literacy instruction. Additionally, they provided training in the use of PowerPoint, GoAnimate!, Padlet and Grolier Online to teachers and students. Students were also introduced to a pilot of keyboarding software – Custom Typing – to enhance their technology skills in anticipation of online testing, such as SBAC, for the future. Support was provided in the purchase of print and media resources to support literacy for classrooms and library use. Students were also taught how to create in-class blogs through Kidblog in order to communicate regarding their classroom and independent reading. Furthermore, these teachers created a summer reading contest in alignment with the Governor's Summer Reading Challenge. Parents were also provided

literacy and technology information and support for continuation of student progress at home where available.

    iii. Two bilingual/ESL teachers – one high school and one elementary school-based provided additional support for increased student need. Along with professional development support to team/grade level teachers, these teachers were also able to provide instruction using a modified SIOP model to support students.

    iv. Two bilingual/ELL tutors to support interventions for ELL students as needed. These positions provided the opportunity to meet the need for more intervention support.

  f. Project Opening Doors continued to provide Advanced Placement (AP) professional development for teachers and Saturday tutorial options for students. Students were recognized for achieving qualifying scores. Additional AP courses have been added. This program has increased minority and underserved student participation in rigorous coursework.

  g. O'Connell Elementary School earned acceptance into the TIME Collaborative for the second year. The yearlong process, working with the National Center on Time and Learning, resulted in a new schedule to accommodate extended day as well as the integration of intervention and enrichment opportunities. The school leadership and teaching staff also developed curriculum integration for implementation of the International Baccalaureate Primary Years Programme into the EHPS common core-aligned curriculum.

2. PreK-3 Literacy: Enhancing foundational programs in literacy:

  a. The Connecticut PreK-3 Literacy Initiative (CK-3LI) at Norris Elementary School completed its first year. The focus on Tier 2 intervention included pre and post assessment of students and intensive intervention in literacy skills based on the data gleaned from administering the Dibels NEXT assessments. Students demonstrated progress in the discrete skills identified in the assessment; however, these improvements did not always transfer into general reading and comprehension growth as measured by the DRA2. In response, plans for next year include providing Tier 1 support to teachers and small groups of students and the use of a selected reading program – Reading Street – focused on early literacy skills.

  b. Two joint professional development sessions and one joint parent session on curriculum and literacy expectations were held this year between public and private PreK providers and K teachers. Additionally, a joint session on aligning PreK-K expectations involved PreK and K teachers in collaborating on curriculum and instructional practices led to clearer vertical alignment.

  c. A partnership to provide literacy support to parents and students, particularly ELL parents and students, resulted in the development of an expanded summer program at the Community Resource Center, housed at the middle school, and in two Saturday and summer programs at two housing centers in the community. Although the intention was to begin these programs earlier, finding qualified staffing during the school year proved difficult. These programs will run through the summer under the oversight of ChildPlan, a community-based organization in East Hartford focused on Birth to 8 supports for parents and students. Additionally, ChildPlan organized parent classes that focus on developing self-advocacy and connections to school and community.

  d. Implementation of iPads to support literacy in the classroom was piloted at Mayberry and O'Brien elementary schools. The LMTs researched appropriate applications and provided support to teachers in the classroom and provided 1:1 or 1:3 intervention support to students in phonics and fluency. Students demonstrated gains in these areas as a result of this support.

  e. The expanded summer school begins in July. Students in grades K-3 who scored below proficient on the DRA2 were invited to attend. Approximately 150 students will have the opportunity to receive additional literacy support this summer. Additionally, 65 students who participated in the CK3-LI at Norris Elementary School will get continued support from their interventionists as part of their summer school experience.

3. Talent Development: Building the Capacity of teachers and leaders of EHPS to ensure student success:
   a. Educator Evaluation plans were created by committees comprised of teachers and administrators from the school and district level. Both plans were approved by the Connecticut State Department of Education (CSDE) in mid-June. These plans were rolled out to administrators last week and will be rolled out to teachers in August. Additionally, a schedule of professional development support, along with calibration training, has been established and will begin in August.
   b. Executive coaches were provided to four schools – Silver Lane, Norris, Stevens and East Hartford Middle School. In collaboration with the coaches, each school leader and leadership team created a plan to identify root causes of low performance, to provide professional development for staff in support of the focus areas, and to implement improvement strategies identified to address areas of need.
   c. CREC provided an audit of the Synergy Alternative High School based at Stevens School. A yearlong plan to restructure the school in response to the audit was implemented. With consultant support, new vision and mission statements were established, and research on a career-focused curriculum was begun. Community and college partnerships led to the development of the Above and Beyond Program that connects students to programs at Goodwin College and career-related internship experiences. More work will be done in this area as the school expectations are developed.
   d. Instructional Rounds professional development supported four schools in identifying focus areas for school improvement. Furthermore, this work has aided the district in moving toward a shared understanding of effective instruction, effective literacy and math centers and effective assessment for learning strategies.
   e. Participation in the 092 cohort has provided leadership opportunities for teachers in the district. Members served on committees and took leadership roles in different ways. One member of the cohort will serve as the summer school coordinator at the elementary level this summer.
   f. Professional development in analysis of student work, co-teaching, differentiation and use of data and assessment in planning instruction changed the level of proficiency of teachers and administrators working in data teams. Furthermore, several schools took this work to the next level by establishing non-negotiable expectations for staff that include high expectations and high support for student success. This work has positively impacted school culture and climate at the schools that participated in this professional development.
   g. A .5 data coordinator has enhanced school and district capacity for data monitoring and analysis. Discipline, data team and student achievement data were mined and shared with individual schools.
   h. A district/school liaison supported the implementation of the literacy initiative at Norris Elementary School and the implementation of the TIME Collaborative planning sessions at O'Connell Elementary School

