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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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:

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

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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:	Manchester Public Schools		
Name of Grant Contact Person:	Mrs. Amy Radikas, Asst. Superintendent for Curriculum & Instruction		
Phone # of Contact Person:	(860)647-3447		
E-mail of Contact Person:	aradikas@manchesterct.gov		
Address of Contact Person:	Street Address:	45 North School Street	
	City:	Manchester	Zip Code: 06042
Name of Superintendent:	Dr. Richard W. Kisiel		
Signature of Superintendent:	*[signature]*	Date:	7/3/13
Name of Board Chair:	Mr. Christopher Pattacini		
Signature of Board Chair:	*[signature]*	Date:	7/3/13
Local Board Approval of Plan:[1]	☐ Yes ☐ No		
Date of Plan Presentation to the Local Board:	July 8, 2013		
Priority School District?	☐ Yes x☐ 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 **mission statement**?

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal.

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

All students will be prepared to be life-long learners and contributing members of society.

Five-Year Student Achievement Goals
2012-2016

1. Achieve mastery in literacy and numeracy as articulated in the Common Core.
2. Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.
3. Master and demonstrate the skills and competencies required for success in learning and work beyond school.

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

*a safe and orderly school environment is essential to maximize success for all students
*every student must be prepared to participate as a responsible citizen in a rapidly changing world
*racism hurts all and eliminating systemic racism will benefit everyone
*positive partnerships among students, school personnel, families, and community is essential to improve
 student achievement
*each classroom in the district must become culturally relevant in order to celebrate diversity in an
 academically rigorous environment so that equity and excellence occurs for all learners
*all students must be prepared to pursue post-secondary educational opportunities
*all students and staff will become lifelong learners
*achievement must not be predicted nor affected by race, ethnicity, gender, special needs, physical disability,
 native languages, religious beliefs, or other demographics

Describe the district's overarching strategy and/or **theory of action** 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?

If we…

1. Provide a safe and respectful school climate;

2. Involve all students in rigorous and engaging learning experiences based on focused analysis and application of student performance data;

3. Build instructional and leadership capacity by attracting and retaining the highest quality staff through challenging professional learning, leadership opportunities and effective teacher and administrator evaluation processes;

4. Improve allocation of resources (such as additional time and technology) to promote effective instruction for all;

5. Examine and implement appropriate academic and behavioral intervention practices;

6. Define high quality curriculum standards and the instruction to support those standards;

   Then student achievement, and commitment to and engagement in learning will increase.

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:	6,236	Per Pupil Allocation:[2]	$14,391*
Total # Schools:	14	Operating Budget:	$100,646.835*
# Review Schools:[3]	-	# Turnaround Schools:	-

Student Demographics (2012-13):			
% White:	41	% F/R Lunch:	54
% Black:	22	% IEP:	14
% Hispanic:	24	% ELL:	5
% Other:	13	Attendance Rate:	97.6

District Personnel (2012-13):			
# Certified School-based Staff:	630	Median Teacher Salary:[4]	64,109
Student/Teacher Ratio:[5]	10	# Central Office Administrators:	5
# School Administrators:	23	# Central Office Support Staff:	43

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:		n/a	n/a	CMT 74.5 / CAPT 67.4	n/a
Math	Gr. 3 CMT at/above Goal:	61.3	65.4	61.8	n/a
	Gr. 5 CMT at/above Goal:	71.2	71.6	66.7	n/a
	Gr. 8 CMT at/above Goal:	52.3	48.6	50.8	n/a
	Gr. 10 CAPT at/above Goal:	31.9	35.9	36.1	n/a
Reading	Gr. 3 CMT at/above Goal:	51.9	55.3	52.8	n/a
	Gr. 5 CMT at/above Goal:	59.0	56.6	65.3	n/a
	Gr. 8 CMT at/above Goal:	67.7	62.2	68.2	n/a
	Gr. 10 CAPT at/above Goal:	31.2	31.8	37.4	n/a
Chronic Absenteeism Rate:[6]		25%	24%	21%	n/a
4-Yr Graduation Rate:		75.8	74.0	76.9	n/a
% Pursuing Higher Education:		92.0	92.0	94.0	91.0*

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds). 11-12 NCEP
[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.
[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.
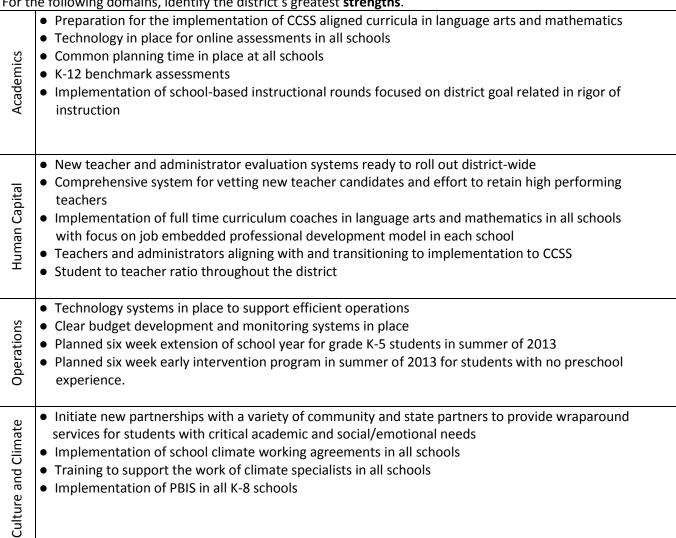*Operating Budget # for 2012-13
*% Pursing Higher education for 2012-13 may go up.

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 <u>not required</u> to cite strengths and growth areas in each of the four areas.

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

Academics	● Preparation for the implementation of CCSS aligned curricula in language arts and mathematics ● Technology in place for online assessments in all schools ● Common planning time in place at all schools ● K-12 benchmark assessments ● Implementation of school-based instructional rounds focused on district goal related in rigor of instruction
Human Capital	● New teacher and administrator evaluation systems ready to roll out district-wide ● Comprehensive system for vetting new teacher candidates and effort to retain high performing teachers ● Implementation of full time curriculum coaches in language arts and mathematics in all schools with focus on job embedded professional development model in each school ● Teachers and administrators aligning with and transitioning to implementation to CCSS ● Student to teacher ratio throughout the district
Operations	● Technology systems in place to support efficient operations ● Clear budget development and monitoring systems in place ● Planned six week extension of school year for grade K-5 students in summer of 2013 ● Planned six week early intervention program in summer of 2013 for students with no preschool experience.
Culture and Climate	● Initiate new partnerships with a variety of community and state partners to provide wraparound services for students with critical academic and social/emotional needs ● Implementation of school climate working agreements in all schools ● Training to support the work of climate specialists in all schools ● Implementation of PBIS in all K-8 schools

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

Academics	• High number of students of color identified for intervention and special education services • District protocol to monitor the implementation of curriculum at the school and classroom level • Availability of technology for students to transform teaching and learning • Implement with fidelity Tier 1 intervention strategies • Transformational teaching and learning strategies that support district goals
Human Capital	• Additional avenues for recruiting minority teachers • Human resource director • Staffing to support needs of English language learners and instructional interventions in the regular Classroom
Operations	• Strategic planned building based professional development and learning communities to support district and school based improvement plan • District oversight of curriculum and instruction
Culture and Climate	• Level of engagement with families of color • District level climate working agreement • Level of wraparound services for students with academic and social/emotional needs

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.

PRIORITY 1
EARLY INTERVENTION TO CLOSE THE ACHIEVEMENT GAP

Strategy 1: Complete plans to initiate in the summer of 2013 a summer "Jump Start" program, a unique opportunity for children who have not had a preschool experience to prepare for formal schooling in kindergarten.

   Status: Sixty-preschool children will participate, along with their parents in a six week, half-day summer program during which the children will become familiar with school routines, work on kindergarten readiness skills, begin building relationships with other children, be introduced to Positive Behavioral Intervention Supports, and begin experiencing the kindergarten curriculum. Parents will become familiar with school routines, kindergarten readiness skills, expectations for learning both in school and at home, develop skills of positive parent-teacher communication, and begin a pattern of school involvement. The program will be held in the Manchester Public Schools Pre-school Center. The curriculum consists of a variety of themes based on topical units. Within each theme, children will be provided with hands-on experiences to promote development with the areas of academic readiness, personal-social development, self-help, and motor skills. The grant supported the hiring of a program coordinator who developed the curriculum, hired the staff, conducted professional training for the teaching staff and parents, coordinated the registration process, completed the program brochure, and arranged transportation services.

