

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

Form Number: ED701

C.G.S. § 10-262u

Stefan Pryor, Commissioner of Education
Debra Kurshan, Chief Turnaround Officer
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106

860-713-6777

www.sde.ct.gov/





Nondiscrimination Statement

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



Year 2 Alliance District Application Amendment TABLE OF CONTENTS

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW	p. 4
1. Alliance District Program Overview	4
2. Application Components	4
3. Application Instructions	5
4. Timeline Summary	5
5. Questions	5
PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT	p. 6
1. District Contact Information	6
2. Vision, Mission & Values	7
3. Data Profile	9
4. Needs Analysis	10
5. District Strategy and Year 1 Reflection	12
6. Year 2 Priorities	14
7. School Turnaround Strategy	20
8. Accountability and Support	21
9. Budget	23
10. Stakeholder Engagement	24
PART III: APPENDIX SECTION	p. 25
A. Statement of Assurances	25
B. List of District Review and Turnaround Schools	29

SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***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.

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

4. Timeline Summary

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

5. Questions

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

Debra Kurshan



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



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

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

Name of School District:	East Windsor Public Schools		
Name of Grant Contact Person:	Christine DeBarge, Assistant Superintendent PK – 12 Education		
Phone # of Contact Person:	(860) 623-3346		
E-mail of Contact Person:	cdebarge@ewct.org		
Address of Contact Person:	Street Address:	70 South Main st.	
	City:	East Windsor	Zip Code: 06088
Name of Superintendent:	Theresa Kane, Ed.D		
Signature of Superintendent:		Date:	
Name of Board Chair:	Christopher Mickey		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	x <input type="checkbox"/> Yes <input type="checkbox"/> No original plan approved August 8, 2012		
Date of Plan Presentation to the Local Board:			
Priority School District?	<input type="checkbox"/> Yes x <input type="checkbox"/> No		

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



2. District Vision, Mission & Values

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

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

In the creation of the 2012 – 2017 Strategic Plan the East Windsor Board of Education chose not to create a vision statement, feeling that it would be too wordy and superfluous.

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

East Windsor Public Schools will provide a high-quality, comprehensive, and meaningful education for all students within a safe and nurturing environment. Each student will be treated as an individual and taught to function as a member of a group and as a productive member of society. We will strive for each student to be proficient in all curricular areas. Our guiding principle: Inspiring growth. Achieving success."

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

In the creation of the 2012 – 2017 Strategic Plan the East Windsor Board of Education chose not to create core beliefs or values, feeling that it would be too wordy and superfluous.



Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement districtwide. 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 districtwide?

The East Windsor Public Schools believes that if we identify and implement a school wide instruction focus; provide targeted professional development needed to improve teaching and learning; use effective, evidence based teaching practices; re-align district resources of people, time, money and energy to support the instructional focus; engage families and the community in supporting the instructional focus; and create an internal accountability system then will increase student performance as measured by state and local standardized measures of reading and math from kindergarten through grade 4.



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:	1439	Per Pupil Allocation: ²			
Total # Schools:	3	Operating Budget:	\$21,888,781		
# Review Schools: ³	0	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	66	% F/R Lunch:	34.47		
% Black:	11	% IEP:	18		
% Hispanic:	12	% ELL:	3		
% Other:	11	Attendance Rate:			
District Personnel (2012-13):					
# Certified School-based Staff:	136	Median Teacher Salary: ⁴	\$66583		
Student/Teacher Ratio: ⁵	9:1	# Central Office Administrators:	4		
# School Administrators:	11	# Central Office Support Staff:	4		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a		n/a	
Math	Gr. 3 CMT at/above Goal:	44.1	54.3	45.3	n/a
	Gr. 5 CMT at/above Goal:	63.5	64.4	56.5	n/a
	Gr. 8 CMT at/above Goal:	67.6	51.6	67.8	n/a
	Gr. 10 CAPT at/above Goal:	38.3	41.0	36.9	n/a
Reading	Gr. 3 CMT at/above Goal:	45.2	55.3	48.2	n/a
	Gr. 5 CMT at/above Goal:	52.1	52.0	50.6	n/a
	Gr. 8 CMT at/above Goal:	71.3	66.7	79.3	n/a
	Gr. 10 CAPT at/above Goal:	31.3	28.6	37.9	n/a
Chronic Absenteeism Rate: ⁶					
4-Yr Graduation Rate:				81.7	
% Pursuing Higher Education:				78.75	