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

While the district has not decided to stop or discontinue any of the initiatives identified above, it has decided that the PreK-3 Literacy Initiative can be folded into the common core initiative that focuses on student achievement toward high standards. There is a natural alignment of curriculum, instruction and assessment under the common core that will incorporate a focus on literacy – both in "learning to read" and "reading to learn" as well as writing, speaking and listening across content areas.

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	**CSDE Focus Area:** Transition to the Common Core State Standards and New Assessments: **EHPS DIP Expectation**: Expect Student Achievement: ✓ High Quality Curriculum aligned to the common core ✓ High Quality Instruction designed to provide rigor and relevance ✓ High Quality Intervention to support student achievement of standards	☑ Continued from Year 1 ☐ New priority
Priority #2	**CSDE Focus Area:** educator evaluation and support **EHPS DIP Expectation:** Foster Talent and Competence: ✓ Fully implement educator evaluation and support systems through professional development and coaching models: ✓ Human Capital Development through leadership programming, ✓ Capacity Building through professional development and coaching	☑ Continued from Year 1 ☐ New priority
Priority #3	**CSDE Focus Area:** Interventions in low performing schools: **EHPS DIP Expectation:** Align system and operational Effort: ✓ Implement Turnaround Strategies at identified Focus and Review Schools ✓ Strengthen and expand Pre-K-3 programming - school readiness and literacy ✓ Support district adopted theme program pipelines on a K-12 continuum ✓ Support/develop neighborhood school programming with an emphasis on family engagement, service delivery and quality programming	☑ Continued from Year 1 ☑ New priority Revised priority building on year 1

Priority #4 (optional)	**EHPS DIP Expectation:** Insist on results
	• Establish a district and school performance-review framework and process that considers multiple indicators of progress and growth
	  ○ Quality Review Process
	• Incorporate a system of assessment at all levels of academic work to develop a district wide accountability process:
	  • Assessment Mapping
	  • Universal Screens
		☐ Continued from Year 1
		■ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

East Hartford Public Schools believes

If East Harford Public School Educators set high expectations for personal and student achievement, align systems and operational efforts and ensure that every classroom is led by a highly competent educator who is in turn led by a highly competent administrator,

Then East Hartford Public Schools will deliver a high quality learning experience for all students resulting in continuously improving academic achievement.

The priorities listed in the section above align with the district's belief that adult actions will create the intended change in student achievement. By supporting adult learning with professional development, CCSS-aligned curriculum documents, coaching/mentoring strategies and collaborative practices, the district expects that teachers and administrators will support student learning at high levels. By providing resource and staffing support, the district will aid teachers and interventionists in meeting the needs of low performing students. Additionally, the district will maintain the CK3-LI at Norris Elementary School, seek to expand the CK3-LI to another elementary school and support the extended learning time schedule at O'Connell Elementary School.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

N/A

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 1 priority below.
EHPS DIP Expectation: Expect Student Achievement: ✓ High Quality Curriculum Focus: transition to the Common Core State Standards and New Assessments   ✓ High Quality Instruction Focus   ✓ High Quality Intervention Focus
Summary: Briefly describe the district's comprehensive approach to implement this priority.

- High Quality Curricular Focus:
  EHPS is committed to the belief that all great results are an outcome of a great plan. To that end, EHPS educators on a district level remain committed to the development o high quality curriculum aligned to CCSS. While much of this work has been initiated and completed at the elementary level, significant work remains to be done at the secondary level to bring this to scale. Equally important in the development of curriculum (writing) is the delivery or rollout to district teachers. Significant focus will be placed on the professional development and training of staff district wide to ensure fidelity of implementation.

- High Quality Instruction Focus:
  In alignment to the belief of the importance of a quality plan, EHPS educators assume the responsibility regarding plan execution and implementation. Significant training will continue with all district staff regarding the delivery of high quality instruction across all district classrooms. Core to this work on a district level is the development of school based instructional expectations or a limited number of priorities that are defined by building based staff as identity points. In addition to this work, the district will also continue efforts to develop great practice through the use of Instructional Rounds. Finally, the district will facilitate a process of individualized coaching of teachers that is standardized across all schools.

