

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

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## Connecticut State Department of Education

**Stefan Pryor**  
Commissioner of Education

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State of Connecticut Department of Education  
25 Industrial Park Road  
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860-807-2071



# Year 3 Alliance and Priority School District Consolidated Application

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## PART I: 2014-15 APPLICATION OVERVIEW

### 1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

### 2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

### 3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

#### 4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (\*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

#### 5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to [SDEAllianceDistrict@ct.gov](mailto:SDEAllianceDistrict@ct.gov). The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

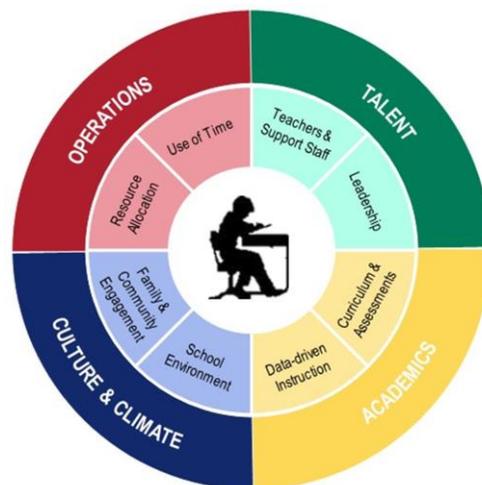
**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

#### 6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

## 7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:



1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

## 8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

## 9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth  
Turnaround Office Director  
Connecticut State Department of Education  
Telephone: (860) 713-6705  
Email: [Morgan.Barth@ct.gov](mailto:Morgan.Barth@ct.gov)



## PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

### 1. District Contact Information

**Instructions:** Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Bloomfield Public Schools		
Contact Person:	Contact Title:	
Ellen J. Stoltz, Ph.D.	Chief Academic Officer	
Telephone:	Email Address:	
860-769-4214	estoltz@blmfld.org	
Street Address:	City:	Zip Code:
1133 Blue Hills Avenue	Bloomfield	06002
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> X Yes, May 13, 2014 <input type="checkbox"/>	<input type="checkbox"/> Yes      x <input type="checkbox"/> No	
Name of Superintendent:		
James Thompson, Jr., Ed.D.		
Signature of Superintendent:	Date:	
	April 11, 2014	
Name of Board Chair:		
Donald Harris, Sr.		
Signature of Board Chair:	Date:	
	April 11, 2014	

## 2. Needs Analysis

**Instructions:** Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
<p><b>1. Talent</b></p>	<ul style="list-style-type: none"> <li>• Implemented rubric-based, CSDE-approved educator evaluation system for Year Two</li> <li>• Aligned staffing at lowest-performing schools to ensure significant support and continuous support in English Language Arts and Mathematics</li> <li>• Provided incentives for all union staff (i.e., if school meets its academic targets, administrator receives 1% bonus)</li> <li>• Implemented Professional Development strategy through the PLC process to reflect individual and school-wide needs aligned to major district priorities</li> <li>• Built in-district leadership capacity with executive coaching workshops and monthly Principals’ Conference</li> <li>• Accelerated adult work in District Data Team, creating a Data Dashboard, and in developing a Theory of Action for the Board of Education through the leadership of external consultant</li> </ul>
<p><b>2. Academics</b></p>	<ul style="list-style-type: none"> <li>• Implemented successful data team processes and the use of high-functioning data teams as models for other schools</li> <li>• Developed robust curriculum development system, resulting in completion of 90% English Language Arts Common Core K-8 curricular units shared via an internal drive enabling teachers to vertically align units of study</li> <li>• Implemented a system of formal and informal Curriculum and Instruction Walkthroughs to raise rigor and increase scale of specific adult practices districtwide, such as using the Depth of Knowledge to inform levels of questioning</li> <li>• Provided targeted internal and external professional development on Close Reading, selecting texts to support Units of Study, Narrative, Opinion, and Explanatory Writing</li> <li>• Formed Standards-based Report Card Steering Committee to align report card with the Common Core Standards</li> <li>• Developed draft of Data Dashboard</li> </ul>