The staffing includes the program coordinator, four kindergarten teachers, four paraprofessionals, social worker, and a special-language specialist. Transportation will be provided to and from school as needed, which will include a bus monitor. Parents will not be charged tuition or costs for transportation. The program begins July 1, 2013. Pre-program and post-program student assessments include: Mondo Reading Assessments (letter ID, phonemic awareness, and oral language), Manchester Early Childhood Assessment (MECA). Parents will complete a survey evaluating the program with possible recommendations for improvement.

Strategy 2: Increase collaboration with the School Readiness Council, the public schools, and private daycare program providers in Manchester.

   Status: The Town of Manchester and the Manchester Public Schools collaborated to share the cost of an early childhood coordinator who now oversees the work and coordination of activities of the newly re-organized School Readiness Council in Manchester. The Coordinator has initiated training programs for private daycare and preschool providers in the Manchester kindergarten curriculum and use of PBIS protocols, writes and manages School Readiness and Discovery grants. She serves as school readiness grant liaison, and health work group co-chairperson for the School Readiness Council. In addition, she assists with annual reviews as required for accreditation, licensing, or by funding sources and provides technical support to early care and education providers in organizational areas as needed. The Coordinator assists the school district in program design, evaluation, and collection of data related to early childhood issues and assists the district in organizing parental and early childhood programs. She provides training to program providers in kindergarten academic and behavior expectations, child abuse and neglect, and training for families related to nutrition, discipline, fine and

gross motor skills, craft projects for home.

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PRIORITY 2

IMPROVE STUDENTS' LITERACY AND NUMERACY SKILLS WITHIN ALL CONTENT AREAS IN GRADES K-5

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Strategy 1: Provide additional instructional tutors to support Tier 2 and Tier 3 interventions in literacy and numeracy, and additional tutors to support instruction for English language learners.

Status: The district hired nine tutors for the elementary schools and assigned them according to a differentiated formula based upon each school's Student Performance Index to support Tier 2 and Tier 3 instructional interventions. In addition, two part-time ELL tutors were assigned to two schools with the larger ELL population.

Strategy 2: Provide access to online assessments to efficiently and effectively monitor student progress and guide instructional intervention practices at the tier 1, 2, and 3 levels.

Status: All of the steps for the implementation of this strategy were fully implemented:

Laptop purchase: The district used a combination of Alliance and Board of Education funds to purchase approximately 1000 laptops. This purchase provided every K-5 school with six laptops per classroom and access to computers needed for the use of online assessments. More than half of these laptops were deployed in the schools by the start of January so that all schools to support the use of online assessments by all students at that time. The district also purchased headphones for the audio component of the online assessments administered to students in the primary grades.

Wireless networks: The district used a combination of Alliance and eRate funds to install wireless networks in the K-5 schools so students could effectively access the Internet. This supported the student use of the laptops for online assessments as well as other Internet instructional resources. Each of the ten prekindergarten to six schools now has a robust, high-speed, centrally-managed wireless network. The district used Board of Education funds to install a similar network at Manchester High School.

Online Assessment Purchase: The district combined Alliance and Board of Education funds to purchase the following online assessments from the Northwest Evaluation Association (NWEA):
- MAP for Primary Grades – Reading and mathematics in grades K-2.
- Children's Progress Academic Assessment – Literacy and mathematics assessments to identify interventions in grades K-2.
- Measures of Academic Progress – Reading, mathematics, and language in grades 5-10.
- Skills Pointer – Assessments in grades 3-8 that help educators differentiate instruction and identify interventions.

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

Online Assessment Training/In-service/Implementation:

- November 2012 – Manchester educators and technical staff visited two other Connecticut districts that are using NWEA to learn more about the use and implementation of the system.
- December 2012 – School NWEA teams attended a full day training sessions on either MAP/Skills Pointer administration or MAP for Primary Grades/Children's Progress Academic Assessment (CPAA) administration.
- December 2012 – School teams repeated the test administration training for their school's faculty and staff.
- December 2012 – Student roster files uploaded to NWEA, user names and passwords were assigned.
- December 2012 – Testing sessions created by proctors.
- January 2013 – Testing window for Reading and Mathematics.
- January 2013 – School NWEA teams attended full day training sessions – Measures of Academic Progress (MAP) Stepping Stones to Using Data.
- January 2013 – School teams repeated the Stepping Stones to Using Data training for their school's faculty.
- January 2013 – Principals met with NWEA consultant for a follow-up discussion regarding the use of NWEA data.
- February 2013 – School NWEA teams attended full day training sessions regarding CPAA and Skills Pointer.
- February- May 2013 – Schools implemented CPAA and Skills Pointer as appropriate to students that fell below the 40th percentile on the NWEA Winter administration of the MAP assessments.
- May 2013 – Testing window for Reading and Mathematics.
- May 2013 – School NWEA teams attended full day training sessions – MAP Climbing the Data Ladder.
- May 2013 - School teams repeated the Climbing the Data Ladder training for their school's faculty.
- June 2013 – School NWEA teams attended full day training sessions – MAP Growth and Goals.
- June 2013 – Additional teachers, along with members of school NWEA teams attended an additional day of training – MAP Growth and Goals.
- June 2013 – conference call with NWEA consultants to discuss future professional development needs.

Strategy 3: Provide six (6) weeks of extended school year and summer learning time for students in grades K-5 who are not reading at grade level standards and to other students who would benefit from additional summer time enrichment.

   Status: Planning is complete for over 700 students to participate in a six week full-day summer extended school year program for students in grades 1-5, and a half-day program for kindergarten children. Both programs beginning July 1. Parents were required to sign a letter agreeing to commit to their children's attendance for the full six seeks. Classroom teachers recommended to parents student participation in the program based on reading skills. The kindergarten program is a three hour morning program focused on literacy and numeracy skills consistent with Common Core standards. The program in grade 1-5 includes instruction in literacy and numeracy skills for three hours in the morning consistent with Common Core standards. Following lunch, enrichment activities, pre-selected by the students, will take place for the last three hours of the day. On Friday afternoons, students will participate in a field trip exposing them to a variety of cultural and recreational experiences in the area. The Parks and Recreation Department is assisting the district in providing pre-school and after school care in conjunction with their recreation program.

The Alliance Grant this year supported hiring a program coordinator who had responsibility for all components of the program planning including the registration, communication with families, creation of the curriculum,

hiring teachers and staff, coordinating transportation, development of the enrichment activities. She was assisted by a team of three paid program facilitators who wrote the curriculum and prepared the instructional materials for literacy and numeracy instruction. They also arranged and coordinated the enrichment program based on a student interest survey. The kindergarten program will be located at the Martin School, the K-2 program will take place in the air-conditioned Highland Park School, and grades 3-5 at the air-conditioned Bennet Academy

Strategy 4: Offer a pilot literacy/numeracy enrichment program after school for students not achieving at grade level.

Status: In November, a Bowers School staff brainstorming session was held to develop the after school program's specific goals, vision, structure and evaluation plan. The teacher-coordinator for the program was hired in December. During early December parent-teacher conferences, students just at/or below grade level in reading were invited to register for the program. Also during December, six teachers, six paraprofessionals and six high school interns were hired to work in the program. Professional development sessions for program staff were held on January 7 and February 4. Classroom teachers of students enrolled in the program completed an informational sheet and pre-program assessment data which included the DRA-2 and the Classroom Interaction, Section 4, of the Pragmatic Language Skills Inventory. The same data was used as a post-assessment in May when the program ended.

On Tuesday, January 15, 2013, the program began with 75 students in grades K-5 and was offered on Tuesdays, Wednesdays and Thursdays, 3:30-5:30 pm through, May 23, 2013. Transportation was provided to 33 students and a boxed supper was provided to all students enrolled in the program. The program, entitled FLASH 45, which stands for Fantastic Listening And Speaking Hours for 45 days focused upon increasing student achievement in literacy and numeracy through emphasis upon the speaking and listening standards in our ELA curriculum. Program teachers offered a variety of "workshops" which provided opportunities to strengthen students' skills in comprehension, collaboration and presentation of knowledge and ideas. The six workshops being offered include Readers Theater, Cartoon-making with Puppet Pals, Shape Detectives, Mathematical Magic, Photography and Yoga/Mindfulness for Children. Each workshop, which included approximately 12-15 students, was staffed with a teacher, paraprofessional and high school intern. Emphasis was upon student choice, oral language development, critical and creative thinking and strengthening connections with staff. Workshops were offered in multi-grade groups of K-2 or 3-5. The 45-day program was divided into three 15-day sessions.

