

# Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

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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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# 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.

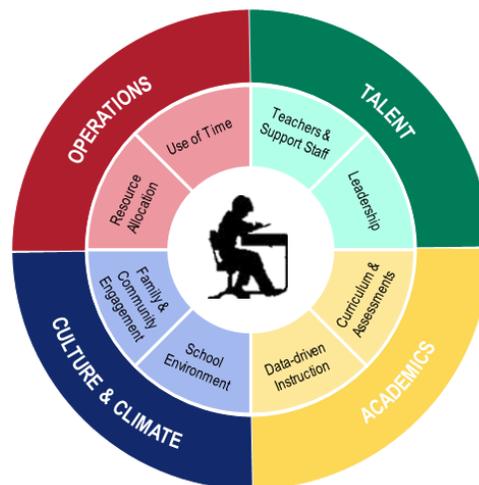
**PLEASE NOTE:** All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

#### 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):		
East Windsor Public Schools		
Contact Person:	Contact Title:	
Christine DeBarge	Assistant Superintendent for PK – 12 Education	
Telephone:	Email Address:	
860-623-3346	cdebarge@ewct.org	
Street Address:	City:	Zip Code:
70 South Main St.,	East Windsor CT	06088
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes previous grants with same priorities <input type="checkbox"/> No will be on agenda April 23, 2014	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Theresa M. Kane, Ed.D		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Christopher Mickey		
Signature of Board Chair:	Date:	

## 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:
1. ELA and Math curriculum units completed through May including CCSS	The district curriculum has been completed through appointed, paid ELA and math curriculum committees. Units are housed in a district wide Curriculum Depot for easy access. Grade level PLCs review summative data from each unit and provide the committee with a reflection that is then used to guide changes in the units for future years. All units include the CCSS for appropriate grade and subject. They also include technology standards.
2. Student level data is reviewed at the PLC, school, and district level	Universal screenings are administered four times yearly. PLC, school and district level data teams review the data and make instructional recommendations based on the most recent performance. Data is presented to the BOE following each universal screen. PLCs review summative and formative assessments during each unit and make instructional changes to meet the needs of students. Those changes are reviewed by the curriculum committees.
3. Academic performance has increased for both ELA and math at the elementary level, as measured by the universal screening.	As of the universal screening in March, all grade levels at Broad Brook elementary school have increased the percentage of students at or above benchmark in reading and math. As of March, 2014 88% of students at K and 96% of students in grade 1 were at or above benchmark on STAR Early Literacy. In addition, grade 1 students are also given STAR Literacy and moved from 61% at or above benchmark in January to 71% in March. All other grades ranged from 75 – 85% at or above benchmark in literacy. Math performance increased across grades 1-3 from October – March. Grade 4 saw a slight decrease, which represents the performance of only a few students. Grade 4 is at 74% at or above benchmark in math.

4. The district implemented the new educator and administrator evaluations.	Observations and required meetings have occurred throughout the district for most district staff and all administrators. An evaluation committee has been re-established and met to review and make recommendations regarding the new flexibilities.
5. The district hired two social workers.	Two social workers were hired to provide additional social, emotional, behavioral services at the elementary and middle schools. They provide direct counseling, consultation, parent support, and crisis work to students in general education and special education. SSW meets weekly with the district Behavior Intervention Specialist/Safe School Climate coordinator (licensed clinical social worker) for clinical supervision and case coordination.