- High Quality Intervention Focus:
  In light of persisting achievement gaps both within and across district and state subgroups, EHPS is committed to the concept of intervention outside of the Tier I arena. As a result of an intervention audit conducted in school year 2012-2013, significant effort will be placed on delivering and supporting a core number of interventions across all three school levels (Elementary, Middle, High). Core focus points will include the resource support to provide the appropriate intervention including both materials, software and staffing. Additionally, significant focus will be place on the Special Needs subgroup and the declining level of student achievement realized over the past 5 years. Core to this work is a redesign of our Pupil Personnel Services (PPS) and the development of core systems regarding Special Education.

Outcome Metric: What is the desired result of the implementation of Priority #1?									
To support our prioritized and focused actions/efforts, EHPS will implement the Common Core. EHPS will develop, provide on-going support for and monitor the classroom expectations outlined in the curriculum documents for all content areas. In addition, EHPS expects to identify instructional expectations for all educators in all district schools by using a common language and approach for classroom instruction, professional development and future growth. Furthermore, EHPS will provide a focused sequence of leveled interventions that provide data identifying student growth and achievement in the targeted areas. Document reviews, observation of practice and student outcome data will provide the metrics for assessing the progress of Priority #1. As a result of this focused work, EHPS expects to demonstrate growth in total student achievement as marked by the DPI, SPI and other indicators of student achievement.									

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Code**	**Progress Metrics:** Identify a progress indicator for each strategy.	**Alliance Proposed Cost:**	**Alternate Funding Source**	**Timeline:**				
					Su `13	F `13	W `14	Sp `14	Su `14
CCSS Curriculum:									
Develop and support the implementation of the CCSS-aligned documents (Focus on secondary curriculum development)	PTS	Completed curriculum documents Walkthroughs to assess program implementation - % of classrooms implementing with fidelity Schedule of implemented PD/support with teacher feedback	85,000	85,000	X	X	X	X	X
Research and purchase Alternative High School Curriculum Program, such as *Diploma Plus* and *Career Keys - ACT*	SUP	Implemented curriculum at Alternative High School School-based reporting on student achievement of expectations within the curriculum Credits earned by students Improved graduation rate	95,000	0	X	X			
Support implementation of the IB curriculum and the Extended School Day initiative @ O'Connell School (see operating plan for specifics)	S, EB, SUP	Visiting committee report by the International Baccalaureate Organization SPI/DRA/District Metrics to assess the effectiveness of the Extended day at O'Connell School Annual parent/staff survey	500,000	200,000	X	X	X	X	
Instruction:									
Provide consultant support/PD for development and implementation of school instructional expectations	PTS	Adopted school instructional expectations Identification of progress/next steps from academic walkthrough Coaching logs	5,000	25,000		X	X	X	
Purchase *Plugged Into Reading* resources, grade 6-8, to enhance reading instruction in ELA and	SUP	Implemented reading strategies staff assessment surveys metrics on student achievement results from the universal screens	30,000	30,000	X	X	X	X	

Action	Code	Deliverables	Budget 1	Budget 2					
content areas • Staff PD/coaching support									
Implement Instructional Rounds (IR) at the assigned district schools (See DIP) • Provide initial PD/consultant support for new schools • Continue support for ongoing implementation of IR	PTS	Completed Instructional Rounds Schedule Focused theories of action Final Report on progress/next steps Review of IR data to assess curriculum and best practices implementation	48,750	25,000			X	X	X
							X	X	X
Develop and Implement Instructional Coaching Model at District schools	PTS	Model Overview/listing of core completed work Coaching logs Student achievement data	5,000	25,000			X	X	X
Support computer lab deployment, upgrade infrastructure and increase tech support in elementary schools to provide for online district instruction, intervention and assessment, as well as to enable Smarter Balanced Testing	P	Completed computer labs with infrastructure support Hired network technician to support implementation Literacy Media Specialist PD support for teachers and implementation of student learning with technology Student assessment results	185,000	125,000	X				
Intervention:									
Implement Intervention Audit Action Plan and monitor results	PTS	Identify Tier I – III focused interventions by grade level Metrics of student growth indicators (% students accessing interventions and progress of students in interventions) PD/coaching schedule for interventionist support	110,000	80,000			X	X	X
Hire Literacy Interventionists at Focus and Review Schools (10 staff) to improve fidelity and efficacy of interventions. Maintain existing literacy and math interventionists (carryover from 2012/2013)	S, EB	Position descriptions/assessment of district impact (anecdotal) Progress monitoring data – student literacy/mathematics growth	232,539	100,000			X	X	X
Maintain and increase district and school coaching positions (increase part-time to full time math; two	S, EB	Position descriptions/assessment of district impact (anecdotal) Increase 4.5 FTE Professional development support for math coaches	951,417	113,000		X	X	X	X

additional literacy • Math, Literacy support (4.5 FTE)		Feedback report from professional developers on coach progress								
Restructure of Special Education Services/PPS Department • Add a SPED Supervisor, Secondary • Initiate consistent Co-teaching expectations (district wide) o Hire additional SPED teachers to support Co-teaching at site schools o Provide PD for teaching teams • Develop and implement behavioral management for upper elementary grades	S, EB, PTS	Position descriptions Assessment of district impact (anecdotal and student achievement indicators) Student Growth Goals • IEP Goal Growth Indicators • SPI/Intervention data • Progress monitoring data review	300,000	0		X	X	X	X	X
			Total 2,547,706	Total 808,000						