Strategy 5: Provide classroom teachers with coaching in effective strategies to differentiate instruction for English language learners.

Status: The district was unsuccessful in hiring a qualified and certified ELL teacher. It reallocated the funds for the teaching position to increase the tutorial hours for ELL students throughout the district. Funds were also used to purchase instructional materials and supplies. The district intends to hire the Ell teacher through the grant for 2013-14.

<u>**PRIORITY 3**</u>
TALENT DEVELOPMENT

Strategy 1: Develop and implement new and comprehensive teacher and administrator evaluation systems.

Status: Two working committees completed their work in developing the new evaluation systems based on

the recommended State guidelines. The State department of Education and the Manchester Board of Education approved both evaluation systems.   The district plans to fully implement both systems for all teachers and administrators during the 2013-2014 school year. The timing for approving the evaluation documents did not occur with sufficient time before the end of the school year to provide administrators with training in implementing the system. One training session was held on June 27, 2013. Subsequent training will occur on July 9-10, 2013 and throughout the 2013-14 school year. Administrator training on the administrator evaluation system will begin on July 10, 2013-14 with subsequent training sessions as needed.

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

 Status: The district took the following action to meet to target this strategy:
* Hired educational consultants from Lesley College to provide the requisite training in effective coaching techniques, data analysis, best practices, and technology to effectively analyze and record student assessment data.
* Provided the curriculum coaches with three weeks of intensive training in the skill sets required for the position.
* Conducted bi-weekly consultation sessions to further enhance the skills and the success of the coaching.
* Hired a data team specialist for the elementary schools to build teacher capacity for data analysis and using data to inform daily and unit lessons.

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

 Status: School improvement plans, individual professional improvement plans are now aligned and coherent with the district goals and district improvement plan. Additionally, in an effort to meet its goal of supporting continuous improvement of teacher and learning for administrators and teachers, the district re-committed to implementing the instructional rounds process in all of its schools. The Center for School Change provided the support and training throughout the year. Consistent with the district goals, the school based instructional rounds focused rigor as the problem of instructional practice. All school based instructional leaders (principals, curriculum coaches, reading consultants, and selected teacher leaders are trained in the instructional rounds process.

Consistent with the district goal of providing rigorous instruction reflecting 21st century skills of problem solving, creating thinking, and collaboration, the district hired consultant from the Center for School Change to training and assist principals with transitioning from district based school rounds to school based school rounds focusing on a problem of practice related to rigor. The focus of the district's instructional rounds visit at the school level was to provide teachers and principals the opportunity to observe and share effective strategies related to rigor that would improve student achievement. Student performance data and the district strategic plan, and survey data from parents and students help to clarify the school's problem of practice related to rigor.

<u>**PRIORITY 4**</u>
IMPROVING THE ACHIEVEMENT OF ALL STUDENTS THROUGH COLLABORATION
OF SCHOOL AND COMMUNITY PROGRAMS AND SERVICES

The Manchester Public Schools has committed its work to provide students with the appropriate wrap around services to ensure their success in school and improvement their achievement. It seeks to achieve this end with

a continued focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and their families. The district seeks to meet this mission by:

1. Organizing and educating the community to shift for "zero tolerance" to keeping all children learning in school;
2. Adapting prevention-oriented and evidence based school discipline models that respect a student's right to an education and fosters a safe and engaging school climate;
3. Reducing the suspensions, expulsions, arrests, drop outs and truancy by increasing the collaboration with community based and run interventions; and
4. Increasing family engagement and parent leadership skills through non-traditional methods of learning and evidence based programming. The programs identified in the status reports below began in late February following the appointments of personnel responsible for the program.

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

   Status: The district took the following actions step to address the focus of this strategy:
1. The district implemented a therapeutic-based after school program entitled "Play by the Rules" at the Middle School during the school day and after school, and at Bennet Academy (grade 6) after school. Robertson Elementary School piloted the program in the spring during school hours for students in grades 3-5. The program allows students to discuss and process the reasons behind their actions, learn appropriate coping skills, and reflect on the importance of "playing by the rules" at home and school. Fifty-eight students, in grades 6-8, were referred and completed the program. 66% of these students were minority students.

2. The district implemented a Student and Family Engagement Center with the cooperation and support of the staff at the Youth Service Bureau. The Center provides community based support for middle and high school students and their families through therapeutic groups, parent education program, home visits, tutoring services and mentoring with students. Twenty-one students were referred to support, and 50% of these were minority students. The district has also collaborated with and referred students to the Wilderness School as a short term intervention program focused on building self-confidence. A SAFE Center tutor was also hired to support the academic work of students during after school hours.

3. The School Safety Review Board (SSRB), composed of representatives from local and state agencies, continued to meet on a monthly basis to review student discipline and safety cases. The Board makes recommendations for interventions for students and their families that may include referrals to outside of school agencies and other appropriate services. A part-time Attendance/Behavioral Specialist was hired to support the SSRB. Policies for the SSRB were reviewed and updated, and new agencies and services were added to the working group. Thirty-one students were referred to the SSRB, and 84% of these referrals included minority students.

Strategy 2: Implement a truancy reduction and connections to kid initiative focused on the problem of truancy or chronic absenteeism, and disconnectedness among students, families, and schools.

   Status: The district took the following action steps to address the focus of this strategy:
1. The Board of Education reviewed and updated its attendance policy.
2. The administration improved its written communication with families regarding attendance issues.
3. Through the district's community outreach social worker, the district implemented the Family/School Connection Program in the late spring by hiring a part-time Attendance/Behavioral Specialist who works

with families who have children who have chronic absenteeism.   Three students and their families were referred to this program.
4. The Attendance/Behavior Specialist supports the work of the district's School Attendance Review Board. The SARB reviewed forty-one referrals for chronic absenteeism. Thirty-five of these referrals came primarily from grades 7-9.

Strategy 3: Increase substance abuse assessment and education programming to support students, families, and schools who struggle with substance abuse, those who are at risk, or those who have family substance stressors.

Status: The district took the following action steps to address the focus of this strategy:
   The district hired a part-time substance abuse counselor who assesses students for mental health and substance abuse issues and makes referrals to internal and external resources. The counselor offered drop in times at the middle and high schools for students to ask questions or discuss concerns, and run groups to provide students with refusal skills, additional education, understanding of the law, and better decision-making skills. 107 students were referred (by self or others) for substance abuse services. 88 of these students received individual or small group counseling and 62 of these completed the group sessions.

Strategy 4: Increase secondary student attendance rates, decrease drop-out rates by implementing a credit recovery and a school/family connection program.

Status: The district took the following action steps to address the focus of this strategy:
1. The district implemented with the assistance of the town's Youth Service Bureau, a credit recovery program. "Odysseyware" provided the online learning system that provided a customized curriculum, accelerated learning units, and elective courses that allowed students to catch up and recover lost or needed high school course credits. A tutor supervised the program that was located at the Youth Services Bureau. Nine students participated in the program in the second half of the 2012-13 school year.
2. The new Family/School Connection Program provides services to families with children in grades K-6. Families referred to the program are identified based on risk factors that include a history of school truancy, tardiness, and academic and behavioral challenges that may affect school success. Once screened, the families work with a Family/School Connection Specialist to assure and enhance nurturing parent practices, reduce stress related to parenting and increase parent involvement with their child's education. The specialist serves as the school-home liaison and makes appropriate referrals to community agencies. Three families received support during the second half of the school year.

Strategy 5: Hire a district outreach and community coordinator.

Status: The district did not hire an outreach community coordinator since many of the programs identified within this priority did not begin until later in the school year. As a temporary measure, the district provided through the grant a stipend to a district social worker to organize with the Director of the Youth Services Bureau the actions supporting each of the identified strategies. Future planning identifies the need for a full time coordinator.

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

PRIORITY 1
EARLY INTERVENTION TO CLOSE THE ACHIEVEMENT GAP

Strategy 1: Complete plans to initiate in the summer of 2013 a summer "Jump Start" program, a unique opportunity for children who have not had a preschool experience to prepare for formal schooling in kindergarten.