<b>3. Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Strong gains in level of family engagement with 95% attendance rate at elementary and middle school parent-teacher conferences</li> <li>• Increased staff attendance rates compared to last year</li> <li>• Obtained \$900,000 Elementary School Counseling Grant to establish Student and Family Assistance Centers in three elementary schools</li> <li>• Initiated Parent and Community Engagement Steering Committee to expand and strengthen effective partnerships</li> </ul>
<b>4. Operations</b>	<ul style="list-style-type: none"> <li>• Aligned budget and staffing to District Priorities, Accountability Plan, and Student Achievement</li> <li>• Assigned one cabinet-level staff member to serve as point person for each major district priority to streamline work, enhance collaboration, and reduce/align gaps</li> <li>• Provide students in grades 1-10 extended day options and/or extended year opportunities with enrichment aligned to curriculum</li> <li>• Balanced district budget with four-year run of zero percent increase requested from town</li> <li>• Principals make staffing allocations and reallocations with full discretion and responsibility</li> </ul>

Growth Areas:	Explanation and Data to Substantiate:
<b>1. Talent</b>	<ul style="list-style-type: none"> <li>• Recruiting diverse staff based on data from student performance and teacher evaluation data, especially at the teacher level</li> <li>• Developing additional incentives for high-performing teachers based on TEVAL data and student performance data</li> <li>• Expanding recruitment efforts/strategies for hiring secondary level math and science teachers as designated need areas in district and statewide</li> <li>• Increasing leadership capacity through targeted professional development with needs measured by ADEVAL data</li> <li>• Focusing data system to showcase areas of strength and concern in adult work by utilizing TEVAL and ADEVAL data in a performance management approach</li> </ul>
<b>2. Academics</b>	<ul style="list-style-type: none"> <li>• Increasing professional development to instructional staff to support a higher level of skill, subject-matter knowledge and rigor of instructional as required by the Common Core and as identified by TEVAL analysis</li> <li>• Continuing work on CCSS-based units of study in math to prepare for full CCSS implementation</li> <li>• Continuing professional development on units of study in creating common formative assessments, performance tasks and text-dependent questions to fully implement new curriculum</li> <li>• Continuing instructional training at elementary and middle school level in Leveled Literacy Intervention to reduce number of students needing Tier II and III supports</li> <li>• Expanding SRBI and focus on instructional level data teams aligning data team process at all school and district levels</li> <li>• Continuing to expand professional development utilizing external resources focused on close reading, questioning, and writing to the common core and Smarter Balanced assessment</li> <li>• Utilizing TEVAL and ADEVAL systems to analyze and synthesize level of instructional practice strengths and gaps systemwide</li> <li>• Expanding content and structure of Early Start with needs identified through data team process using Pre- and Post-Testing, Benchmark assessments, Common formative assessments and student attendance data</li> </ul>



<b>3. Culture and Climate</b>	<ul style="list-style-type: none"><li>• Exploring strategies for self-assessment of culturally responsive education</li><li>• Continuing to enhance input on content of climate survey questions from stakeholders (e.g., parents, teachers)</li><li>• Implementing emerging and best practices to address areas of need articulated in results of Third Annual Climate survey</li><li>• Augmenting and quantifying parent and community engagement using Parent Tracker</li><li>• Continuing to foster and expand community engagement through the Board of Education members as measured by the results of the BOE Self-evaluation instrument</li><li>• Expanding SRBI and focus on instructional level data teams aligning data team process at all school and district levels</li><li>• Increasing and expanding opportunities to communicate Bloomfield's success with public and to audit and augment current communication protocols, practices and opportunities</li></ul>
<b>4. Operations</b>	<ul style="list-style-type: none"><li>• Continuing to align all fiscal resources to student achievement and district priorities as evidenced in the public budget book</li><li>• Increasing strategies to address declining enrollment</li><li>• Streamlining roles and responsibilities of all central office staff, with a focus on Operations and Human Resources</li><li>• Continuing to utilize an assessment management system and human resource to efficiently and effectively report student and educator performance data to inform hiring, instructional, and operational practices</li><li>• Supporting a comprehensive instructional to accelerate student performance by transporting all enrolled students to Early Start and Extended Day programming</li><li>• Continuing to acquire grant funding to support district priorities</li></ul>

## 2. Talent Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input checked="" type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s talent-related reform priorities, as indicated above.

- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

### **1. Educator Evaluation:**

The district is working to successfully implement the CSDE-approved TEVAL and ADEVAL system for the third year in a row. With a mindset of continuous improvement through the collaborative work of adults, the district has combined members of the Evaluation Workgroup and the Professional Development PLC to form the Evaluation and Professional Development Steering Committee. The committee has identified areas of success, i.e. reducing the number of observations from 10 in Year One to 8 in Year Two, and areas for improvement, i.e. calibrating evidence using the rubric between and among evaluators; aligning rubrics to CCSS and to the Common Core of Teaching (CCT).

### **2. Professional Learning:**

The next level of adult work to address the areas of concern include:

- Determining evidence to support the rubrics (calibration) through monthly professional development to evaluators
- Increasing focus on student performance data by including one of eight observations in the data team process, with professional development to evaluators and teachers
- Aligning existing rubrics to the expectations for rigor in the CCSS with professional development to evaluators and teachers
- Aligning existing rubrics to the CCT with professional development to evaluators and teachers
- Continuing to recruit and retain diverse staff
- Utilizing TEVAL and ADEVAL data to analyze and synthesize level of instructional practice strengths and gaps system-wide
- Creating strategies and incentives to recruit and retain educators of color at the elementary and secondary level

## 2. Talent Section

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Determining evidence to support the rubrics (calibration) through monthly professional development to evaluators	TEVAL Report data indicating increase from baseline data in the number/percentage of congruent evidence by all evaluators used to define the rubrics; Teacher and administrator feedback generated from PD and Evaluation Committee Meeting minutes Professional Development Committee Agenda/Minutes		X	X	X
2. Increasing focus on student performance data by including one of eight observations in the data team process, with professional development to evaluators and teachers	TEVAL Report data indicating an increase from baseline data in the number/percentage of observations completed during the data team process; Evaluation and Professional Development Committee Agenda/Minutes		X	X	X
3. Aligning existing rubrics to the expectations for rigor in the CCSS with professional development to evaluators and teachers	Gap analysis demonstrating the shared characteristics between the existing rubrics and CCSS requirements; Attendance at CCSS-related PD Teacher feedback using standards-based evaluation			X	X

<p>4. Aligning existing rubrics to the CCT with professional development to evaluators and teachers</p>	<p>Analysis of TEVAL changes in the data indicating increase of shared characteristics from baseline data collected from gap analysis</p>			<p>X</p>	<p>X</p>
<p>5. Identifying strategies to recruit and retain diverse staffing, specifically at the secondary level</p>	<p>HR Staff Profile Data Exit Surveys Successful completion of the SERC training on Recruiting and Retaining Teachers of Color</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>6. Utilizing TEVAL and ADEVAL data to analyze and synthesize level of instructional practice strengths and gaps systemwide</p>	<p>Quarterly Analysis of TEVAL, ADEVAL reports by Performance Levels</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>7. Building capacity at the district and school leadership levels in the areas of effective communication, team-building and relationships, and emotional intelligence</p>	<p>Successful completion of the year-long WorkChoice Solutions Executive Leadership Coaching modules as measured by individual assessments such as the DISC, 360, and the Emotional Intelligence Domain Assessment</p>				

### 3. Academics Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s academic-related reform priorities, as indicated above.

- Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

## **1. Common Core Strategy:**

The district is implementing the English Language Arts Units of Study and is creating Mathematics Units of Study to align with the CCSS and the Standards for Mathematical Practice. All teachers and administrators are encouraged and are funded through the General Budget to participate on at least one curriculum writing team. These teams are facilitated by the members of the Instructional Coaching PLC and are monitored and overseen by the Chief Academic Officer. The methods in use include:

- Utilizing an internal curriculum coach to facilitate curriculum development using Rigorous Curriculum Design (RCD)
- Assessing alignment of Units of Study to CCSS and RCD with a gateway scoring method to ensure all units meet district criteria and expectations
- Utilizing Hess's Depth of Knowledge (DOK) to increase levels of questioning aligned to CCSS and to TEVAL as an indicator of rigor
- Creating Text-Dependent Questions to align with Units of Study and course content
- Providing external professional development in grades K-5 in Empowering Writers for three forms of writing required by CCSS
- Creating vertical alignment in math Pre-K-Grade 12 by hiring internal Instructional Math Coach Pre-K-6
- Implementing K-5 Math using GO-Math for Year Three and adding Grade 6 for 2014-15 with possible extension to grades 7-8 (new middle school program now available)
- Creating Math Units of Study, implementing Standards of Mathematical Practice districtwide, and applying concept of Rigorous Curriculum Design to course syllabi to identified High School Math courses
- Upgrading and revising Pre- and Post- Common Formative Assessments to align with identified CCSS, Essential Questions, concepts and skills, and resources and materials within each Unit of Study
- Creating Performance Tasks to align with CCSS and Essential Questions within each Unit of Study

The district will continue to monitor instructional practice using TEVAL, monthly formal curriculum and Instruction Walkthroughs, with a plan to move toward Instructional Rounds as problems of practice are identified.

## **2. K-3 Literacy:**

The district has aligned all K-3 literacy instruction, assessment and intervention for students by:

- Implementing and providing job-embedded professional development in using Fountas and Pinnell's Leveled Literacy Intervention for students reading below grade expectations, to expand to grades 5-8
- Utilizing Fountas and Pinnell's Benchmark Assessment System as a universal screening to track progress in reading K-4, to expand to 5-8 for students reading below expectations
- Increasing time spent reading leveled text with an increase in amount of non-fiction titles
- Increasing rigor of small-group literacy and writing centers using external consultants and internal resources
- Increasing student independence by implementing the Gradual Release instructional delivery model as part of Reading/Writing Workshop

### 3. Academics Section

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Implementing and providing job-embedded professional development using Fountas and Pinnell's Leveled Literacy Intervention for students reading below grade expectations, to expand to grades 5-8	Increasing Student performance as measured quarterly through Performance Plus; Utilizing SRBI performance data to track reduction of students referred and/or remaining in tiered intervention		X	X	X
2. Utilizing Fountas and Pinnell's Benchmark Assessment System as a universal screening to track progress in reading K-4, to expand to 5-8 for students reading below expectations	Increasing Student performance as measured quarterly through Performance Plus; Utilizing SRBI performance data to track reduction of students referred and/or remaining in tiered intervention		X	X	X
3. Increasing time spent reading informational leveled text	Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL	X	X	X	X
4. Increasing rigor of small-group literacy centers using external consultants and internal resources	Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL		X	X	X

<p>5. Increasing student independence by implementing the Gradual Release instructional delivery model as part of Reading/Writing Workshop</p>	<p>Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>6. Increasing rigor of all literacy instruction by providing professional development in Close Reading</p>	<p>Student performance data SRBI performance data Teacher feedback using standards-based evaluation; Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>			<p>X</p>	<p>X</p>
<p>7. Utilizing an internal curriculum coach for ELA and Math to facilitate K-6 curriculum development using Rigorous Curriculum Design (RCD)</p>	<p>Observations of curriculum design teams in process; Progress-Monitoring toward completion of Units of Study with goal of 100% completion by 2015 of: 1. Phase Two ELA 2. Phases One and Two: Math</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>8. Assessing alignment of Units of Study to CCSS and RCD with a gateway scoring method to ensure all units meet district criteria and expectations</p>	<p>Collective Qualitative and Quantitative performance using RCD scoring guide Version 3.3</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>9. Utilizing Hess’s Depth of Knowledge (DOK) to increase levels of questioning aligned to CCSS and to TEVAL as an indicator of rigor</p>	<p>Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>		X	X	X
<p>10. Creating Text-Dependent Questions to align with Units of Study and course content</p>	<p>Collective Qualitative and Quantitative performance using RCD scoring guide Version 3.3; Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>		X	X	X
<p>11. Providing external professional development in grades K-5 in Empowering Writers for three forms of writing required by CCSS</p>	<p>Completion of teacher training on August 26, 2014</p>	X			
<p>12. Creating vertical alignment in math Pre-K-Grade 12 by hiring internal Instructional Math Coach Pre-K-6</p>	<p>Collective Qualitative and Quantitative performance using RCD scoring guide Version 3.3; Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>	X	X	X	X
<p>13. Implementing K-5 Math using GO-Math for Year Three and adding Grade 6 for 2014-15 with a possible extension to grades 7-8 (new middle school program now available)</p>	<p>Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>		X	X	X