Priority #2: Insert the Year 2 priority below.	
EHPS DIP Expectation: Foster Talent and Competence: • Implement the new teacher and administrative evaluation plans throughout the district. • Establish a robust teacher professional growth model characterized by personalization, relevance and usability. • Develop administrative leadership programming/professional development	
Summary: Briefly describe the district's comprehensive approach to implement this priority.	
In alignment with EHPS core beliefs and mission statement, the development of talent and competence is vital work towards the delivery of a high quality educational experience for every child, every day. In accordance with the legislative mandate for a new teacher and administrative evaluation plan, EHPS focuses priority efforts on implementing the newly designed and approved educator professional development and evaluation plan. Despite the hope that EHPS has in this new evaluative system, EHPS does not believe evaluation by itself will lead to the systemic growth of teacher and administrators. To this end, EHPS has designed a delivery model of support, coaching and human capital development to assist teachers and administrators grow and improve practice. Designed to focus on "the daily work," this professional development plan acknowledges the challenges of "time scarcity" and "initiative overload" in an effort to provide a useful and palatable system for talent and competence growth.	
Outcome Metric: What is the desired result of the implementation of Priority #2?	
As an outcome our prioritized and focused actions/efforts, EHPS expects to implement the newly developed and approved educator professional development and evaluation plan with fidelity and success. In addition, EHPS expects to deliver a developed plan for professional development that meets individual and	

system needs throughout the school year. As a result of this work, EHPS expects that every classroom will be led by a highly competent educator who is in turn led by a highly competent administrator.

As a result of this focused work, EHPS expects to demonstrate growth in total student achievement as marked by the DPI, SPI and other indicators of student achievement.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Code	Progress Metrics: Identify a progress indicator for each strategy.	Proposed Cost:	Alternate Funding Source:	Timeline:				
					Su `13	F `13	W `14	Sp `14	Su `14
Rollout Teacher and Administrator Evaluation Plan at Administrators' Advance (Retreat)	PTS	Presentation Materials Survey on effectiveness of PD Admin quality review of evaluations	15,000	13,500		X	X	X	X	X
Develop annual calendar of administrator training/turn-key work Including calibration training	PTS	Presentation Materials Survey on effectiveness/ Number of evaluation and distribution of ratings by schools Outside quality review of teacher evaluations	20,000	0		X	X	X	
Reconvene committee to work or consult on revisions/modifications to plan as necessary	SUP, PTS	Feedback from stakeholders Finalized plan Implementation steps for revisions	3,000	5,000		X	X	X	
Research and purchase/implement Software/Database system for teacher and administrator evaluation plan	SUP	Purchased software system User feedback survey Participation in PD support	10,000	0		X	X	X	X	X
Provide professional development support for use of software and job-embedded coaching as necessary	PTS	Calendar of implementation Survey of participants Review of PD evaluations	35,000	300,000		X	X	X	X	X
Develop Coaching/Lead Teacher program development	PTS, S	Program model Final reports from consultant/school-based coaches	25,000	0			X	X	
Engage Executive Coaches for identified schools	PTS	Executive Coaching final reports	50,000	0			X	X	X	
Organize Administrator Advances (Retreat) (2X/year): Focus points on district priority work/position	PTS	Calendar of implementation Survey of participants DIP/SIP development progress	10,000	5,000			X	X	X	
			Total 168,000	Total 323,500					

Priority #3: Insert the Year 2 priority below.
EHPS DIP Expectation: Align system and operational Effort:

- ✓ District Reorganization/Restructure
- ✓ Implement Turnaround Strategies at identified Focus and Review Schools
- ✓ Strengthen and expand Pre-K-3 programming - school readiness and literacy
- ✓ Support district adopted theme program pipelines on a K-12 continuum
- ✓ Support/develop neighborhood school programming

Summary: Briefly describe the district's comprehensive approach to implement this priority.