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

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

4. District Needs Analysis

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

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

Academics	<p>The CSDE site visit identified administrative walkthroughs with feedback on a weekly or biweekly basis; common formative assessments at the secondary level; common planning time at all schools, creating a more collaborative culture and SRBI implementation including implementation of the Service Team model.</p> <p>The district’s use of a common benchmark assessment demonstrated that kindergarten reached and exceeded the previous Alliance grant target of 75% of students performing at grade level. Kindergarten students scored 87% at or above benchmark by May 2013, with all other grade levels improving performance between fall 2012 and spring 2013 at the elementary level. In math, elementary improved 15% at grade 1; 20% at grade 2; 17% at grade 3, and 18% at grade 4.</p> <p>The middle school showed increases of 13%, 15% and 3% at grades 6, 7, and 8 respectively in reading. Middle school math showed an increase of 5% at grade 6; 8% at grade 7 and 1% at grade 8.</p> <p>At the high school level, grades 9, 11, and 12 showed increases in the percentage of students at or above benchmark by 7, 9, and 4 percent respectively. High school math showed slight increases in math at grades 9 and 10 (3% and 4%) but showed greater increases at grades 11 (13%) and 12 (17%)</p> <p>At the district level, reading increased from 60% at or above benchmark in September 2012 to 65% at or above proficiency in May, 2013. Students at or above benchmark increased from 60% to 70% from September to May.</p>
Human Capital	<p>CSDE site visit strengths in human capital include: the development of a hybrid teacher evaluation model with teacher union support; increased stability of administrative staff, which has contributed to increased recruitment of high quality staff; TEAM model used to support new teachers; improved staff retention.</p>

Operations	<p>CSDE visit strengths include: budget management has been tightened and stabilized and the budget this year was built upon zero-based approach to create an accurate baseline to building off in future year.</p> <p>The administrative team created the FY2014 in a collaborative manner, discussing needs district wide. A focus on programming for students allowed for the addition of multiple special education programs to be added, meeting the needs of our most impaired students, for the addition of intervention staff at the high school and the addition of a variety of literacy and math electives at the middle school level.</p> <p>Process and procedure was a focus this past year related to implementation of the SRBI model, implementation of Service Team for general education problem solving, in the nursing department and increasing communication between departments.</p>
Culture and Climate	<p>The CSDE site visit noted the following strengths: School Governance Councils at the elementary and high schools; improved behavior and attendance with the addition of the clinical social worker and tightened attendance and management procedures; cooperative relationship with the teacher's union.</p> <p>The clinical social worker, in cooperation with assistant principals and the assistant superintendent, created a district wide protocol for investigating bullying or harassment complaints and manner in which to engage parents in responding to the issues. Safe School Climate committees are in place at all three schools, working to develop consistent behavioral expectations within and among the buildings. The Service Team model allows teacher to work in collaboration to solve students' challenges, impacting academic performance.</p>



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

Academics	<p>The CSDE site visit identified the following areas for growth: elementary teachers need for more common planning time; implementation of recommendations related to special education; teacher training on use of STAR; continue to ramp up and train on data systems.</p> <p>The district has contracted out for a curriculum department review which identified that the written curriculum does not match the taught curriculum at any grade level. Given the new evaluation, the need for a written curriculum which aligns with the taught curriculum, is critical. This work has begun during the 2012-3013 academic year.</p>
Human Capital	<p>CSDE identified the need for continued training on the new teacher evaluation and the need for transitioning from the traditional professional development model to the more frequent and embedded training with coaching support.</p> <p>Training has been started during June 2013. During the upcoming administrative retreat, the professional development schedule will be reviewed with preliminary plans made. Adjustments will be made based on teacher self-reflections in September.</p>
Operations	<p>CSDE identified: development of a strategy to pursue private/foundation support; development of strategy for funding capital improvements; exploration for extending learning time.</p>

Culture and Climate	<p>CSDE identified: parent and family engagement; support for operational changes to provide a 21st century education; base of support that extends beyond the local Board of Education.</p> <p>The district continues to develop and implement common behavioral expectations for both staff and students across all three schools to improve climate and culture. Training will occur in Responsive Classroom at the elementary level to support this change. The district will embed lessons from a developmental guidance curriculum across all grade levels to ensure all domains common to both Safe School Climate and School Guidance standards are addressed.</p>
---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. District Strategy and Year 1 Reflection

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

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

Key initiative 1: was the implementation of an intensive reading intervention strategy for students reading below proficiency, including one literacy coach, four reading interventionists, rigorous reading assessments, and year-long training for principals and teachers.