The 2012-13 grant funds were used to plan a six week summer program for children who have not experienced an authentic academic oriented preschool experience. In this six week half day program students will become familiar with school routines, work on kindergarten readiness skills, begin developing relationships with other children, and become introduced to Positive Behavior Intervention Supports (PBIS). The program also includes a parent education component. The previous section describes all components of the planning process to accommodate 60 children and their parents/guardians.

Student Outcome Data

While student outcome data will not be available until August, pre-program and post-program student assessments include: Mondo Reading Assessments (letter ID, phonemic awareness, and oral language), Manchester Early Childhood Assessment (MECA). Parents will also complete a survey evaluating the program.

Strategy 2: Increase collaboration with the School Readiness Council, the public schools, and private daycare program providers in Manchester.

The grant funding was used to support a shared expense with the Town of Manchester to enable the district and the town to maintain a full-time Early Childhood coordinator and improve the collaboration regarding early childhood programming through the School Readiness Council. A full description of the programming activities is described in the previous section.

PRORIORITY 2
IMPROVE STUDENTS' LITERACY AND NUMERACY SKILLS WITHIN ALL CONTENT AREAS IN GRADES K-5

Strategy 1: Provide additional instructional tutors to support Tier 2 and Tier 3 interventions in literacy and numeracy, and additional tutors to support instruction for English language learners.

The additional tutors hired under the grant were assigned primarily to grade 2 students receiving ELL tutorage either during or after school extended day program or during the regular school day. The results of LAS Links and DRA2 testing resulted in the following:

Student Outcome Data

- Of the 28 students in grade 2, fourteen students, enrolled in four Title 1 schools, received extra support either through extended day programming and/or additional tutor services at their school. All of these students demonstrated growth on the DRA2, eleven of whom achieved 10 or more points, which is equivalent to improving by at least one grade level.

- Two of the fourteen students reached "exit" status (grade level on the DRA2 and level 4 or proficient status.
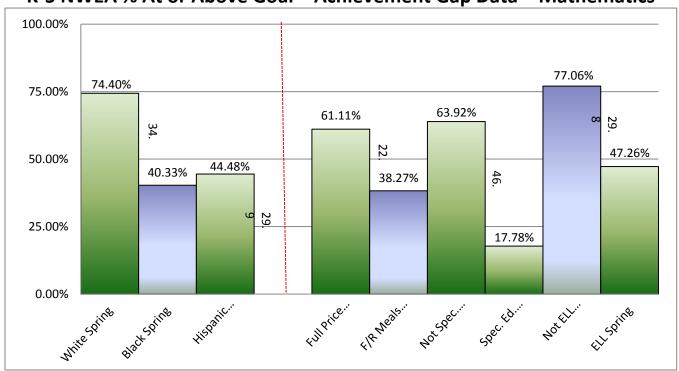
- Four of the fourteen students exited the program.

Strategy 2: Provide access to online assessments to efficiently and effectively monitor student progress and guide instructional intervention practices at the tier 1, 2, and 3 levels.

Grant funding supported the purchase of laptop computers in all elementary schools and middle school for the purpose of implementing the NWEA online assessment system for use in grades K-10. Grant funding support the purchase of the computer software, professional learning for teachers, the installation of a robust wireless network in our elementary schools, and the purchase of headphones and appropriate sized "mice" for students in grades K-2. The assessment was field tested in January. The assessment in May provided the district with its baseline data. The NWEA assessment program, along with the administration of the DRA2 will be the basis for the district's benchmark assessments administered in September, January, and May.
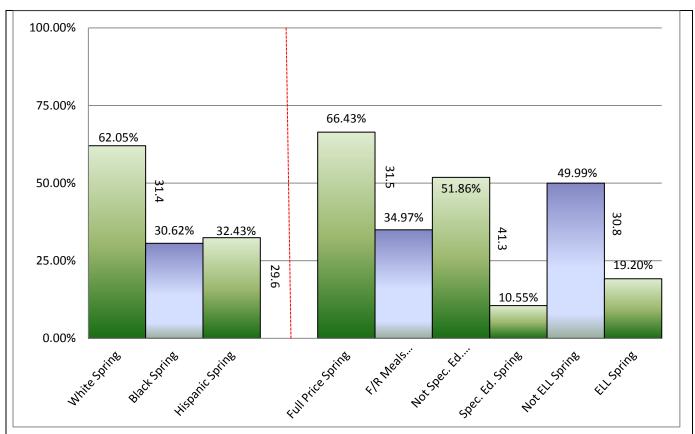
Student Outcome Data

The graphs below summarize the percent of students in the grade levels listed below who achieved at or above goal level during the May 2013 administration of the NWEA online assessment. Since the district's focus is on reducing the achievement gap, the data reflects the level of the gap in comparison to various subgroups.

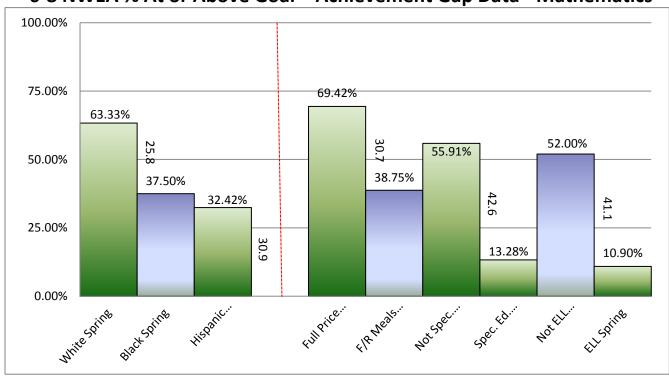## K-5 NWEA % At or Above Goal – Achievement Gap Data – Mathematics

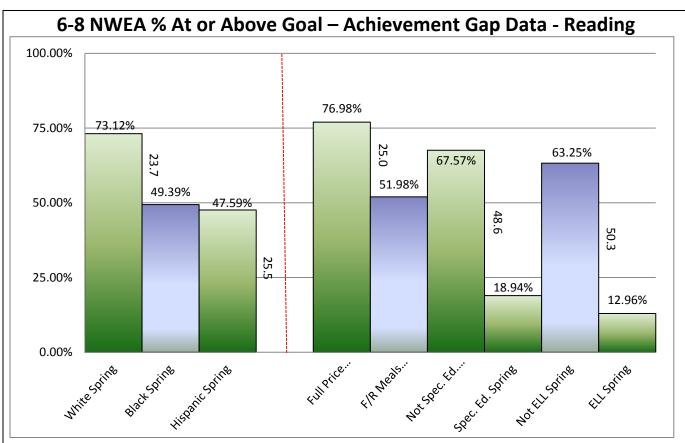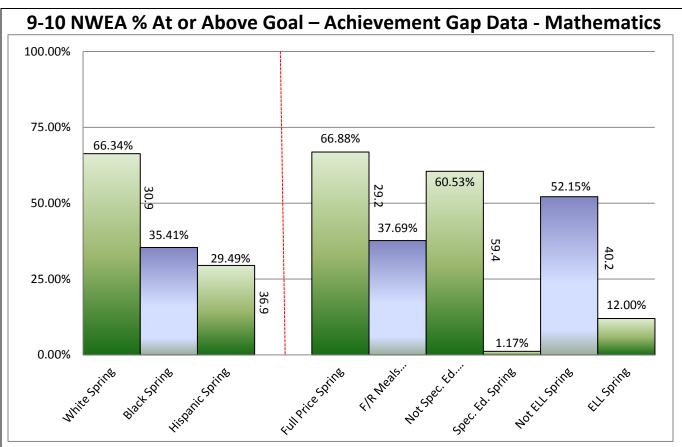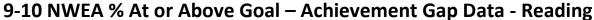## K-5 NWEA % At or Above Goal – Achievement Gap Data - Reading

6-8 NWEA % At or Above Goal – Achievement Gap Data - Mathematics

6-8 NWEA % At or Above Goal – Achievement Gap Data - Reading

Category	Value
White Spring	73.12%
Black Spring	49.39%
Hispanic Spring	47.59%
Full Price...	76.98%
F/R Meals...	51.98%
Not Spec. Ed....	67.57%
Spec. Ed. Spring	18.94%
Not ELL Spring	63.25%
ELL Spring	12.96%

Gap annotations: 23.7, 25.5, 25.0, 48.6, 50.3

9-10 NWEA % At or Above Goal – Achievement Gap Data - Mathematics

Chart data:
- White Spring: 66.34%
- Black Spring: 35.41% (30.9)
- Hispanic Spring: 29.49% (36.9)
- Full Price Spring: 66.88%
- F/R Meals...: 37.69% (29.2)
- Not Spec. Ed...: 60.53%
- Spec. Ed. Spring: 1.17% (59.4)
- Not ELL Spring: 52.15%
- ELL Spring: 12.00% (40.2)