In order to move EHPS towards the vision of *Schools that are the pride of the community*, significant work must first be devoted to the restructure and realignment of district system and operational efforts. This works speaks largely to the alignment of human, social, financial and infrastructure capital to share clear lines of expectation, effort and accountability. The focus on this work begins at the district central office level and includes the development of a senior management position titled the Chief Turnaround Lead (CTL). In addition, with funding secured through organizational shifts, the turnaround strategy has initiated a complete restructure of the district's teaching and learning division and the board approved hire of an Assistant Superintendent for Secondary Schools. Through a portfolio style approach, this management model enables the district to provide the appropriate level of oversight and accountability to move core turnaround initiatives towards district and school improvement. A portfolio-style approach means that all operations and instructional services are aligned through a central system that is identified as elementary and secondary by each assistant superintendent lead. Additionally, the CTL interfaces between both levels of schools to assure consistent implementation of the reform agenda put forth by the CSDE. Finally, the district is in process of developing a robust data management team to monitor the progress within the accountability system required to transform the district and schools. (See organizational chart) Included within this priority is the important task of implementing the work designated in the District Improvement Plan (DIP) including specific Alliance Plan Year 2 efforts/actions. In addition, significant work will be done in all focus and review schools to either support an emerging theme or meet the definition of a neighborhood school. These plans have been submitted in the year 2 review school plan to the CSDE. This third and incredibly important priority designates and focuses on the process steps of district and system development to accomplish the effective turnaround necessary in East Hartford.

Outcome Metric: What is the desired result of the implementation of Priority #3?

As a process step towards organizing and aligning the systems necessary to realize district growth and improvement, this priority reflects an overall strategy of district and school reorganization resulting in improvement. EHPS expects to deliver an organizational structure that articulates this strategy as well as a list of completed work as an ultimate metric of implementation. This organizational restructure will improve the district's ability to focus on specific priorities and strategies articulated by level and by school. To support both theme-based and neighborhood school improvement, the district has realigned responsibilities that include strengthening school identity, focus and support for student growth.

As a result of this focused work, EHPS expects to demonstrate growth in total student achievement as marked by the DPI, SPI and other indicators of student achievement and increase stakeholder identification of core school beliefs, enhance engagement of families and students and improve community partnership

support.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Code	Progress Metrics: Identify a progress indicator for each strategy.	Proposed Cost	Alternate Funding Source:	Timeline:				
					Su `13	F `13	W `14	Sp `14	Su `14
Restructure the Teaching and Learning Division and establish a Portfolio Management process for secondary and elementary schools	S, EB	Restructure map/accountability map Development of Chief Turnaround Lead Stakeholder feedback	150,000	120,000	X	X	X	X	X
Implement school turnaround strategies at district alternative high school	OPS	SIP Reporting (3X annually) Executive coach support Development of community partnerships for student transition to college and career	30,000	0		X	X	X	
Continue CK-3LI Programming at Norris School (Focus) and implement at Langford School	O	Listing of core work completed Student achievement data from interventions	0	5,000		X	X	X	
Develop Pre-K partnerships for staff professional development and training.		PD schedule Feedback from participants Kindergarten survey data	0	5,000					
Develop IB Concept at O'Connell School and explore theme-based pathways at EHMS (Review School) • IB Pipeline • STEM Pipeline	PTS, S, EB, SUP	Professional development for staff Curriculum integration of IB learner profiles and inquiry-based STEM learning Development of defined pathways	100,000	50,000	X	X	X	X	X
Develop neighborhood school definition and program attributes • Mayberry (Focus) • Norris (Focus) • Silver Lane (Focus) • Langford (Review) • Hockanum (Review)	PTS, SUP	• Develop Neighborhood Planning Team • Implement Self Assessment audit on services of schools. • Engage stakeholders in needs analysis and enhance communication of mission/vision • Develop a definition and focused identity for each school. • Identify a plan for establishing school identities & highlight strengths of individual schools to the community	50,000	25,000		X	X	X	
			Total 330,000	Total 205,000					

Priority #4 (optional): Insert the Year 4 priority below.

EHPS DIP Expectation: Insist on results

• Develop a district and school performance-metric and process that considers multiple indicators of progress and growth
    o   Quality Review Process
• Incorporate a system of assessment at all levels of academic work to develop a district wide accountability process:
    o   Assessment Mapping
    o   Universal Screens

Summary: Briefly describe the district's comprehensive approach to implement this priority.
EPHS is firmly committed to becoming an evidence-based, results oriented system. Acknowledging the information collected in both an internal needs assessment, as well as through a monitoring visit by the CSDE, the lack of quantifiable and meaningful data currently inhibits decision making and does not allow educators to assess next steps based on results. Based on this need, this priority is the book end work of designing systems, putting quality student achievement work in place, and low performing school turnaround. This focused work includes the development of a clear district and school performance tool that captures data on multiple levels and is based on a growth model. In addition, this work calls for continued utilization of the Quality Review Process that was piloted in partnership with the CSDE this past year. Finally, this priority work demands the development of a system of district assessments for student achievement that blends the needs of identification, prediction and diagnostic into a workable tool for adult practice.