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

Successes of this model include the previously cited improvement in literacy and math scores at Broad Brook Elementary School between September 2012 and May 2013. In addition, the core elements of the Readers Workshop model were clearly defined using a collaborative model involving a subgroup of staff from BBES, including the literacy coach and reading teachers. The elements have been shared with all staff and formal training has begun to ensure all staff has a shared understanding of the model. The elements defined will be incorporated into a lesson plan template used by the ELA curriculum committee during summer 2013 in which the ELA units will be created or refined.

The literacy schedule at Broad Brook changed for the 2012-2013 school year to include a 90 min “all hands on deck” literacy period. All instructional staff partnered with classroom teachers to provide small group or individualized literacy support in addition to the core curriculum during this period. The literacy coach and reading teachers helped design specialized instruction and provided the instruction in small groups or individually in and outside of the classrooms.

The literacy coach has provided modeling and training in the use and analysis of assessment data and worked with teachers, reading teachers and tutors to design and implement interventions targeted to meet the needs of students in the “watch”, “intervention”, and “urgent intervention” levels on the STAR assessment. In class modeling of instruction has also occurred across the year. The coach and reading teachers collaborate with grade level teams to modify instruction to meet the needs of individual students and to adjust grade level curriculum as needed based on classroom and standardized data.

A structured, formal SRBI format was developed including biweekly progress monitoring for all students not at grade level. Review of data and demonstration of students’ ability to maintain skills at grade level over a specified period prior to discharge from intervention were all implemented this year.

Reading interventionists and the reading coach attending Service Team meetings in which general education problem solving occurred. Staff implemented best practices or specific interventions geared to address specific challenges. Data was used to measure the effectiveness of interventions and the need for continued or modified supports for students.

Administrators met at least twice monthly to receive training regarding effective strategies for turnaround efforts. The training included observing instruction and providing targeted feedback geared to improve teaching and learning; review and analysis of data and resulting instructional changes; running data team meetings at the building level; and communicating the message of instructional change and the instructional focus effectively to staff and parents. The literacy coach and reading teachers participated in several meetings regarding effective strategies and challenges in the implementation of the Alliance grant initiatives. Changes were made in scheduling, prioritizing of time and training following those meetings.

The district began administering the STAR assessment three times yearly and using that data to make decisions about SRBI services for literacy and math. STAR is administered online, providing some practice for the district in scheduling, administration and technology support structures for administration of an online assessment.

The district did not previously have a comprehensive written curriculum to guide instruction. Curriculum writing and revision occurred during three district wide professional development days at the end of the 2012 -2013 academic year and will continue during the upcoming academic year. In addition, curriculum work was completed and continues for all content areas. The work includes creation or modification to pre-assessments, formative assessments and summative assessments aligned to content and common core standards. Data derived from the assessments will be reviewed by building and district level administrators to monitor effectiveness of curriculum and instruction. Academic coaches and PLC leaders are available to provide embedded PD on CCSS and curriculum revision. The curriculum work includes embedding of CCSS across all grades and disciplines. Ongoing professional development is occurring across all grade levels regarding CCSS and their relationship to all content areas.

Information regarding CCSS has been provided at BOE meetings, through links on the district website and in the fall 2013 will be provided to families at Open Houses at all three buildings.

The district has an approved evaluation for teachers and administrators. Training has begun or is planning for both teachers and administrators to ensure common understanding and consistent use of the evaluation tools. The district is using a Teacher Evaluation module associated with our Student Information System provider (Rediker) rather than Bloomboard, to track teacher evaluation data and documents. Early release days, staff meetings and other professional development time will be used to train staff on the use of the new module.