9-10 NWEA % At or Above Goal – Achievement Gap Data - Reading

Chart data:
- White Spring: 79.30%
- Black Spring: 57.24% (22.1)
- Hispanic Spring: 49.14% (30.2)
- Full Price...: 79.42%
- F/R Meals...: 57.82% (21.6)
- Not Spec. Ed...: 74.14%
- Spec. Ed...: 22.57% (51.6)
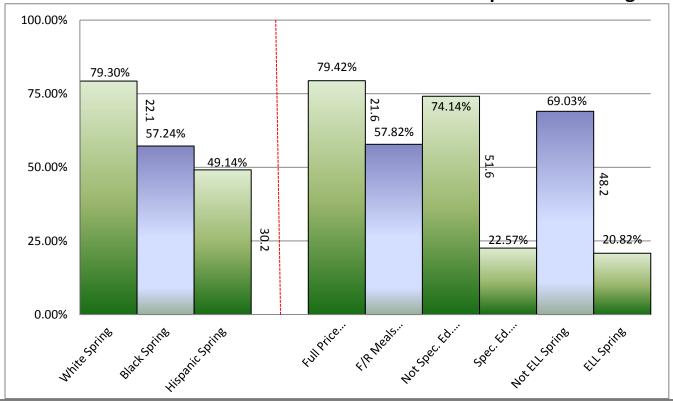- Not ELL Spring: 69.03%
- ELL Spring: 20.82% (48.2)

Strategy 3: Provide six (6) weeks of extended school year and summer learning time for students in grades K-5 who are not reading at grade level standards and to other students who would benefit from additional summer time enrichment.

The grant funding supporting the planning for 750 elementary school age children to extend their school year and engage them in improving their literary and numeracy skills. The previous section describes the planning outcomes.   The grants funds 72 certified teachers with a student ration of 10:1. Teachers will be assisted by 32 support personnel including adults, and college and high school age students. Grant funding also supported a chief program planner and curriculum development provided by four teachers who will also serve as program supervisors in each building during the summer.   The previous section describes other details of the planned program.

Student Outcomes

While student outcome data will not be available until August, student progress will be measured during the program and will vary depending on the grade level. Kindergarten student progress in reading will be measured using Leveled Literacy Intervention (LLI) Running Records. All students will have at least one running record completed with a two week period. Students will also be administered the DRA2 at the end of the six week session. No formal assessments are planned in mathematics.

In grades 1-2, LLI Running Records will be administered every six days for those students reading below grade level, and every two weeks for those students at or above grade level. In addition, a portfolio of writing samples will be maintained for all students. In grades 3-5, LLI Running Records, along with DRP and DAW test data will provide an overall assessment of student progress. The district data team will review the May NWEA assessment data and compare those results with the September NWEA assessment data and complete an analysis of the impact of the summer program on student achievement and any indication of academic regression.

Strategy 4: Offer a pilot literacy/numeracy enrichment program after school for students not achieving at grade level.

The description of the program and its implementation were described in the previous section. The data below summarizes the data outcomes of this pilot extended school day program.

Student Outcome Data

- 68 of the 75 students remained enrolled in program from Jan. though May
- 91% of the students who were enrolled for the full program had less than 5 absences
- 88% of the students in the program demonstrated growth in their May DRA2 score as compared to their January DRA2 score. 100% of K-3 students demonstrated growth using the DRA2.
- 93 % of the students in the program demonstrated growth in their May score on the Classroom Interaction, Section 4, of the Pragmatic Language Skills Inventory as compared to their January score on this same subtest
- Parent Feedback Forms included the following sampling of comments:
  "He now wants to write stories and he is less shy when he has to recite a speech or bible verse in front of peoples. He has gained a little more confidence in doing his homework on his own. He reads a lot

better and writes better."

"We enjoyed the program and made my child made new friends which is good because he tends to be shy. He talked about the concepts he learned which reinforced what he was learning in school."

"His reading and writing markedly improved."

"This has been a wonderful experience for my child. The teachers are awesome and we would like to say – thanks to you all!"

Strategy 5: Provide classroom teachers with coaching in effective strategies to differentiate instruction for English language learners.

Since the district was unable to hire a qualified teacher for English Language Learners, additional ELL tutors were hired in the second half of the 2012-13 school year and assigned to students in grade 2 in our Title 1 schools. There were seven applicants for the position that closed on 12/14/12. Most candidates were minimally qualified after two interviews with each candidate. The district will seek another ELL teacher in the next grant cycle. See Priority 2, Strategy One for student outcome data.

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PRIORITY 3
TALENT DEVELOPMENT

</div>

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

Two committees completed their work in developing the new evaluation systems. The State Department of Education and the Manchester Board of Education approved both evaluation systems. The district plans to fully implement both systems for all teachers and administrators during the 2013-14 school year.

No student data associated with this strategy

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

<div align="center">

Student Outcome Data

</div>

No specific data collected. The district data team will use and compare the 2013 CMT results with 2012, and analyze the test results for the impact of the coaching experiences on student achievement. In addition, NWEA assessment data and DRA2 assessment data will also be used to assess the effectiveness of the new coaching model.

Strategy 3: Align school improvement plans with district goals and theory of action, and district improvement plan.

Six schools have completed the training in school based instructional rounds and require no further in-service. Five of the thirteen schools require further training in developing a building level problem of practice related to rigor and the instructional rounds process, and two schools are beginning the rounds orientation training. Instructional rounds end with observing teachers identifying instructional practices they'll continue to use because they saw other teachers employing them effectively, practices they currently use that they will now

reexamine in light of what they observed, and practices they don't currently use but will try because they saw other teachers use them well.

PRIORITY 4
IMPROVE THE ACHIEVEMENT OF ALL STUDENT THROUGH COLLABORATION OF SCHOOL AND COMMUNITY PROGRAMS AND SERVICES

Strategy 1: Create therapeutic-based after school programs

The district initiated a "Play by the Rules" program that is a therapeutic after school program using a curriculum for students that allows students to discuss and process the reasons behind their actions, learn appropriate coping skills and reflect on the importance of "playing by the rules." The program locations included Manchester High School during lunch blocks, once a week after school at Illing Middle School and Bennet Academy. An elementary school program was piloted at Robertson Elementary School for students in grade 3-5. Fifty eight students participated in this program. Forty of the student participants were male, and 38 included black and Hispanic students.

A newly formed Student and Family Engagement Center (SAFE Center) provided community based support, therapeutic groups, parent education programs, home visits, tutorial services, and one-to-one mentoring contact with students and their families. Twenty-one students in grades 7-12 were referred and participated in the program.

The grant focused on improving the operations of the district's School Safety Review Board including broader representation from various local and State agencies such as DCF, Juvenile Justice, Probation, Manchester Police Department, and community mental health agencies. Thirty-one students from grades 6-10 were referred to the SSRB. The grant allowed for the appointment of an Attendance/Behavioral Specialist to support the work of the SSRB, and the students and their families. In addition, policies and procedures regulating the SSRB were also updated.

Student Outcome Data

No data was collected on students who had disciplinary or attendance referrals following their participation in these programs. However the student data listed below this section identifies the target behaviors addressed by this strategy and the priority area as a whole.

Strategy 2: Establish more effective student attendance policies and programs.

With the appointment of the part-time Attendance/Behavior Specialist, the district initiated in April 2013 a Family/School Connections Program. This program aims to reduce the number of students with chronic absenteeism by assisting parents with nurturing parenting practices, reduce stress related to parenting, and increase parent involvement with their child's education. Three students and their families received support.

The district's Student Attendance Review Board (SARB) continues to meet monthly to review cases and recommend intervention services and programs. The SARB advocated with school principals for increased referrals from elementary schools. The SARB increased its membership with additional representation from local social service agencies and revised its policies and procedures. The SARB reviewed 41 student referrals from grades 5-11.

1. From the total number of students referred to the SARB, 65.5% showed a decrease in the number of absences
2. From the total number of student referred to the SSRB, 46.14% showed a decrease in discipline referrals.

Strategy 3: Increase substance abuse assessment and educational programming.

The district employed an onsite counselor that provided students through individual and group session education on refusal skills, additional drug and alcohol education, understanding the law, and the consequences of better decision-making.