<p>14. Creating Units of Study and implementing Standards of Mathematical Practice districtwide</p>	<p>Collecting evidence during classroom Walkthroughs; Collecting evidence during formal mini-observations captured through TEVAL</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>15. Upgrading and revising Pre- and Post- Common Formative Assessments to align with CCSS and Essential Questions within each Unit of Study</p>	<p>Increasing scores from baseline on indicators of successful alignment as measured by the RCD scoring guide Version 3.3;</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>16. Creating Performance Tasks to align with CCSS and Essential Questions within each Unit of Study</p>	<p>Increasing scores from baseline on indicators of successful alignment as measured by the RCD scoring guide Version 3.3;</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

**4. Culture and Climate Section**

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
X Positive School Climate	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dropout prevention</li> <li><input type="checkbox"/> Alternative and transitional programs</li> <li><input type="checkbox"/> Instructional technology</li> <li><input type="checkbox"/> Family engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive behavior management</li> <li><input type="checkbox"/> Wraparound strategy</li> <li><input type="checkbox"/> Attendance</li> <li><input type="checkbox"/> Graduation and dropout prevention</li> <li><input type="checkbox"/> Other: _____</li> </ul>

**Summary:** Briefly describe the district’s climate-related reform priorities, as indicated above.

The Bloomfield Public Schools, through the four priorities of the 2012-2015 District Accountability Plan, is continuing its districtwide focus on improving culture and climate. As one of the four overarching priorities, this focus on Positive School Climate has resulted in:

- Strong gains in level of family engagement with 99% attendance rate (December) and 96% attendance rate (March) at elementary and middle school parent-teacher conferences
- Completed fourth annual Climate survey with a process to analyze, synthesize and act on patterns of strength and concern.

With continuous improvement in mind, the district is pursuing the following actions

- Improving student behavior and family support via a \$900,000 Elementary School Counseling Grant to establish Student and Family Assistance Centers in three elementary schools
- Initiating Parent and Community Engagement Steering Committee to expand and strengthen effective partnerships
- Continuing to enhance input on content of climate survey questions from stakeholders (e.g., parents, teachers) as areas of improvement
- Implementing emerging and best practices to address areas of need articulated in results of Third Annual Climate survey
- Augmenting and quantifying parent and community engagement using Parent Tracker to provide continuous and timely data to school and district leaders
- Expanding SRBI and focus on instructional level data teams aligning data team process at all school and district levels

We maintain that the above actions will create systems and delineate the adult practices that lead to continuous improvement in the area of culture and climate.

#### 4. Culture and Climate Section

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Exploring strategies for self-assessment of culturally responsive education	Increasing number/percent of strategies reflecting culturally responsive education as listed in the Climate Survey		X	X	X
2. Continuing to enhance input on content of Climate Survey questions from stakeholders (e.g., parents, teachers)	Increasing number/percent of statements generated by stakeholders as listed in the Climate Survey		X	X	X
3. Implementing emerging and best practices to address areas of need articulated in results of Third Annual Climate Survey	Increasing number/percent of practices addressing needs as measured by the Climate Survey		X	X	X
4. Augmenting and quantifying parent and community engagement using Parent Tracker	Increasing number/percent of parents and community members actively engaged in specific activities listed in the Climate Survey		X	X	X
5. Continuing to foster and expand community engagement through the Board of Education members as measured by the results of the BOE Self-evaluation instrument	Increasing number/percent of indicators from baseline data		X	X	X
6. Expanding SRBI and focus on instructional level data teams aligning data team process at all school and district levels	Increasing number/percent of responses from parents, teachers and staff that perceive improved climate as a result of raising student achievement	X	X	X	X