Growth Areas:	Explanation and Data to Substantiate:
1. Implementing SRBI for social, emotional, behavioral needs	The district has hired two school social workers with varied success. The district will be replacing one of the social workers for the upcoming school year. Staff continues to need support for consistent implementation of SRBI for behavioral needs. The SSW and Behavior intervention specialist, Asst. Supt, and Director of Special Education will work with building administrators to provide ongoing PD to staff.
2. Continued development and implementation of Safe School Climate curriculum	The Behavior Intervention Specialist and Asst. Supt work with a subcommittee from building Safe School Climate committees to write units of instruction consistent across the district. Lesson plans are currently being created and staff behavioral expectations are being developed. The SSC curriculum is being integrated with the Student Success Plan work from grades 5-12. The professional development for staff and delivery of lesson plans will continue into the FY15 year.
3. Continued revision of curriculum and CCSS	The ELA and math curriculum committees are in the final stages of implementation and are moving into revision of new units, including CCSS. The district will continue to support the work of these committees and intends to add a cross curriculum writing committee for summer 2014 grades PK – 12.
4. Continued review of early literacy	The district has seen excellent growth and performance for students grades K-1 and 4 with improvement in grades 2-3. The Asst. Supt, building administrators, literacy coach and reading teachers will continue to review performance data for students in intervention and assess the effectiveness of programs in place. The district continues to evaluate which instructional materials are effective and needed to support students across the continuum.
5. Continued review and training about educator evaluation	The district has implemented the new educator and administrator evaluations for the majority of staff. Support staff (SLPs, guidance etc...) have not yet transitioned to the new plan. That will occur for the 2014-2015 school year. The Evaluation Committee began meeting and will continue to consider any additional revisions and to discuss questions as they arise between now and June 2015.

2. Talent Section		
<p><b>Year 3 Reform Priorities:</b> 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.</p>		
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 type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> <li>• <b>Educator Evaluation:</b> 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.</li> <li>• <b>Professional Learning:</b> 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.</li> </ul>		
<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 the district has been using 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 is 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. The district evaluation committee has met to review flexibilities and agreed on changes that continue to support ongoing dialogue about the effectiveness of teaching and objective measures of student learning. The use of standardized assessment on SLOs and the use of post-observation conferences with informal observations will continue in the educator evaluation. Modifications were made in the 2014 – 2015 proposed model through multiple meetings with the Evaluation Committee. The district and union partnered to attend a training provided by the CEA regarding the teacher evaluation model. Several points taken from that training were adopted in the new evaluation model.</p> <p>Training was provided for all district administrators with Tony Riggazio-Digilio to ensure all administrators were calibrated in the use of new evaluation model. Training included a focus on ensuring a common understanding of high quality instruction, evidence documentation, and feedback to staff</p>		

## 2. Talent Section

among other topics. All administrators conducted two paired observations to ensure calibration across buildings and the academic year and all administrators conducted an observation with Dr. Riggazio-Digilio as evidence of proficiency. This type of PD including paired observations and review of instruction and feedback to staff will continue in the 2014-2015 academic year as one means to improve instruction and student performance. 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.

The district reviews the Professional learning goals included in teacher goal setting. As one example, Broad Brook elementary provided a variety of hour long PD sessions during one week of staff meetings. The PD was provided by staff and based on staff determined needs. Teachers, tutors and other staff were required to participate in one session of their choice but many staff attended more than one during the week. Based on the Professional learning foci and SLOs identified at the high school level, the district is utilizing the expertise of a speech/language pathologist to teach staff about text structure and ways to improve students' abilities to cite evidence from text as a means of improving comprehension. These strategies are being implemented building wide.

Professional development across the secondary level is specifically targeted to address the areas from which the majority of staff identified the SLOs, citing evidence from text. District CCSS coaches have attended Module 1 of training and are meeting to design PD for the full 5-12 staff prior to the end of school. The goal is to integrate the new learning about CCSS and our current work of using evidence cited from text to support arguments, in writing and speaking, which demonstrate and improve comprehension.

Training was provided by Focus on Results for district administration and leadership teams regarding feedback to staff and review of data to inform instruction. Teacher leaders were provided with strategies to "move the work" given peer status with members of the teams. Principals were provided individualized coaching with consultant from Focus on Results based on their specific needs for leadership, coaching and data reviews.

The superintendent and assistant superintendent evaluated the principals and assistant principals, respectively. This supervision occurred through weekly – bi weekly meetings, ongoing observations of practice and targeted feedback. The new administrator evaluation was utilized as one method to provide frequent feedback and recommendations to improve practice. The administrators were asked to complete the evaluation rubric at both the start and end of the academic year and compare to the final ratings from their evaluators. Areas of discrepancy were discussed and, those areas, along with areas in developing, will be the starting point for creation of administrative goals and supervision for the upcoming year. The weekly to biweekly meetings with building administrators will continue throughout the next school year to provide embedded and frequent feedback about leadership practices and improve instruction across the buildings.