107 students in grades 6-12 were referred for services.
88 students participated in individual or group sessions.
Of the 79 students who participated in the group sessions, 62 completed the group work.

Strategy 4: Establish a "credit recovery" program

A community based credit recovery program was established in March collaboration with the Youth Services Bureau to provide students at the YSB with opportunities to recover missing high school credits, which included tutoring services and access to Odysseware software to recover high school course credits. Nine students participated in the program and recovered high school credit.

Strategy 5: Hire a District Outreach and Community Coordinator to oversee district wraparound services.

A part-time coordinator was hired in January to oversee and implement the wrap around programs identified in this priority area. The coordinator was paid a stipend for the responsibilities associated with the various programs including the recommendation of appointment of several unaffiliated employees.

Student Data Outcomes Associated with Priority 4

High School Student Withdrawn Data

	2012	2013
Adult Education	11	30
Home School	10	8
Discontinue School	27	27

Student Arrest Data

	2012	2013
High School	30	44
Middle School	23	12

Suspensions

	2012	2013
High School ISS	450	479
High School OSS	315	134

Middle School ISS		245	371
Middle School OSS		101	122

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.

Manchester Public Schools plans to continue priorities established for 2012-13. We will collapse our early childhood intervention and intervention strategies to improve literacy and numeracy ability of our student into a new Priority 1 initiative for 2012-14.

6. Year 2 Priorities

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	Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy. (Continuing initiative)	X Continued from Year 1 ☐ New priority
Priority #2	Implement talent development strategies to improve teacher and administrator effectiveness and leadership. (Continuing initiative)	X Continued from Year 1 ☐ New priority
Priority #3	Expand collaboration of school and community program and service opportunities focused on improving student achievement, graduation rates, and school attendance, and reduce the number of suspensions from school and school based arrests. (Continued initiative)	X Continued from Year 1 ☐ New priority
Priority #4 (optional)	Increase the level of college and career readiness of secondary school students, particularly those in underperforming subgroups, by personalizing learning through innovative approaches, and individualized supports and interventions. (new initiatives)	☐ Continued from Year 1 X New priority

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

The district's identified Alliance Grant priorities are aligned with the district's theory of action. Our theory emphasizing improved allocations of time and technology is consistent with our priority of early intervention and extended school year strategies and the transformation of teaching and learning with additional technology.

Building instructional and leadership capacity is consistent with our priority to implement the teacher and administrator evaluation with fidelity.

A commitment to providing students with rigorous instruction is aligned to our planning to implement Common Core standards and related curriculum supported by a focused analysis and application of student performance data.

Our priority and strategies to improve wraparound services for students and families is consistent with our theory of the importance of providing appropriate academic and behavioral intervention practices.

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.

Not applicable.

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 2 priority below.
Implement early intervention and instructional interventions aligned to the Common Core to close the achievement gap in literacy and numeracy.
Summary: Briefly describe the district's comprehensive approach to implement this priority.

Nearly 30% of entering Manchester kindergarten students do not have the experience of a public or private pre-school program, thereby resulting in challenging initiations as they enter into a full day of rigorous instruction for the first time. By intervening prior to a student's entrance into kindergarten, Manchester believes that it will better prepare its students to perform under the standards of the Common Core. Although six weeks cannot compare to experience our children receive through the head start program or attendance at a private preschool or our own integrated program, children and families will become familiar with school routines, kindergarten readiness skills, and be introduced to PBIS. Families will also have the opportunity to begin a pattern of school engagement. A coordinated effort between the Manchester Public Schools and the Town of Manchester to support early childhood programming in the community will improve the learning opportunities for children not enrolled in district preschool programs.

An area of particular concern is the learning loss that can occur over the long summer break. Studies have shown that summer vacation has a disproportionately negative impact on learning for students from lower socio-economic backgrounds, and to make matters worse, this impact may be cumulative. While all children tend to lose math skills over the summer, children from lower socio-economic levels lose the equivalent of one month of reading instruction during the summer months, while children from middle and upper socio-economic levels are able to maintain and often improve their reading skills. The unequal impact of summer break generally is attributed to the fact that advantaged students have greater access to summer learning and enrichment opportunities, such as access to books and encouragement to read, summer camps and classes, and cultural outings, than their less advantaged peers. Manchester's summer extended school year program aims to prevent summer learning losses.

To address the possibility of a summer learning loss 700 students participated this summer (2013) in a six-week extended day program. Full day programming was offered to grades 1-5 and a half-day program to kindergarten. In an effort to decrease summer reading loss and provide support to students in need all participating students were assessed prior to the start of the program. Participating students were identified by the greatest need and supported by teacher recommendation.

The program incorporated a three-hour morning block dedicated to Common Core based literacy and numeracy instruction at all grade levels. To provide appropriate and differentiated instruction periodic CFAs were used to monitor student progress. At the end of the program all students

were assessed to determine any growth or patterns across the program. In addition to the end of summer school results, the 2014 year –end data will be used to compare the trajectory of achievement for students eligible for summer school who attend versus those that did not attend. The results from the end of summer 2013 and year-end spring 2014 data will assist in tracking achievement over time and will allow the district to identify students for participation in the extended school year program for summer 2014 and provide data for future planning.

In addition to summer learning loss, other studies suggest that extending school day time can be an effective way to support student learning, particularly (a) for students most at risk of school failure and (b) when considerations are made for how time is used. The success of the pilot extended school day program in one school this past year will help us to reshape the 21st Century Grant afterschool programs in several of our schools. The small pilot program helped staff and administrators learn from their successes and mistakes on a small scale, which will increase the quality of the pilot program and its implementation, operation and evaluation if it is deployed on a larger scale. A pilot program also will ensure that resources are not wasted on inappropriate or ineffective practices on a large scale.

English Language Learners are one subgroup of Manchester students that require special attention, particularly because of their growing numbers and low-performance relative to their non-ELL peers. Improving academic outcomes for ELLs is a litmus test for whether teachers are meeting their charge to assist all students to achieve under Common Core standards. The hiring of two ELL teachers provides opportunities for implementing purposeful teacher effectiveness training and initiatives that have promise for improving the learning outcomes of our ELL students in the regular classroom.

To meet the needs of all students and educators Manchester will build upon their use of instructional rounds and establish more building-based professional development sessions and cross grade level meetings to establish time for teachers and specialists to work collaboratively. To support the district's CCSS-aligned curriculum units of study will be crafted by grade level and shared with all schools through an online platform for curriculum mapping. The use of this digital platform will assist in establishing more consistent student expectations throughout the district and provide a medium that is accessible and allows for electronic dialogue among all educators. Electronic dialogue coupled with real-time, school-based instructional rounds, and professional learning communities will assist Manchester with the implementation of its CCSS-aligned curriculum and the instructional shifts in practice necessary for student success.

To monitor the use of the CCSS – aligned curriculum and supporting units of study the district will work towards creating a single, coordinated communication platform to support the instructional shifts necessary for successful implementation of the Common Core. This coordinated system is described in greater detail in Priority 2 as it is the necessary link between the written and enacted curriculum.

Outcome Metric: What is the desired result of the implementation of Priority #1?						
• Reduction in and eventual elimination of the achievement gap among all student subgroups. • Students achieving at grade level by the end of grade three in literacy and mathematics						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14

Strategy	Assessment/Data					
Strategy 1: Implement the summer "Jump Start" program for students who have not had an authentic academic preschool experience	Kindergarten readiness assessment	X				X
Strategy 2: Implement an extended school year six week summer program emphasizing improving student literacy and numeracy achievement, and enrichment and cultural experiences	State assessments District benchmark assessments (NWEA) DRA2 DAW CFAs	X				X
Strategy 3: Monitor implementation of CCSS-aligned curriculum.	Walkthrough data Instructional rounds School/district data teams		X	X	X	
Strategy 4: Begin the creation of CCSS-aligned units of study.	Number of units of study available online		X	X	X	X
Strategy 5: Increase ELL teachers (2.0 FTE) to provide direct instruction to students and training for classroom teachers and tutors	Las Links assessments DRA2 State assessments District benchmark assessments (NWEA)		X	X	X	
Strategy 6: Implement the Lexia Reading program in grades K-5 as a Tier 1 classroom center intervention	State assessment DRA2 District benchmark assessments (NWEA)		X	X	X	
Strategy 7: Coordinate early childhood programming with the Town of Manchester	Kindergarten readiness assessment		X	X	X	

Priority #2: Insert the Year 2 priority below.
Improve talent development strategies to improve teacher and administrator effectiveness
Summary: Briefly describe the district's comprehensive approach to implement this priority.