Administrators will receive embedded professional development on the new educator evaluation including on site trainings from an educational consultant across the course of the year; joint observations with other administrators and consultant; continued training on providing effective feedback from Focus on Results consultant. Administrators meet monthly with the consultant from FOR to receive continued support in leadership, feedback, and data driven decision making.

Data as well as professional learning goals will drive the need for professional development. Areas of need as noted during observations and teacher requested topics will also be utilized as a basis for PD. The district has PD one hour weekly for three weeks each month and also has 11 early release days between Sept/Oct and March/April for professional development. The district has utilized the PLC format for teacher growth and professional development for several years and will continue to utilize that structure.

The district has successfully recruited high performing teachers from multiple other districts in the previous year. The opportunity to participate in "turn around" work and potential to assume leadership roles within the district have been reasons for staff coming to East Windsor. We continue to encourage current staff to assume

leadership roles including those of PLC leader, content team leader, delivering professional development, curriculum committee work and acting as mentors for new staff.

The district's turnaround work is focused on Broad Brook school as the alliance school; however, all practices utilized for improvement at BBES are utilized district wide. The focus is on sustaining the same priorities for multiple years to ensure that practices are enculturated and ensuring consistency between and within buildings. In addition, changes to practice and decision making are data based.

The district works with the consultant through Focus on Results for district wide reform but has provided increased time for the focus school. In addition, the Superintendent and Assistant Superintendent meet weekly with all principals to review ongoing data, discuss supports needed for staff based on teacher performance. Differentiated support for staff is provided in a similar manner to an SRBI structure with the greatest support provided to staff demonstrating greatest need. At this time the district is making changes in process and procedure especially in respect to data, with the new educator evaluation and feedback to staff. Given the number changes, at this time the administration is engaged in activities directed from Central Services. As a level of comfort and proficiency is reached the earned autonomy will increase.

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.

None of the initiatives implemented in Year One will be discontinued for Year Two.

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.

<p>Priority #1</p>	<p>Following the CSDE, K-3 Literacy Initiative model, Broad Brook Elementary School will implement an intensive reading intervention strategy for students reading below proficiency, including one literacy coach, four reading interventionists, rigorous reading assessments, and year-long training for principals and teachers. These services will provide interventions for students at Broad Brook Elementary School.</p> <p>The K- 3 Literacy Initiative aligns with the district strategic plan Domain One: Curriculum, Instruction, and Assessment and its goal: to develop a continuum of services to improve the academic, social, emotional, and wellness development to ensure that all East Windsor students are ready to be successful in college or their careers. The district has also aligned resources of time and staff to provide targeted intervention during literacy instruction and during other identified “intervention” periods of the day to meet the needs of any student not “at” or “above” benchmark on the district utilized assessment.</p> <p>Training for principals and teachers will continue regarding SRBI, the Readers Workshop Model, and using data to drive instruction. In addition, the district will continue to provide support for principals and teachers regarding the use of its new teacher evaluation and professional development plan. Training is planned for principals to calibrate observations and feedback regarding instructional practices and the use of the evaluation model. Staff training has been provided at the introductory level and will continue at the building and individual teacher level in the fall. This training includes PD on the use of STAR the district assessment that will be one source of standardized data for teacher evaluations and to inform instructional change district wide.</p> <p>Job-embedded professional development based on educator evaluations occurs. Professional development is provided based on goals selected by the teacher and the principal. These goals are selected based on student performance data. Job embedded professional development takes place during weekly PLC time. At the elementary level this is a grade level group. At the secondary level, the PLC is a department group. Monthly PLC meetings and faculty meetings are also used for professional development.</p> <p>The literacy coach will serve as one representative from the elementary level on the district wide ELA curriculum committee. The integration of CCSS has begun through work at the PLC level this year and will continue during summer 2013. Data from STAR allows staff and administrators to monitor performance</p>	<p><input checked="" type="checkbox"/> Continued from Year 1</p> <p><input type="checkbox"/> New priority</p>
--------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