2. Talent Section					
Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Finalize calibration between administrators for educator observation and feedback.	100% of the district's administrators will meet district standards for calibration.	x			
2. Evaluation committee meets to adopt standards for the evaluation of support staff (SLPs, guidance, etc...) for implementation in 2014-2015 academic year.	100% of support staff will be evaluated during the 2014-2015 school year. The district will hold 5 evaluation committee meetings	x			
3. Training will be provided for all support staff related to the new educator evaluation and rubric and/or guidelines specific to their discipline . Process will be reviewed during the initial meeting with the primary evaluator.	100% of staff will participate in professional development		x	x	x
4. Data from educator evaluation SLOs demonstrate improved student performance for areas connected to SLO Monitoring of universal screening and other data related to student performance	85% of classroom walkthroughs will report evidence of SLO recommendations in teaching performance		x	x	x
5. Provision of training for principals and leadership teams to improve instruction. Administrative coaching resulting in improved and more targeted feedback to staff	100% of principals and teacher leaders will attend training.  100 % of administrators will provide improved and more targeted feedback to staff		x	x	x

### 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.

The core elements of the Readers Workshop model were previously defined using a collaborative model involving a subgroup of staff from BBES, including the literacy coach and reading teachers. The elements were shared with all staff and formal training continues to ensure all staff has a shared understanding of the model. The elements defined have been and continue to be incorporated into the district’s lesson plan template used by the ELA curriculum committee during summer 2013 in which the ELA units will be created or refined. Those units were delivered during the academic year and grade level teachers documented reflections for each unit which will inform curriculum revisions to occur in the summer 2014. Unit level assessment data will also be used to determine if curriculum units were effective in ensuring at least 80% of students were able to demonstrate mastery on standards through delivery of the core curriculum. Modifications based on that unit level data will also occur.

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.

### 3. Academics Section

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. This model continued during the 2013-2014 year and will continue for the next academic year as it provides intensive reading/literacy time for all students, including struggling readers.

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. 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. Reading specialists provide intensive intervention for students in grades K-3 who are not performing at benchmark and/or not meeting grade level expectations within the classroom, despite high quality core instruction with accommodation.

A structured, formal SRBI format continues to include 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. Performance data is utilized to develop individualized approaches to intervention, targeting specific areas of deficit for each student. 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. . If ongoing data shows interventions are effective, they are continued or increased in an effort to meet the established goal based on individual student needs. If data shows the interventions are ineffective, the interventions are increased or modified and ongoing data is collected based on the new plan. Continued difficulties without data supporting an improvement in areas of deficit results in referral for special education evaluation. The district began administering the STAR assessment with fidelity in 2012-2013 but moved to using STAR four times 2013-2014 school year. That data is used to make decisions about SRBI services for literacy and math as well as to make decisions about improvements needed in the tier 1, general education curriculum. Following researching related to RTI, the district has established the target of 80% of students meeting or exceeding the grade level benchmarks on the universal screening. This achievement of 80% proficiency would be one indication of a strong core curriculum. Less than 80% proficiency leads to review of curriculum at the district and PLC level. This review would include modifications to instructional units, modification of assessments and professional development regarding effective instructional practices. Coaching support is targeted to address areas of greatest need based on standardized and classroom data. 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 also participated in the Smarter Balanced Field Test in March/April 2014 to better prepare ourselves and our students to participate in the test in future years. The district applied for and was granted the State Technology Grant for Smarter Balanced. We are in process of receiving approximately 390 units for distribution at various grades across all three district schools. Training has been scheduled for district administrators and staff on the new devices and creation of quality online learning environments. As of January 2014, kindergarten, grade 1 and grade 4 were all over 80% of students at or above benchmark on STAR reading.

### 3. Academics Section

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 has continued during the 2013-2014 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. Given the new CCSS district coach training modules, the work will continue with a focus on vertical alignment of CCSS.