The reduction of the achievement gap in Manchester requires effective administrators and teachers. Proper training in the implementation of the teacher and administrator evaluations systems will empower teachers and administrators to promote a school-wide emphasis on student academic growth, achievement of students, teachers, and administrators. The alliance funds will provide opportunities throughout the school year for teachers and administrators to reflect on their professional growth. The administrator training throughout the school year will focus on improving observation and conferencing skills, assisting teachers with writing student learning outcomes and professional growth objectives, using student data to assess teacher effectiveness, and completing summative evaluations.

In addition to providing training to improve the processes and skills necessary for observation, conferencing, and goal setting feedback from the educator evaluation process will be used to inform Manchester's ongoing professional development model. Manchester's professional development model will be developed in two phases. Each phase will strengthen how educators change their practice to support student achievement. Identified curricular needs will be addressed in phase one by building based district-wide professional development days. Though these days may have similar overarching themes the delivery models will differ based on school data. School based instructional rounds will provide the on-going communication between these professional development days with supports and guidance being provided to teachers through the curriculum coaches for literacy and numeracy.

Phase two will look to provide a single, coordinated communication platform (introduced in Priority 1) to support the necessary instructional shifts necessary for successful implementation of the Common Core. This electronic communication platform will evolve from the reimbursement funds provided by the State for BloomBoard. The district will look to complimenting the BloomBoard system with another platform that will interface with BloomBoard to support an electronic dashboard approach to individualized educator professional development. The electronic dashboard will allow Manchester's educators access to individualized professional development based on their needs and the needs of their students. Educator needs will be based on walkthrough protocols using evidence guides that identify specific elements of Common Core-aligned instruction. The evidence guides will distinguish between practices that are expected to be observed in every classroom every day, and practices that are essential but may only be deployed intermittently (e.g., the mix of fiction and informational text may not be observed in a single lesson).

Quality evaluations, job embedded and school based professional development opportunities, supported by the full curriculum coaches in mathematics and literacy in each school, will allow teachers to grow in their understanding and application of Common Core standards and curriculum, as well as the use of local and state assessments to inform their instruction. These job embedded professional learning opportunities along with instructional rounds are intended to bolster student performance in accordance with the new evaluations systems.

Outcome Metric: What is the desired result of the implementation of Priority #2?

Principals and teachers will report and provide evidence that the evaluation systems, instructional rounds, and professional learning regarding the Common Core are having a positive impact on their teaching and meeting school improvement planning goals.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Strategy 1: Provide teachers with training in the implementation of the teacher evaluation system.	Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning		X	X	X	
Strategy 2: Provide administrators with training in the implementation of the teacher and the administrator evaluation systems.	Administrator survey on the effectiveness of the training and impact of the system on improved instructional practice and student learning	X	X	X	X	
Strategy 3: Continue training in school based instructional rounds.	School provided evidence of changes in instructional practice focused on rigor		X	X	X	
Strategy 4: Provide school based professional teacher training by the schools' curriculum coaches in the implementation of the Common Core.	Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice, implementation of the Common Core and student learning		X	X	X	
Strategy 5: Implement a single, coordinated communication platform for curriculum and instruction, educator evaluation, and professional development.	Development of the platform Teacher survey on the effectiveness of the training and impact of the system on improved instructional practice			X	X	

Priority #3: Insert the Year 2 priority below.
Expand collaboration of school and community program and service opportunities focused on improving student achievement, graduation rates, student attendance, and reducing the number of suspensions, disruptive behaviors, and school based arrests.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
The district initiated later in the last school year several part-time school and community based programs to provide students with support and wraparound services to improve their achievement and success in school. The district has shifted from a "zero tolerance" policy to making every effort to keep all students learning in school by adopting prevention oriented and evidence based school discipline models that respect the right of every student to an education. This priority focuses on expanding the several part-time programs and personnel to ensure the success of our most at risk students, along with their families, who have varied the social, emotional, and mental health needs. We seek to increase ways to positively engaged disengaged students and their families using non-traditional methods of learning and evidence based programming

in the community. The alliance funds support a new position, the Family/School Connection Specialist, who will support families with students identified with chronic absenteeism and behavior issues, and provide parent education and school engagement programming. Three full-time, including a full-time substance abuse specialist, and eight part-time personnel will staff the program with oversight by a district social worker.

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

Improvement in achievement, defined by report card grades, State and local assessments, and graduation and attendance rates of students at risk of not completing their high school education.
Reduction overall in the district the number of suspensions (internal and out of school), disruptive behaviors, and school based arrests.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Strategy 1: Implement program service providers for the following programs initiated in 2012-13: Play by the Rules, Student and Family Engagement Program, the Family/School Connections Program, the Wilderness School, the Credit Recovery Program, along with the services of a community outreach social worker.	20% Reduction 0ffice referrals for disruptive behavior 20% Reduction in suspension 20% Reduction in chronic absenteeism 20% Reduction student arrests in school	X	X	X	X	
Strategy 2: Provide additional substance abuse services and educational programming with a full-time substance abuse specialist	Number of student participants Student survey/evaluation of program	X	X	X	X	
Priority #4 (optional): Insert the Year 2 priority below.						
Increase the level of college and career readiness of secondary school students, particularly those in underperforming subgroups, by personalizing learning through innovative approaches, and individualized supports and interventions. (new initiatives)						
Summary: Briefly describe the district's comprehensive approach to implement this priority.						

This priority focuses on three distinct but related initiatives
In a time when we are working at all levels to address the causes of the achievement gap, a 1 device per 1 student model will address the digital divide that exists amongst our students. In this plan, all students will have access to the same high quality devices and applications via the web, thus providing them with a window to the world and its knowledge.

In other districts across the country, 1:1 environments have led to laudable increase in language arts scores as well as student performance in other disciplines. Additionally, there is evidence that if we change the way instruction is delivered by using technology to involve students in rigorous learning opportunities that are differentiated to meet their needs, student engagement will also increase.

1:1 environments are necessary for the future of learning. Trends such as blended learning or flipped classrooms seek to take advantage of the opportunities for learning beyond the confines of the school and its day. Helping students to develop 21st century skills based in authentic real world tasks is easiest to do when all student have the right tools. Doing so promotes meaningful engagement with the curriculum. Student's needs are diverse and changing, so being able to tap into technology on a moment's notice allows for scaffolding and differentiation on a whole new scale.

To support this type of innovative teaching and learning and to enhance the practices of Manchester's teachers funding will allow for job-embedded professional development that spirals learning and integrates technology. All teachers will take part in a series of professional learning communities dedicated to the use of unit planning and performance task development to support Manchester's CCSS-aligned curriculum. As a foundation for this work the Smarter Balanced sample items and performance tasks will be utilized to provide teachers with examples of the depth of understanding and connections across grades required of the CCSS and measured by the Smarter Balanced assessment system.

Employing a backward design approach will allow teachers to better recognize connections between student outcomes and curriculum and instruction. Curriculum and instruction must be developed with an eye towards enhancing reading, writing, speaking, listening, language, and problem-solving as well as provide students with the skills necessary for selecting appropriate mediums for the various performance tasks.

To bring more consistency to desired student outcomes the district will develop a cache of student work samples to showcase grade level exemplars. The student exemplars will allow students and teachers the ability to highlight student growth and development and make changes in instruction of programming.

The district-level CCSS based units and performance tasks will be shared electronically through an electronic platform. Moving the district's curriculum and assessments to such a platform allows Manchester's educators to share their expertise in a timely and useful manner resulting in a benefit for all.

Another benefit to teaching and learning is the use of smaller learning communities. Studies on school climate and learning, particularly in high school, support smaller learning communities. The Medical Careers Academy proposal combines aspects of an early college high school with the career academy theme. Both of these strategies have been shown to have effects on increasing student engagement and decreasing drop-out rates. The proposal also infuses other components that have been shown to prevent dropouts in a review of research by the U.S. Department of Education. These components include "creating more personalized learning environments for students; providing extra support and academic enrichment for struggling students; assigning adult advocates to students deemed to be at risk of dropping out; and providing rigorous and relevant instruction to engage students in learning." (www.edweek.org/ew/issues/dropouts/)

By providing a rigorous curriculum clearly connected to the interests and needs of our students, we are more likely to engage students in a

better and more meaningful education. Appointing a director of the academy whose sole focus is on the development of the academy and ensuring the success of its students will allow us to ensure that the curriculum and programs are created and implemented thoughtfully and that the academy design process can be replicated.