Priority #2	<p>Increase wrap around services and expand services available through SRBI for social/emotional/behavioral needs.</p> <p>The district would hire two social workers of a SSW is consistent with the goals of the East Windsor Board of Education vision to “East Windsor Public Schools will provide a high-quality, comprehensive, and meaningful education for all students within a safe and nurturing environment. Each student will be treated as an individual and taught to function as a member of a group and as a productive member of society. We will strive for each student to be proficient in all curricular areas. Our guiding principle: Inspiring growth. Achieving success.”. A SSW will work in conjunction with the Clinical Social Worker in providing best practices related to the treatment of mental health issues, family challenges and behavioral issues. The SSW will be instrumental in working with families and increasing communication between the school and families regarding our most challenging students. SSW will, with the Clinical Social Worker, consult with staff regarding the implementation of behavioral strategies thereby allowing students to remain in classrooms for more time, increasing access to the general education curriculum. Students able to access the classrooms will have greater access to instruction on the CCSS, which are being embedded into the district curriculum.</p> <p>The SSW, clinical Social Worker and nursing will implement procedures to respond to students in crisis, demonstrating behavior unsafe for themselves or others. The SSW will act as a primary contact with outside, private clinicians or physician to coordinate care.</p> <p>Consultation of the SSW will provide teachers with strategies and support needed to improve climate in the classrooms, allowing for a decrease in time needed to address behavioral issues, thereby increasing instructional time.</p> <p>The presence of a school social worker at BBES will be both to serve individual students at BBES as well as serve as one element of a comprehensive clinical continuum of services district wide. The school based social workers will receive clinical supervision from the Behavior Intervention Specialist, who holds his LICSW. Their work district wide includes development and implementation of services under SRBI for social emotional and behavior needs; providing individual counseling; consultation; behavior modification recommendations and to provide crisis response as needed.</p>	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

<p style="text-align: center;">Priority #3</p>	<p>Utilize new formats for educator and administrator evaluation</p> <p>As required by regulation, the East Windsor Public Schools has adopted new formats for teacher and administrator evaluation. The district adopted SEED for administrators and will use a modified version for the teacher evaluation. The evaluation formats focus on the effectiveness of instruction or instructional leadership as measured by student improvement. These formats are consistent with the district’s use of data to drive instructional change and professional development. Feedback and prompting reflection will be utilized with both teachers and administrators to encourage analysis of data to conduct self-assessments, lead staff to identify areas of need instructionally and professionally and use objective means to measure success for students and staff.</p> <p>These formats support the district goals to provide high quality instruction to students; provide intervention for students demonstrating need; providing professional development and other goals and objectives within the BOE strategic plan.</p>	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority
<p style="text-align: center;">Priority #4 (optional)</p>		<input type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority

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

The continued use of a literacy coach, reading teacher and professional development for teachers and administrators allow for targeted interventions to be provided for students. The targeted interventions have shown an improvement in reading and math scores for students below benchmark.

Professional development for teachers and administrators continues to focus on data analysis and resulting instructional change. This work, at the administrative level, continues to focus on observing teaching and providing targeted feedback aimed at improving instruction and learning for students.

The SSW will provide supports to staff and services to students improving climate and behavior. These changes will allow students to remain in class longer, thereby accessing more of the Readers workshop format and CCSS embedded into the literacy and math curricula. This work targets the Focus Areas of: 1. Identifying and implementing a school wide instructional focus 2) developing professional collaboration teams to improve teaching and learning for all students; 3) identify, learn and use effective evidence based teaching practices to meet the needs of each student; 4) create a targeted professional development plan that builds expertise in selected best practices; 5) re-align resources to support the instructional focus and 7) create an internal accountability system.

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.

As mentioned, the academic coaches at both elementary and middle school are working with staff at both levels to create instructional units embedding the CCSS. All PLCs, district wide, are writing instructional units, specifically targeting CCSS and various levels of assessment. The variety of assessments will allow for greater responsiveness to student need during the instruction rather than at the summative stage. The use of STAR data allows staff and administrators to see objective data related to the percentage of students at benchmark for each of the College and Career Readiness Standards and Common Core State Standards. A particular focus in training has been on sharing the Reading for Information standards with all staff across grade levels. This data will also serve as a standardized assessment data point in the new educator evaluation for all district staff not in state tested grades or subject areas. Staff training has been provided, and will continue with more detail, regarding how the STAR or CMT data can be used to develop Student Learning Objectives for the evaluation and serve as ongoing data collection documenting student progress.