In addition, the district is in Focused Monitoring for special education. District administrators have met with representatives from the CSDE to identify goals for the 2014-2015 year including use of best practices, increasing parent engagement, and assessments. All staff will receive training regarding the FM improvement plan and will attend any planned trainings as applicable.

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. The curriculum revisions will continue in the upcoming summer and academic year to ensure we vertically align the units and embed various forms of text, including literature, non-fiction and multimedia.

Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Review and revision of ELA and math curriculum units will occur based on continuing PD with CSDE and end of unit summative data of student performance by standard. Instruction will occur using revised ELA and math units following summative student performance data	85% of students will perform at or above benchmark on universal screenings.	x	x	x	x
2. District CCSS "coaches" will attend remaining modules of training and plan PD for remainder of staff. Information from PD will be utilized in instruction.	95% of teacher surveys will report that teachers are satisfied with the PD  Evidence of PD will be reported in 90% of administrative walkthroughs.	x	x	x	x

3. Academics Section					
	85% of students will perform at or above benchmark on universal screenings.				
3. Expand capacity to provide intensive reading intervention for K-3 students through SRBI	<p>65% increase in the number of students who receive reading intervention</p> <p>85% of targeted students will experience at least a 15% increase in reading assessment scores</p>		x	x	x

4. Culture and Climate Section		
<b>Year 3 Reform Priorities:</b> 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:
N/A	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
<b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>The district hired two social workers in district for the 2013-2014 academic year, one at each the elementary and middle schools. The district proposes to increase by one SSW at BBES, resulting in two full-time SSWs. At this time approximately 50% of students in district are identified as “high need” by the CSDE, meaning having the designation of free/reduced lunch, ELE or special education. In addition, approximately 18% of students district wide have missed at least 10% of the school year as of June 2014. Nursing data shows that 1 in 4 students have a diagnosed mental health disorder. All of these factors contribute to a variety of issues that impact students’ ability to be available for learning on a daily basis. The presence of school social workers 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 SERBI for social emotional ad behavior needs; providing individual counseling; consultation; behavior modification recommendations and to provide crisis response as needed, design and implement Safe School climate curriculum, provide in class support for teachers in implementing SSC instruction and in support of Responsive Classroom techniques.</p> <p>The SSW workers in conjunction with the Clinical Social Worker provide best practices related to the treatment of mental health issues, family challenges, and behavioral issues. The SSWs have been instrumental in working with families and increasing communication between the school and families regarding our most challenging students. SSW assist families in connecting to additional, community based resources if indicated. A Community Health Center clinician works within the district and SSW assist families in accessing CHC services within the schools if needed. SSW hold parent meetings to update families on student progress, discuss ongoing challenges and clinical issues on an individual basis. The ability to have 1:1 or 2:1 clinically based meetings is geared to foster trust and partnership with school based staff in addressing challenges for students. SSW communicate with private clinicians and physicians to coordinate care and therapeutic interventions at school.</p>		

#### 4. Culture and Climate Section

Their work district wide includes development and implementation of services under SRBI for social emotional and behavior needs. These supports include classroom observations, recommendations for incentive plans or behavior intervention plans. SSW review ongoing data from such plans and discuss modifications as needed. SSW provide embedded professional development for staff, administrators and parents regarding mental health and behavioral disorders. A formalized outline of the SRBI process and services has been created and is available to all staff. SSW facilitate their review and access to the problem solving process, thereby increasing the ability of students to remain in class and access a high quality education. SSW collaborate with the occupational therapist or other specialists to implement sensory strategies as appropriate. In class support is also provided to teachers as needed for effective implementation of behavior modification strategies. They consult with building and district level administrators to ensure appropriate programming and educational services are available and provided based on individual need, for both special education and general education students.

SSW provide crisis intervention as needed. This includes conducting safety assessments, development of contracts for safety, contacting and supporting parents, and facilitating emergency services as needed. If needed, SSW work with outside providers and parents to develop re-entry plans and provide direct services during the transition period. The SSWs, clinical Social Worker and nursing implement procedures to respond to students in crisis, demonstrating behavior unsafe for themselves or others. These practices have been embedded into an Emergency Response Manual that has been distributed to every staff person in the EWPS. They are held in a conspicuous location in each occupied space and used to respond to any type of emergency situation, including those specifically related to student crisis.