## 5. Operations Section

**Year 3 Reform Priorities:** Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Extended learning time</li> <li><input type="checkbox"/> Use of technology</li> <li><input type="checkbox"/> NEASC accreditation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Budgeting and financial management</li> <li><input type="checkbox"/> School operations</li> <li><input checked="" type="checkbox"/> Technology integration</li> <li><input checked="" type="checkbox"/> Student enrollment and registration</li> <li><input type="checkbox"/> Other: _____</li> </ul>

**Summary:** Briefly describe the district’s operations-related reform priorities, as indicated above.

The Bloomfield Schools has been highly successful in using student and adult performance data as a key lever to accelerate programs and practices aligned with the district’s four priorities. In addition, we are continually using data to determine best ways to streamline operations with the outcome of instructional improvement. In fact, the Annual Budget book reports the allocation of general budget and grant funds with students at the forefront.

The district has also allocated time and resources to communicate with our public. To elevate this practice and to reach more of the community and region, the school district seeks to audit its current practices and augment styles and means to communicate our successes. With continuous improvement in mind, the district will ensure the Operations side of the system:

1. Continues to utilize an assessment management system and human resource to efficiently and effectively report student and educator performance data to inform hiring, instructional, and operational practices
2. Supports a comprehensive instructional day designed to accelerate student performance by transporting all enrolled students to Early Start and Extended Day programming
3. Continues to acquire grant funding to support district priorities through the highly-skilled grant specialist position
4. Increases strategies to address declining enrollment
5. Integrates technology into our data collection system.

As a result, the Bloomfield Public Schools will ensure that all components of Operations contribute to and support student achievement.

## 5. Operations Section

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continuing to align all fiscal resources to student achievement and district priorities as evidenced in the public budget book	Completing fully-aligned budget book	X	X	X	X
2. Increasing and expanding opportunities to communicate Bloomfield’s success with public and to audit and augment current communication protocols, practices and opportunities	Collecting, analyzing, and synthesizing impact of each communication protocol as measured by enrollment changes, parent comments, and public feedback	X	X	X	X
3. Increasing strategies to address declining enrollment through effective use of electronic and personalized communication systems	Collecting, analyzing, and synthesizing feedback data from parent surveys and focus groups	X	X	X	X
4. Streamlining roles and responsibilities of all central office staff through effective use of technology	Collecting, analyzing and synthesizing district and school based software utilization to eliminate redundancies and develop a plan to build capacity as measured by the results of a technology audit	X	X	X	X
5. Continuing to utilize an assessment management system and human resources to efficiently and effectively report student and educator performance data to inform hiring, instructional, and operational practices	Identifying patterns of strength and areas for improvement as measured by the TEVAL and ADEVAL system, in addition to exit surveys and the Climate Survey	X	X	X	X

<p>6. Supporting a comprehensive instructional system to accelerate student performance by transporting all enrolled students to Early Start, Summer Academy, and Extended Day programming</p>	<p>Monitoring attendance and transportation systems to ensure students eligible for extended learning opportunities receive bus transportation</p>	<p>X</p>			<p>X</p>
<p>7. Continuing to acquire grant funding to support district priorities through the highly-skilled grant specialist position</p>	<p>Monitoring the allocation of fiscal resources to ensure all priorities are fully funded</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

## 6. School Turnaround Strategy

**Instructions:** Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A: Bloomfield High School	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) (Turnaround) <input checked="" type="checkbox"/> X 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> X Alliance District Funding <input type="checkbox"/> PSD Grant
School B	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C: GEMS	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> X Alliance District Funding <input type="checkbox"/> PSD Grant