Outcome Metric: What is the desired result of the implementation of Priority #4?
As a process step towards setting the systems necessary to measure and hold district work accountable through qualitative data, this priority reflects an overall strategy and approach to district improvement. EHPS expects to deliver an effective tool and metric to evaluate growth on both the district and school level. This tool will use data from multiple indicators and be especially cognizant of progress. In addition, EHPS expects to develop a clear assessment map at all three school levels that provides indicators outside of annual testing (CMT/CAPT) of student achievement. As a result of this focused work, EHPS expects to demonstrate growth in total student achievement as marked by the DPI, SPI and other indicators of student achievement.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Code	Progress Metrics: Identify a progress indicator for each strategy.	Proposed Cost:	Alternate Funding Source:	Timeline:				
					Su `13	F `13	W `14	Sp `14	Su `14
Develop a district and school performance-metric/tool : Dashboard reporting for district/schools	PTS	District/School Performance Tool – Implementation Steps Data Collection/Review/Response Plan	50,000	0		X	X	X	

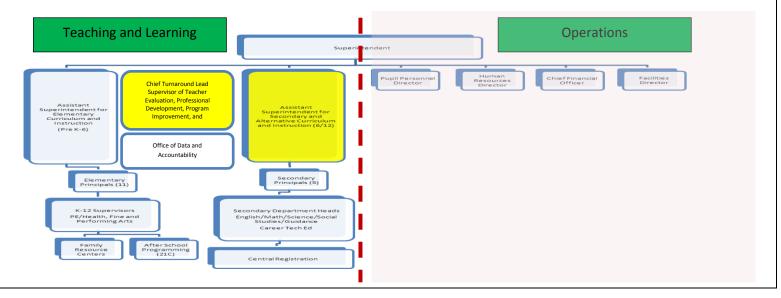| Activity	Resp.	Indicators	Budget Y1	Budget Y2					
Implement Quality Review Process at all district schools on a bi-annual basis	PTS, SUP	Quality Review Data Reports SIP plan development and reporting in response to results	15,000	15,000				X	X	
Purchase assessment system for all three levels of district schools (elementary, middle, high) • Provide PD support for implementation • Develop calendar • Conduct Reports Analysis • Hold Student achievement meetings	PTS, SUP, OPS	Purchased system with PD plan Assessment map and calendar of administration Review of Data – district student achievement meetings by school SIP/DIP reporting and planning in response to data	36,000	100,000			X	X	X	
Hire/Contract with a data analyst to review student achievement data to support systems	S, EB	Job description/contract Assessment data analysis/trends DIP/SIP use of metrics for reporting Plan development in response to data	115,000	0	X	X	X	X	X	
Align Accountability System to restructured systems		Restructure District and School Data Teams Develop aligned reporting tool for DIP/SIP Monthly meetings	0	0			X	X	X	
Provide PD for educators to use data to focus instructional decision-making		Calendar of PD Support logs Teacher data reports	$5000	0			X	X	X	
			Total 221,000	Total 115,000						

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

EHPS recognizes the importance of organizational capacity to lead and support school turnaround. To this end, intensive work has been engaged in at the Central Office level to provide the structure necessary to drive significant gains in the district's lowest-performing schools. Specific to this work is the restructure of the Teaching and Learning division - specifically in the addition of an Assistant Superintendent of Secondary Schools, as well as the creation of a Chief Turnaround Lead that will oversee the major initiatives led by the CSDE. Through a portfolio approach where an Assistant Superintendent oversees 5-10 schools, this restructure is designed to provide vertical lines of accountability with defined opportunities for horizontal discourse and interaction. By narrowing the scope and focus of senior management roles and creating a system of direct report and communication at the Central Office level, EHPS believes it is poised at the organizational level to affect significant improvement and change.

The following grid represents the organizational structure for EHPS:

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

EHPS' turnaround strategy is a focused blend of strategic planning, aggressive implementation and appropriate accountability. The Alliance Plan Year 2 is a subset of a larger District Improvement Planning process initiated in the spring of 2013. This larger plan incorporates six major expectations designed to align to district vision and mission. Each school develops an improvement plan (SIP) aligned with district expectations and individual school needs as demonstrated by data analysis. The assistant superintendents, Chief Turnaround Lead and Data Analyst review the SIPs with the individual schools to ensure alignment and accountability. Each focus and review school develops an Alliance Plan for the school in the same manner. The level of flexibility in selecting strategies and resources is dependent on the alignment with student needs and school status. The Alliance Plan should not be seen as a separate or distinct process but rather a seamless continuum of planning and initiative at both the district and school level.

EPHS' theory of change is encapsulated in the district theory of action that speaks to high expectations, uniform and aggressive implementation and according student achievement results. This theory action is derived from the district core beliefs and continuously weaves into all levels of district work. EHPS believes that when leaders become clear on the big ideas and are given the supports and resources to act effectively, student results are a natural and according outcome. Each school and department will also develop a theory of action in alignment with this theory of change that will address the needs for improving student outcomes.