SSW are part of the Safe School climate teams which develop SSC instructional units and plan for implementation of lesson plans at each grade level. They act in support of the Responsive Classroom techniques and provide training to staff in the Social Emotional Learning Competencies.

The SSWs has been instrumental in working with families and increasing communication between the school and families regarding our most challenging students. Given the attendance issues, SSW will be primary contacts with parents. The district has developed a new procedure and BOE policy regarding attendance. Each step, as indicated in CSDE regulations, includes outreach to parents through phone calls, letters and in person meetings. The SSW and Nurse leader will facilitate those meetings to ensure that any family or student level challenges impact attendance are addresses from a proactive and supportive point of view, rather than disciplinary. A home visit policy and procedure are being developed this year which will allow the SSW, in conjunction with the newly appointed School Resource Officer or part-time, in-house DCF worker, to visit parents or students at home. These visits would be targeted to provide assistance to families, problem solve barriers to attendance and high school completion, and help families access a variety of services. The SSW provide intensive support for students in special education and our in-house behavioral programs. At the high school primarily, the SSW would meet with families and students to encourage school completion. The SSW would be the liaison between the school and family to consider and provide information about alternative programs as appropriate. Online learning opportunities are available for credit recovery and adult education programs are currently available. The home visit process would be critical in working with students at risk for dropping out. The SSW, SRO and DCF staff would work in collaboration with families to increase attendance and engage students in activities in

#### 4. Culture and Climate Section

which they experience success.

Consultation of the SSWs has provided 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.

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. He, along with the SSWs at each site, respond to bullying situation by assisting in the investigation and creating safety plans for the aggressor and the target. Parents are invited into the school or contacted at a time convenient to them, to review the process, discuss the situation and be part of developing safety plans for both the aggressor and target. The SSW makes referrals as appropriate in conjunction with the parent.

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. 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 was provided in June 2014 in Responsive Classroom at the elementary level to support this change. The district has begun use of SSC lessons at the elementary level and continues to write lessons for use at middle and high schools in the upcoming school year to ensure all domains common to both Safe School Climate and School Guidance standards are addressed. The SSC lessons will be included on the EdLine page for the Assistant Superintendent to increase parent access to the instructional resources. The Behavior Intervention Specialist presented the Safe School Climate work to the PTO in the spring 2014. That presentation was included on the district curriculum webpage for access by all parents and community members.

The district's hire additional social workers 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".

As noted in the "Talent" portion of the grant application:

A survey is sent out to parents at the start and end of the academic year to gauge the parents' perception of the culture within the district. Findings from the start of year survey were used to formulate the parent engagement focus for each building, including the administrators. End of year survey results provided the data from which to judge the level of success for each building goal. The end of year survey results from 2014 will be used as the basis for the start of year parent engagement goal for the 2014-2015 academic year. Each building will share survey results with the School Governance Councils for feedback and recommendations. Individual school goals will be unique to the feedback from parents at that school.

<b>4. Culture and Climate Section</b>					
<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. Creation of Safe School climate instructional units for use across the district grades K – 12 SSC curriculum units and lessons will be shared with all district staff Professional development in which staff learn about SSC initiative and units specific to their grades	100% of 5 units are developed  100% of staff will participate in SSC Professional Development  15% decrease in behavior referrals	x	x		
2. Review and revision of SSC units by building level SSC Committees and district subcommittee to ensure instruction is effective	85% of students will report in a survey that as a result of the SSC curriculum they have experienced an increase of Interpersonal Skills which has helped to improve their behavior skills		x	x	x
3. SSWs provide consultation and direct service to students with social, emotional behavioral needs to improve access to classroom and/or outside resources.	15% decrease in behavior referrals  85% of teacher surveys will report improved classroom climate		x	x	x
4. Building based teams will meet to review attendance and assist families as needed in an effort to decrease student absences. SSW will meet with students and families to assist families with accessing in and out of school resources as needed.	Attendance documents will show a 10% decrease in student absences  55% of parent surveys will confirm receipt of community and school resources when needed		x	x	x