## 7. Budget Instructions

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

- Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
- Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
  - Cost, position, or service;
  - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
  - Total use of Alliance District funding for the particular cost;
  - Total use of PSD funding for the particular cost;
  - Total use of other district funding for the particular cost; and
  - Indication as to whether the investment supports a new or expanded reform initiative.
- Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
- Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

## 8. 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. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

The Town and Schools of Bloomfield, Connecticut committed to the collective, collaborative work of adults to close the achievement gap by improving the Bloomfield Public Schools on behalf of our students and families. This commitment was formalized in January 2012, with the first meeting of Bloomfield's Stakeholders. The 40+ members represent diverse community, parent, and educational perspectives. Members included the mayor, town Council Members, Union leaders, district leadership, school-based teachers and principals, parents, state-level representatives, and business owners. The purpose of the first stakeholders' meeting was to identify the beliefs and perceptions held by the community about our schools. The plan emerged from this meeting to shape these beliefs into a vision for the future.

The Stakeholders' engaging discussion created the foundation of the Vision Statement for the Bloomfield Public Schools. In April 2012, the Stakeholders reconvened to review the April draft of the District Accountability Plan. Adoption of their feedback is included in the May 2012 edition, the first quarterly report. This report has been mailed to every Bloomfield resident, presented formally to the Bloomfield Board of Education for approval, and updated three times to include July 2013, January 2014 and an upcoming Annual Report 2014.

The Stakeholder-created Vision Statement frames the focus and structure of our effort, described in the District Accountability Plan for 2012-2015, entitled Every Student, Every Day, Every Classroom. This phrase highlights the data-based focus of all educators to ensure instruction is directed toward what students need to know and be able to do. As Parent and Community Engagement is one of our four priorities, we continue to identify ways to increase the input of our families and community members into our coordinated work.

The Connecticut State Department of Education consultants through the Alliance District have worked closely with our district leadership to guide the development and implementation of this plan. The District Data Team continues to monitor the data from each priority and is establishing more connections and strategies to create coherence in all we do.



## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

**Instructions:** Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	HIGH
1.4. Professional development/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
1.5. School leadership development	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	HIGH
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	HIGH



Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.3. Comprehensive assessment system	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.4. Data-driven instruction	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
2.5. Support for special populations	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
3.2. Family engagement	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGH
3.3. Wraparound strategy	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LOW
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
<b>Operations:</b>					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	LOW
4.3. Scheduling and extended learning time	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	HIGH
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	MEDIUM
4.5. Technology integration	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	MEDIUM



Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
4.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	LOW

**B. Statement of Assurances**

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

**PROJECT TITLE:**                     **Alliance and Priority School District Consolidated Application**                    

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

\_\_\_\_\_  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

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

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

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

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

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

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

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

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

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.



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

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* James Thompson, Jr., Ed.D.

Title: *(typed)* Superintendent

Date: April 11, 2014

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**Purpose of the Grant:**

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Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

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**Program Design Questions:**

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Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

2. Description of the type of health and recreational activities offered.

3. Description of the criteria for student participation (e.g., days, hours of operation).

4. Description of how the district will ensure the program supports the regular school curriculum.

5. Description of how the program provides for community involvement (40% of funding must support community partners).

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.



**Projected School and Student Participation:**

**Instructions:** Pursuant to Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district’s proposed ESH program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered

**Program Evaluation:**

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

**Indicators of Success:** Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p><b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p><b>UNALLOWABLE USAGE OF FUNDS</b>  <b>PSD funding cannot be used for Other Objects.</b></p>	\$
940	<p><b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>Summer School grant funds cannot be used for Indirect Costs.</b></p>	\$
	<b>TOTAL</b>	

## D. PSD Summer School Grant

### Purpose of the Grant:

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C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

**Program Design Questions:**

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Each applicant must include a project plan outlining the design and implementation of the district’s summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

3. **Criteria for establishing the curricula for the summer program**



**Program Evaluation:**

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Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered

**System for Monitoring Results:** Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	<b>OTHER OBJECTS. (Miscellaneous Expenditures)</b> Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$

CODE	OBJECT	Amount
	<b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	