EPHS' specific school turnaround strategy is a subset of the district improvement plan through the development of locally created school improvement plans. At all focus and review schools, the audit and needs assessment process has ensured that the plans developed are a result of careful data analysis and root cause study. These plans are reviewed and approved on a district level. Feedback from the assistant superintendents, CTL and data analyst informs next steps. Reporting on progress is scheduled monthly. As a result of funding provided through the Alliance Grant, focus and review schools are given additional funding and support that other district schools do not have. This funding provides capacity-building instructional support, professional development and intervention resources. Specific accountability reporting related to SIP and Alliance Plan metrics on student achievement provides the district with information regarding school progress on goals. Schools in need of focused support receive coaching and guidance from CAS, LeadCT and the Chief Turnaround Lead. Schools that demonstrate growth in the indicated areas receive greater flexibility with programming and funding.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

East Hartford Public Schools (EHPS) Alignment and Accountability System:

Rationale: Key to the success of classroom, school and district reform is the establishment of a powerful alignment and accountability system that provides data to inform and improve instruction. In accordance to district expectations, this process must provide a clear system for monitoring, reporting and revising the plan based on results. Furthermore, this model must provide educators at all levels a common language, reporting template and communication system that is predicated on usefulness and ease of use. Through an insistence on a results based culture, the EHPS Alignment and Accountability System offers a template for efficiency with a focus on connecting district goals to classroom level work.

The Plan: System Alignment: District Improvement Plan
The EHPS District Improvement Plan (DIP) provides a district alignment system for expectations, focused priorities, school efforts and according accountability points. EHPS planning is done in a consistent continuum represented through the graphic below. This continuum is defined as both a top down and bottom up system where initiatives move top down throughout the system and are informed by results from the bottom up. This alignment engages a process of tiered accountability that analyzes various levels of data at the three separate levels of district, school and instructional team level. The DIP provides the following defined terms and relationships to ensure that efforts are in alignment at all levels:

A continuum of planning and initiative:

| District Improvement Plan | School Improvement Plan | Department/Team Improvement Plan | Professional Growth Plan | Classroom Instruction |

| District Improvement Plan | School Improvement Plan | Department/Team Improvement Plan | Professional Growth Plan | Classroom Instruction |

A continuum of Results and Achievement:

District Expectations: The six district expectations are general in nature and define a mindset for district priority categories. The six district expectations transfer from District→Cabinet→School→Department plans. While it should be noted that all expectations are not appropriate for all successive levels, careful consideration should be made in planning to meet this alignment purpose.

District Priorities: For each district expectation, district priority areas list 3-5 specific components that reflect how the district will focus efforts, resources and time. On the School Improvement Plans (SIP) these priority

categories have been framed to identify the work done at this level. These priority categories are the basis for planning specific school efforts or action steps.

School Efforts/Action Steps: School Efforts/Action Steps reflect the granular, operational details regarding how a school will meet district expectations in alignment with the stated priorities. These action steps should not list all school business but rather the most compelling or definitive steps taken towards improvement.

Results: Through a series of mandated results indicators, the district and school insist on a results based culture that relies on both qualitative and quantitative data to substantiate growth. Additional data points may be added as available or as appropriate.

the Process: Three (3) Tiered Accountability Model
Tier I: District Data Team (DDT): The DDT is the chief district accountability body charged with the task of identifying and measuring district progress in relation to the District Improvement Plan (DIP). The DDT is comprised of membership from all district schools with defined responsibilities in regards to data submission, communication and district plan development. The DDT is a core member of developing, vetting and monitoring the development of the DIP on an annual basis. In addition, through defined subcommittees, DDT is responsible for developing and providing the tri-annual DIP progress reports to the full DDT.

District Data Team Core Goals:
- Expect Student Achievement: A core goal of the DDT is to ensure the implementation of district priority work in regards to raising the level of student achievement
- Align Effort: A core goal of the DDT is to serve as an aligning body for district→school→teacher planning and implementation.
- Align Effort: A core goal of the DDT is to serve as a community of best practice and a vehicle for communication within and across district schools.
- Insist on Results: A core goal of the DDT is to develop and govern the three tier accountability system regarding quantitative student achievement data

Tier 2: School data Team (SDT): The SDT is the chief school accountability body charged with the task of identifying and measuring school progress in relation to the School Improvement Plan (SIP). The SDT is comprised of membership from key representative groups within the school (principal discretion) with defined responsibilities in regards to data submission, communication and SIP development. The SDT is a core member of developing, vetting and monitoring the development of the SIP on an annual basis. In addition, the SDT is responsible for developing and providing the tri-annual SIP progress report to the SDT.

Tier 3: Instructional Data Team (IDT): The IDT is the classroom level accountability body and professional learning community charged with the task of measuring and diagnosing and implementing the appropriate strategies designed to improve student performance in relation to a specific curriculum, grade level or department. An IDT is comprised of membership of teachers who teach a shared subject/grade level as well an appropriate administrator or administrative designee. Conversations at IDT meetings are intended to focus specifically on student results, and the collaborative practice designed to promote and improve student achievement. IDT's report appropriate data as indicated through the SIP to SDTs for whole school analysis of growth and progress.
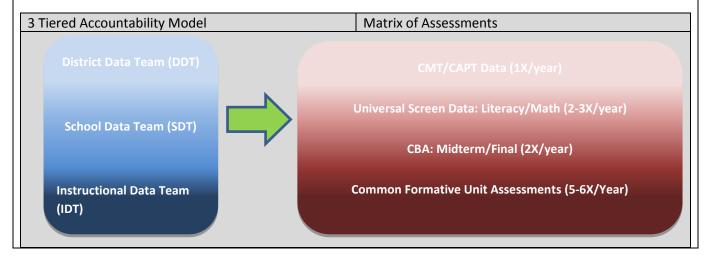
The Reporting Systems:
District Level Reporting: Reporting at the district level is conducted through the district data team through a

series of tri-annual reports. Reports are provided by subgroups that provide a cross section report (all six goals) from both elementary and secondary levels. These reports provide a summary level detail of work completed as well as appropriate quantitative data as listed in the District Strategic Plan.