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.
Broad Brook Elementary School will implement an intensive reading intervention strategy for students reading below proficiency,
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
A literacy coach and four reading teachers were hired in 2012-2013 academic year. The literacy coach will provide embedded professional development related to the design and implementation of the Readers Workshop model in literacy. Additional training will be provided to the staff as a whole in each element of the model to ensure fidelity of implementation across all classrooms at all grade levels. Reading teachers will provide specialized instruction for students performing below benchmark in addition to Core instruction. This intervention may occur within or outside of the general education classroom. In addition, both the coach and reading teachers will provide consultation to grade level PLCs regarding accommodations and modifications of instruction to meet the needs of individual students. They will support data analysis and participate with the PLCs in determining curriculum changes needed based on data. Students receiving intervention will have progress monitored no less than every two weeks and building wide benchmark assessments will be administered four times per year. Additional assessment measures will be used to obtain additional information about student performance as needed. Following each data cycle, a team of staff, including the coach and reading teachers will analyze trends in performance for each student and make adjustments to the intervention as appropriate.
Outcome Metric: What is the desired result of the implementation of Priority #1?
100% of students at Broad Brook Elementary School will demonstrate growth in reading as measured by internal assessments and CMT as a result of year two implementation. 80% of students at grades K – 3 will be at benchmark in reading by the end of year 2.



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
Provide embedded professional development for all staff on Readers Workshop	Coaching calendars will be maintained, professional development attendance sheets maintained and agendas created for all training sessions.		x	x	x	
The Readers Workshop model will be integrated into ELA curriculum units in grades K – 3 .	Completion of instructional units including lesson plans, through January of 2014	x				
The Readers Workshop model will be integrated into ELA curriculum units in grades K – 3	All instructional units including lesson plans will be completed for grades K – 3 by June 2014.				x	
Completed instructional units and lesson plans will be implemented as instructions in the classroom	Results of related formative assessments will determine success of implementation			X	x	
Establish and follow a district calendar reflecting the data cycle (assessment and data analysis), professional development , observations and feedback cycle for all teachers	Calendar will be completed by Fall 2013		x	x	x	
Create intervention plans for all students scoring below benchmark on benchmark assessments	Completion of intervention plans following fall, winter, spring and end of year assessment cycles		x	x	x	



Implementation of completed intervention plans for all students following fall, winter, spring and end of year assessment cycles	Results of student performance on formative and benchmark assessments as a result of intervention plans			x	x
----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--	--	---	---

Priority #2: Insert the Year 2 priority below.					
Provide direct services and consultation to support students struggling with social/emotional/behavioral challenges that interfere with learning.					
Summary: Briefly describe the district's comprehensive approach to implement this priority.					
A SSW will be hired, working under both the special education department and the SRBI process through the Assistant Superintendent's office. The SSW will 1) provide direct services for students who require counseling 2) participate in Service Team for problem solving about social, emotional, behavioral and family issues, 3) provide consultation in conjunction with Clinical Social Worker, to classroom teachers regarding effective strategies for social, emotional, behavioral needs 4) serve as part of the school Safe School Climate Committee to determine and implement positive school climate strategies; 5) respond to students and families in crisis in conjunction with the Clinical Social Worker. By providing appropriate services to students with social, emotional, behavior needs, the classroom teachers and their families, students will be more able to remain in the general education setting and access the core curriculum, resulting in increased academic performance.					
Outcome Metric: What is the desired result of the implementation of Priority #2?					
Students demonstrating social, emotional, or behavioral challenges will demonstrate growth in reading and math based on internal or state assessment measures					
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



Post for and hire School Social Worker	Completion of hiring process	x				
Review behavioral data from 2012-2013 school year to determine students in need of support with transition into new school year. based on established criteria relative to the social, emotional, behavioral data	Creation and implementation of plans for identified students, family outreach conducted	x	x			
Provide direct services to students identified based on social, emotional, behavioral data	Counseling or group therapy attendance records, pre/post behavioral data		x	x	x	
Review time out of class data for students served by SSW (direct or indirect services)	Comparison of time out of class data for students, pre and post services with SSW		x	x	x	