5. Operations Section		
<b>Year 3 Reform Priorities:</b> 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:
N/A	<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
<b>Summary:</b> Briefly describe the district’s operations-related reform priorities, as indicated above.		
<p>The district was awarded a state level technology grant in 2014 which is providing for 1:1 devices for grades 8-10. Two carts of these same devices are provided at the elementary level increasing the use of typical keyboards and word processing skills for students in grades 3 and 4. The use of technology will also increase ways for all students to demonstrate their understanding and mastery of grade level standards through a variety of methods. Students will also be able to access resources that address individual learning styles and meet recommended accommodations to address learning difficulties. Staff will be better able to address the unique needs of the special education and ELE populations through the increased use of technology. Two teachers from grades 3 and 4 have been trained in the use of EdLine, to encourage parent access to the curriculum and instructional resources and the use of the devices. These teachers will act as Trainers for the other grade level teachers. Eight total online learning facilitators have been identified (stipend positions) and trained in the use of EdLine parent portal and have already provided professional development for all staff in the development of EdLine pages. This training will continue throughout the upcoming academic year. EdLine serves as both the online learning platform and the parent portal. Parents are able to access students’ grades, attendance and other academic resources. This will increase parents’ exposure and familiarity with academic expectations and ongoing performance for their children. In addition, technology based resources and lessons have been included in many lesson plans to encourage the use of a variety of technology resources and provide greater access to a broader base of resources. The Technology Integration Specialist worked with both the ELA and math committees to provide those resources.</p>		

5. Operations Section					
Aligned Strategies: 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.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Embedded professional development provided for staff using 1:1 computing devices	<ul style="list-style-type: none"> <li>95% of staff will use computing devices.</li> <li>100% of students in grades 8-10 will receive technology training.</li> <li>90% of targeted students will demonstrate improvement in technology skills.</li> <li>The student-to-computer ratio will be improved to 70%.</li> <li>65% increase of parents using the portal as reported in a parent survey</li> </ul>				X
2. Use of technology to support instruction and will result in increasing levels of student performance	<ul style="list-style-type: none"> <li>25% increase in blended teaching as evidenced in walkthroughs</li> <li>85% of students will perform at or above benchmark on universal screenings.</li> </ul>				X



## 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	Turnaround	<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
<b>Broad Brook Elementary School</b>	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> 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.

Broad Brook School has an active School Governance Council comprised of 5 teachers, 7 parents and two community members. The Council meets each month to review current data and the work being completed to improve student achievement.

The Instructional Leadership Team (ILT) meets on a biweekly basis. It is comprised of school administration, instructional coaches and a classroom teacher from each grade level.

The School Governance Council and the ILT review the draft of the plan and provide input. During the course of the year the council and the ILT review student data quarterly in relation to the Alliance grant and advise the school administration on ways to improve instruction, use of personnel, schedules, etc. At the end of each year each group analyzes the success of the plan and makes suggestions for the following year.

The Board of Education established a Strategic Plan which outlines specific areas for focus, including academic achievement for all students and provision of interventions, use of data and creation of a CCSS curriculum. Alliance grant priorities align with the goals of the Strategic Plan. The BOE has approved the creation of new positions, such as School Social Workers, that allow the district to implement the Strategic Plan. Twice yearly the Strategic Plan committee meets to review the status of actions within the Strategic Plan, including those directly related to the Alliance Grant.



## 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	low
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	low
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	low
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
2.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
3.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
3.3. Wraparound strategy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
3.4. Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
<b>Operations:</b>					
5.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
5.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	low
5.3. Scheduling and extended learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
5.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	medium
5.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
5.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	low



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:

Theresa M. Kane, Ed.D.

Name: *(typed)*

Superintendent

Title: *(typed)*

Date:

## C. PSD Extended School Hours Grant

### 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.

### 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:**

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**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:**

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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:**

<b>CODE</b>	<b>OBJECT</b>	<b>Amount</b>
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.	\$
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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>	\$
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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.</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.	\$



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>	