School Level Reporting: Reporting at the school level is conducted through School Data Teams (SDT) through the accountability system provided in School Improvement Plans. Reports are provided on a tri-annual basis reflecting process work completed in alignment to the 6 district goals and according priority work. These reports provide a more detailed snapshot of work completed on a school level as well as appropriate quantitative data as listed in the School Improvement Plan. *

*On the elementary level, School Level Reporting must include specific references to grade level focused work in regards to the School Improvement Plan.
**On the secondary level, School Level Reporting must include department focused work in regards to the School Improvement Plan.

3 Tiered Accountability Model	Matrix of Assessments
District Data Team (DDT)	CMT/CAPT Data (1X/year)
School Data Team (SDT)	Universal Screen Data: Literacy/Math (2-3X/year)
	CBA: Midterm/Final (2X/year)
Instructional Data Team (IDT)	Common Formative Unit Assessments (5-6X/Year)

Describe the district's strategy for **monitoring schools**.

See above

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

CSDE Support: Continued professional development and support in the following areas:
- CK-3LI
- Quality Review Process—Support for an external auditor/training
- District Assessment/Review Process—continued support for annual district audit by CSDE
- LEAD CT-Continued opportunities for district leaders to access high quality leadership training and support. The summer sessions this summer for LEAD CT did not provide the lead time for district principals to access training but this type of concept would be greatly appreciated going forward.
- Support regarding data system for Teacher and Administrative Evaluation—support for other vendors vs. Bloomboard

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2013-14 in electronic format only*).

   Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

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

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

Board of Education members, along with the Superintendent of Schools, held a parent/community member meeting to share information regarding the district vision, mission and strategic plan. Parents and community members had the opportunity to share their thoughts in response. Additionally, parents were provided with a survey opportunity across the district. The superintendent also met with several student groups to discuss their response to the shared ideas.

Administrators and teachers were given an opportunity to review and provide feedback on this same information through several avenues. The administrative council, principals' meeting group, curriculum cabinet and district data team were places where this information was shared and discussed. Union representatives from the teacher and administrative unions participated in these sessions, as well.

The following grid summarizes the process of stakeholder engagement in the planning process:

EVENT/ACTIVITY	DESCRIPTION	STATUS
Board Retreat	Review of current vision statement/development of BOE Goals/core beliefs	10/23, 11/14, 4/9, 5/21
EH15 Leadership Team Vision Analysis	Vision review workshop: Core Questions: • What is our fundamental understanding of the work we do? • What are our system goals? • What words best describe a world class education Process Questions: • What procedures would best facilitate the vision development process? • What groups should be engaged in the process? • Should an outside consultant be contracted to facilitate work?	4/5
Development of Vision Statement Draft/Presentation to Key Leadership Members	Research Activity into high performing institution(s) vision/mission statement Analysis of school/building level vision/mission statements Development of staff, parent, student vision/mission statement surveys	Ongoing
BOE Review	Share vision and goal statement with BOE in weekly update	4/26
District Review	Share vision statement with district on broadcast email	4/30
District Data Team Presentation	Review plan with district leadership from both administration and teacher leadership.	5/8

Town Leadership	Share vision/goals/direction with Mayor	5/8
EH15 Presentation	Review plan with District Planning Team	5/9
BOE Review	Share entire Strategic Plan with BOE	5/10
Student Workshop session	Meeting with 15-20 EHHS grade 12 students who have been in in EHPS for their entire experience to review the vision statement. Core Questions: • List 5 action words that best describe your K-12 experience • List 5 action words you wish described your K-12 experience • If the words were different, why might that be? • Review of draft vision statement/core beliefs	5/21, 5/23
BOE Presentation/Policy Work	Share proposed vision/mission statements with Board of Education for discussion	5/21
Community Briefing	Share vision, mission and beliefs in news media (Gazette)	5/23
Parent Discussion Group	Meeting with parents from all school SGC's regarding Vision/Mission statement	6/12
BOE Approval Process	Referral to Sub-Committee/Full Board Approval	6/17

PART III: APPENDIX SECTION

A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: Alliance District Grant Application

THE APPLICANT: Nathan D. Quesnel   HEREBY ASSURES THAT:

East Hartford Public Schools

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials 51 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)*   Nathan D. Quesnel

Title: *(typed)*   Superintendent

Date: July 26, 2013

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and <u>at least half</u> of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.[7] Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

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[7] Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.