Priority #3: Insert the Year 2 priority below.
Utilize new formats for the educator and administrator evaluations
Summary: Briefly describe the district's comprehensive approach to implement this priority.
<p>The Assistant Superintendent worked with a private consultant to develop a modified version of SEED for the educator evaluation. At various stages of completion, the teachers association reviewed the document and provided feedback, which was addressed in the document or through various stages of training. At the end of June 2013, the Asst Supt presented a full staff overview of the new model. The documents have been available to all staff on the district shared network drive for review since June. Professional development is being provided at each school regarding the evaluation, with a focus on the first two required meetings (Oct and Nov). Additional professional development will be provided midyear regarding the midyear and summative processes.</p> <p>Administrators are being provided with training regarding observation and feedback for instruction as well as use of the CCT rubric. Calibration on use of the rubric and providing high quality feedback are foci of the training. The administrative PD will be embedded and occur throughout the school year with feedback provided by the consultant conducting the training as well as the Superintendent and Asst Supt.</p> <p>Individual teacher meetings are being conducted as outlined in the evaluation beginning with a review of the model.</p> <p>The Asst Supt will solicit feedback from administrators and staff regarding the document and training throughout the year.</p>

Outcome Metric: What is the desired result of the implementation of Priority #3?						
The result of implementing a comprehensive educator and administrator evaluation will be observable improvements in teaching and measurable improvements in student performance as measured by standardized assessments administered four times annually.						
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
Provide professional development for staff regarding new educator evaluation model	Completion of training	x	x	x	x	
Evaluation meetings per document	Completion of meetings as documented by logs		x	x	x	
Feedback solicited through a variety of means which may include but not be limited to: PLC leader discussions, surveys, building level staff meetings and discussion with union leadership	Emails sent and compiled responses to consider changes to evaluation model or provide additional training			x	x	
Teachers will participate in ongoing data review processes to review student performance data and implement instructional change. This ongoing data process and pre/post student data will be evidence to support teacher effectiveness	Data process review sheets; pre/post student data; post observation write up from administrator following formal and informal observations of teachers		x	x	x	x
Grade level or PLC level; school level; and district level data team meetings to review data regarding effectiveness of curriculum based on student performance across grade and subject areas using standardized and classroom based assessments	Data review process meetings at grade level; PLC level; building level; and district level; modified curriculum units reflecting instructional changes.		x	x	x	x



Modify curriculum units as a result of data review process to drive changes in instruction.	Modified curriculum units reflecting instructional changes.		x	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?

The district central office follows the seven areas of focus that also guides the work at each building. Specifically, central office supports 2. Develop professional collaboration teams to improve teaching and learning for all students; 4) Create a targeted professional development plan building expertise in selected evidence-based practices and 7) create an internal accountability system. The district’s budget, created by the superintendent in collaboration with the assistant superintendent, all building principals and other district administrators, realigns resources to the areas with greatest need. The budget, between the local allocation and grants, support literacy and math coaches at the elementary and middle schools; specialized special education programming determined by student need; training in the implementation of Service Team for problem solving; the provision of professional development time needed for curriculum and data team work; and instructional resources needed.

The superintendent developed and had approved, a new district calendar which provides six half days of professional development in the fall of 2013 and six half days in the spring of 2014 rather than the traditional two full days. This varied schedule will allow the district to make decisions about professional development needs both driven by student performance data and in collaboration with teachers. The schedule allows for collaborative curriculum and data team work to improve teaching and learning.

In the FY14 budget the superintendent included funding for lunch/recess monitors at the elementary level which will allow an additional 30 minutes per day of Professional learning Community (PLC) time for all teachers at the elementary level. This time will be used for ongoing review of student performance data with resulting curriculum and instructional modifications. Service Team will also occur on a regular rotation, allowing teachers to address the needs of individual students in collaboration with colleagues.

The assistant superintendent will oversee two paid curriculum committees during summer 2013 for math and ELA. These committees will ensure instructional units are created which address the Common Core standards and help teachers implement the Readers and Math workshop models.

The assistant superintendent will work with building principals to provide professional development which meets the needs of all teachers during the course of the 2013-2014 school year.