Improving college and career readiness requires adequate and innovative educational supports and interventions. A proposed reorganization of the administrative and educational support personnel at the Illing Middle School in Manchester seeks to reduce the number of disruptive behaviors in the classrooms, diminish the number of suspensions, improve classroom management protocols, increase parent engagement with the school and advance safe school climate. The alliance grant proposal supports a reorganization plan by supporting the creation of a Director of Student Support Services who will have responsibility for supervising alternative education program, serving as the outreach interventionist with families, overseeing behavior interventions and chronic absenteeism, oversee Tier II and Tier III intervention programming, and assume responsibility as the school's climate specialist.

Outcome Metric: What is the desired result of the implementation of Priority #4?
Students will demonstrate at the conclusion of grade eight and twelve at a level of academic readiness and career readiness to enable them to be successful learners in high school and after graduation. We seek to have our high school students experience a student-centered learning environment with a focus on blended learning, differentiated instruction, and problem-solving and higher order thinking skills. High school teachers will show evidence of their ability to use blended learning.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Strategy 1: Provide access to technology, at school and at home, in the form of Google Chromebooks to transform learning, assessment, and intervention through regular integration of student research, presentations, and authentic publication of work in all classrooms, regular administration of online adaptive assessments to efficiently and effectively monitor the progress of all students in a timely fashion, and the use of web-based tools designed to allow students to control pace and time in order to focus instruction and close achievement gaps.	70% of teachers implement differentiated strategies during classroom walkthroughs 70% of teachers implementing blended learning using the Chromebooks 70% of the teachers using student-centered instructional strategies with a high cognitive demand as evidenced through classroom walkthroughs.		X	X	X	
Strategy 2: Implement a medical career academy as the first step in breaking the high school into smaller learning communities.	Enroll at least 120 students in Medical Careers Academy during 2013-2014 90% of students enrolled remain in the		X	X	X	

	academy for the 2014-15 school year 98% of students enrolled in the academy graduating in 4 years At least 85% of students reporting high levels of investment in the academy and engagement in academy classes on the survey				
Strategy 3: Support the Middle School's reorganization plan with the appointment of a Director of Student Support Services.	40% reduction in office referrals 30% reduction in suspensions 50% reduction in students with 10 or more unexcused absences		X	X	X
Strategy 4: Identify student exemplars reflective of district student expectations.	Creation of student writing exemplars.		X	X	X

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?

Manchester will continue to identify, research and implement best practices that lead to student proficiency. Much of the work for Year 2 will be built upon the Year 1 pilot. During the 2012-2013 school year, an emphasis on instructional rounds and working collaboratively to identify *problems of practice* and pinpoint patterns of need at the school level. Data teams used student artifacts and assessment scores to identify if the curricular areas of concern were at the level of an individual student, sub group level, or entire grade.

During the 2013-2014 school year school level data teams will continue and the district level will work on establishing protocols for the district leadership team. An outside consultant will be hired to assist in building capacity and processes for the district leadership team. By identifying key district level stakeholders and establishing systems and protocols Manchester will be better poised to monitor the effectiveness of its DIP as it relates to each SIP and make adjustments throughout the year to support growth and development at all levels.

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?

Manchester will differentiate supports and accountability by evaluating school-wide patterns identified by each school data team. The identified patterns will be used to predict what students currently know or can do. Comparisons will be made between the school-wide patterns and the district-level patterns to identify what students should be able to do as a result of being in each school. From this conversation the district data team will work to decide next steps for schools and system-wide to improve learning at scale. This later stage of the work will result in recommendations for each school dependent on its school-level data.

Recommendations will include what could be done next week, next month, and over the course of a year. Recommendations will take into account school-level time schedules, resources, and necessary supports. The expectation will be that each school will decide upon its own course of action with an established

feedback loop to the district level.

This turnaround strategy supports Manchester's theory of change by: building instructional and leadership capacity, utilizing student performance data to support the use of quality standards, and providing rigorous and engaging learning experiences for all students through the use of best practices delivered by high-quality staff.

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.

Progress Monitoring of the Alliance District Plan

1. The District Improvement Plan (DIP) will be consistent with the priorities identified in the Alliance Grant proposal. The District Data and Accountability Team will oversee and formulate an annual district improvement plan.

2. The District Data and Accountability Team will meet quarterly to receive updates and review pertinent data associated with the Alliance Plan.

3. The district will assign administrators who will have oversight and data collection responsibility for one or more strategies in the alliance grant plan. These administrators will meet monthly with the Superintendent to provide feedback and reports on the status of the grant strategy.

4. The Superintendent meets with each principal to review and approve all School Improvement Plans to ensure their alignment and support of the district's goals, and consistent with student performance and school climate data.

5. The Superintendent will meet monthly with principals to receive status reports on their School Improvement Plan.

6. School principals will share their School Improvement Plans with the Board of Education at a regularly scheduled public meeting of the Board of Education.

7. The Superintendent will report to the Board monthly on the status of the districts (DIP) and Alliance Plan.

Progress Monitoring Strategies	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Administer NWEA assessments three times a year in grades K-10	Teachers Coaches										
Review NWEA data to determine which students will receive strategic monitoring at the school level	Principals Teachers Coaches Assistant Supt. (monthly)										
Use NWEA results to determine research-based instructional interventions at the school level	Principals Teachers Coaches										
Utilize instructional rounds to monitor the school's progress in meeting its SIP	Principals Teachers Coaches										
Review all school level data to monitor the district's progress in meeting its DIP	Superintendent Assist. Supt. Director of T&L Principals										

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

Progress Monitoring at the School Level

1. The principals will meet biweekly with the school's Data and Accountability team to review student performance results based on targeted outcomes identified in the SIP and identify suggested instructional strategies or units to meet identified student learning needs.

2. The Assistant Superintendent for Curriculum and Instruction will meet monthly with each school's data and accountability team to review and analyze student performance data, and instructional strategies and/or instructional unit or curriculum changes needed to meet student needs.

3. Each school will use school based instructional rounds to monitor the school's progress in meeting its school improvement plan.

Each of these strategies for progress monitoring has been codified on the previous page. This table of progress monitoring strategies will assist the district in monitoring the DIP and SIP – each of which dovetails to address student achievement, growth, and development.

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?

None at this time.

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9. Budget

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.

(Budget Documents at the end of this document)

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.

<div align="center">

Stakeholder Engagement in the Planning Process

Administrative Council
Dr. Richard Kisiel, Superintendent
Amy Radikas, Assistant Superintendent
Shelly Matfess, Assistant Superintendent
Pat Brooks, Assistant to the Superintendent
Troy Monroe, Director of Teaching and Learning
Matt Geary, High School Principal
David Welch, Middle School Principal
Joseph Chella, Principal
Matthew Daly, Principal
Julie Martin-Beaulieu, Principal
Bruce Thorndike, Principal
Catherine Colavecchio, Principal
Diane Sheehan-Burns, Principal
Stuart Wolf, Principal
Roland Axelson, Principal
Karen Gray, Principal
Dr. Jerry Reisman, Principal
Dr. Mary Lou Ruggierio, Principal

Manchester Education Association
Thomas Nicolas, President
Kevin Mach, Vice President

Town of Manchester
Scott Shanley, Town Manager
Erica Bromley, Director Youth Service Bureau
Sharon Kozey, Early Childhood Coordinator
Scott Sprague, Director of Parks & Recreation

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Stakeholder Engagement in the Planning Process (cont.)

Manchester Parent Teacher Associations
Jackie Madore, District PTA
Pat Moran, High School
Michelle Grady and Sara Cleveland, Middle School
Adam Skinner, Verplanck School
Tynsha Tyson, Robertson School
Sara O'Brien, Highland Park School
Scott Aiken, Washington School
Michelle DiPietro, Keeney St. School
Sandie Watts and Jen Chapman, Bowers School
Christian Rosetti, Pre-School Center
Kayle Gagnon and Erinn Dyskstra, Buckley School
Sherry Norris and Kim Mercier, Martin School

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: ALLIANCE GRANT YEAR 2

THE APPLICANT: **Dr. Richard W. Kisiel** HEREBY ASSURES THAT:

Manchester 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:

Richard W. Kisiel, Ed.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

July 3 , 2013

Date:

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.

Please complete and submit the Appendix B form provided and customize