The superintendent, assistant superintendent and special education director participate in the principals’ training regarding observing teaching and provision of high quality feedback. The central office administrators also serve on the district data team, facilitate provision of district or school level data for analysis and obtain needed instructional resources. Beginning in September 2013, all school and classroom based formative and summative data (unit tests, finals etc...) will be provided to the assistant superintendent for review with each building administrator. Needs for curriculum and instructional changes will be reviewed and plans determined to provide needed change. Building level data is posted at the district level and reviewed with the Board of



Education each data cycle. Principals review data with PLCs and individual teachers as needed. Administrators conduct weekly walkthroughs of classrooms to observe for use of agreed upon best practices and report results to staff in weekly newsletters or discussions.

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?

The district will address each building based on student performance data analysis for each building. Individual needs will be addressed through the new PD schedule, individual feedback sessions with teachers, focused training for principals based on individual need and each administrators' evaluation goals. This supports the district's theory of change which requires the implementation of an instructional focus at each building. The individual foci drive the data collected and resulting instructional modifications and professional development (targeted professional development plan). With support at the district level, each principal makes recommendations and adjustments to their building budgets based on individual need for resources. All buildings have Instructional Leadership Teams and PLCs which help the administrators' make key decisions in the buildings which are unique to each building.

All buildings are provided resources based on student performance and services needed. The elementary school will have a dedicated math teacher to provide interventions through SRBI. This is in addition to the reading teachers, reading tutors, math tutor and both literacy and math coaches. In addition, the Alliance funding will be used to provide a school social worker to address social, emotional, behavioral needs of students at the elementary level. The middle school was able to realign resources resulting in the provision of extension classes for students performing above grade level in reading and math. The high school will receive tutors for both reading and math in order to implemented tiered instruction under SRBI.

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.

At the district level, the superintendent and assistant superintendent will be responsible for ensuring the systems and processes are in place. The assistant superintendent will be meeting with principals biweekly to ensure the data collection-review-instructional change-post data cycle and resulting professional development occur within the timeframe outlined in the district calendar. The assistant superintendent will complete the new administrative evaluation process with assistant principals and the superintendent will evaluate building principals. This will ensure the accountability required through the teacher and administrative evaluation processes is maintained. All building level data will be reviewed by the assistant superintendent with building administrators to ensure needed instructional changes are being made and that necessary resources are made available for staff. The assistant superintendent will meet throughout the year with PLC leaders from all levels to ensure consistency of practice and expectations for curriculum, instruction and assessment. The quarterly district benchmark assessment data is posted on the Board of Education meeting room wall and reviewed in open session with the BOE. The superintendent will receive updates biweekly at administrative team meetings, at monthly data team meetings and weekly meetings with the assistant superintendent.

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

The superintendent and assistant superintendent will complete the evaluations for the principals and assistant principals as outlined above. A district level calendar will include all critical dates for district level assessments, data analysis cycle, and professional development and teacher evaluation deadlines. Other strategies are outlined above.



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

At this time, the district works with a consultant through Focus on Results to facilitate the school and district turnaround work, data team, and administrative training. The district will work with Connecticut Association of Schools to build a process through which administrators will calibrate teacher observation for evaluation purposes.

We will engage with the CSDE to plan and implement tiered interventions and aligned assessments that are aligned to CBER and CSDE.

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.



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.

A School Governance Council has been established at both Broad Brook Elementary School and East Windsor High School. EWMS governance council is being formed.

The Welcoming School Model is being investigated in all schools.

A quarterly district newsletter will be disseminated to families and community members outlining the work within the district and our performance goals. Parent newsletters are sent from all buildings monthly including data based on district benchmark assessments at the elementary level.

The union has agreed to creation of reading teacher, Behavior Intervention Specialist positions in support of school turn around work. A Memorandum of Understanding was recently reached to increased stipends for teacher leader positions at the elementary and middle schools', recognizing the leadership role staff holds. In addition, a stipend was agreed to for staff to hold the position of Service Team facilitator, which allows for structured problem solving occurring at all grades district wide.

There is a consistent student representative to the Board of Education, at whose meetings the Alliance and turnaround work are presented.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: Alliance Grant

THE APPLICANT: East Windsor Public Schools HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

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

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

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

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

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



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

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

Superintendent Signature: _____

Name: *(typed)* Theresa M. Kane, Ed.D _____

Title: *(typed)* Superintendent _____

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 at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

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

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

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