

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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State of Connecticut Department 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. 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.

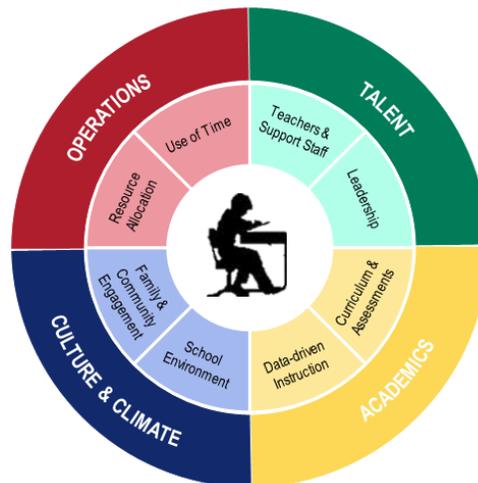
6. Timeline Summary

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



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):		
Manchester Public Schools		
Contact Person:	Contact Title:	
Amy Radikas	Assistant Superintendent for Curriculum and Instruction	
Telephone:	Email Address:	
860-647-3446	aradikas@manchesterct.gov	
Street Address:	City:	Zip Code:
45 North School St	Manchester	06042
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Richard Kisiel		
Signature of Superintendent:		Date:
Name of Board Chair:		
Christopher Pattacini		
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. Academics <ul style="list-style-type: none"> • <i>Implementation of CCSS</i> • <i>Structures to Support Teacher Collaboration</i> • <i>Extended Learning Time</i> • <i>Increased access to technology to support instruction</i> 	<ul style="list-style-type: none"> • Development of CCSS aligned curriculum in language arts and mathematics K-8 led by Directors of Teaching and Learning working with teachers from across the district • Continued common planning time in place at all schools • Extended summer programming is available for students PreK- 3 • One to one device initiative at Manchester High School • Technology available for online assessments K – 8 • Implementation of NWEA MAP assessment and web-based interventions (Lexia)
2. Culture and Climate <ul style="list-style-type: none"> • <i>Community – based Partnerships</i> • <i>Additional Outreach Programming</i> • <i>School Climate Training</i> 	<ul style="list-style-type: none"> • Continued partnerships with community agencies to provide wrap around services • Expanded partnership with Parks and Recreation Department to support summer programming for PreK – 3 • Development of additional outreach programming to support family engagement to address discipline and attendance concerns • Ongoing training of School Climate Specialists in all schools
3. Talent <ul style="list-style-type: none"> • <i>New evaluation systems</i> • <i>Coaching model</i> • <i>Instructional Rounds</i> 	<ul style="list-style-type: none"> • Implementation of teacher and administrator evaluation systems • Enhanced support for literacy and numeracy coaches in schools across the district • Continuation of school-based instructional rounds district-wide • Addition of 2 new Directors of Teaching and Learning (Humanities and STEM) to lead work in curriculum and instruction

<p>4. Operations</p> <ul style="list-style-type: none"> • <i>Equitable Resource Allocation</i> • <i>District Improvement Team</i> • <i>Technology Systems</i> 	<ul style="list-style-type: none"> • Clear budget development process in place to ensure that financial resources are distributed equitable and support District and School Improvement Plans • Formation of new District Improvement Team to monitor systems and processes to support student growth • Multiple technology systems in place to support evaluation and professional development
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Growth Areas:	Explanation and Data to Substantiate:
<p>1. Academics</p> <ul style="list-style-type: none"> • <i>Achievement Gap</i> • <i>Implementation of CCSS to increase rigor for all students</i> • <i>Structures to Support Teacher Collaboration</i> • <i>Extended Learning Time</i> • <i>Increased access to technology to support instruction and intervention</i> 	<ul style="list-style-type: none"> • Significant gap in academic performance exists for minority students, students eligible for free or reduced lunch, and students with disabilities • Continued development and implementation of rigorous curriculum along with uniform district-created unit assessments • Systemic implementation and monitoring of progress made by students using web-based interventions • Additional programs and personnel to support intervention • Need for consistent amount and structure of common planning time to ensure improved teaching and learning • Need for summer programming for middle and high school students • Additional classroom technology needed for grades 6 - 8 • Underutilization of existing technology to enhance teaching and learning in grades K – 5
<p>2. Culture and Climate</p> <ul style="list-style-type: none"> • <i>Family and Community Engagement</i> • <i>Outreach</i> • <i>Working Agreements</i> 	<ul style="list-style-type: none"> • Low levels of engagement of families of low income and minority students • Documented outcomes resulting from outreach services • Continued concerns about student substance abuse • Use of Staff Working Agreements as a tool to structure difficult conversations and improve school climate across the district • Programming to support data from Developmental Assets Survey • District level indicators around attitudes and habits for success
<p>3. Talent</p> <ul style="list-style-type: none"> • <i>Recruitment and Retention</i> • <i>Culturally Responsive Teaching</i> • <i>Evaluation</i> • <i>Professional Development</i> • <i>Staffing for Intervention</i> 	<ul style="list-style-type: none"> • Additional need for minority recruitment • Coaching in the area of culturally responsive teaching techniques across the district • Stronger oversight of and support for teacher and administrator evaluation across the district • Further professional development for coaches and teachers • Staffing to support interventions in schools with the greatest need
<p>4. Operations</p> <ul style="list-style-type: none"> • <i>Effective Systems</i> 	<ul style="list-style-type: none"> • Systems audit to ensure effective communication, collaboration, consistency, and efficiency within and across systems • Revision of existing systems and / or development of new systems based on systems audit

2. Talent Section		
<p>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.</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>Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • 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. 		
<p>In the area of teacher and administrative evaluation, two committees completed their work in developing the new evaluation systems based on the recommended State guidelines last summer. The district fully implemented both systems for all teachers and administrators during the 2013-2014 school year. This model calls for an increased focus on the work of individual teachers as well as the use of each individual teacher’s student achievement scores to determine the teacher’s final rating. Our teachers and administrators have had training in the new model and administrators continue to work to calibrate our scoring.</p> <p>To drive continuous improvement, discussions among teachers and administrators in all evaluation and other collaborative meetings, are centered on performance data and metrics. The district combined Alliance and Board of Education funds to purchase assessments, including Measures of Academic Progress for students in grades 1 – 10 which tests reading and mathematics from the Northwest Evaluation Association (NWEA). These benchmark assessments provide detailed information about students’ skills in reading/language arts and mathematics, and more importantly, those skills that are areas of weakness and suggestions for teachers to differentiate instruction. The NWEA assessments therefore serve two purposes: to monitor student achievement throughout the year, and to monitor how instruction is impacting student outcomes.</p> <p>In addition to NWEA data, school staff monitor additional standardized test scores (including PSAT, SAT, AP Exams), attendance and discipline data, as well as class grades and student performance on performance tasks which we have developed. Teachers need to spend additional time looking at</p>		



student work, which will be at least as valuable as data analysis.

To support new and existing staff, the district provides four full and six half days of professional development. We recognize that this schedule of professional development opportunities is simply not enough time to improve practice, thus we are also committed to providing job-embedded professional development opportunities and resources to support weekly common planning time in all schools. Professional development (PD) opportunities for the 2014-2015 school year will focus on Tier I instruction. Writing and the implementation of mathematical rigor , questioning and discourse will take place K-12. Please see Appendix A for or PD calendars. The district used funding from the Alliance Grant to support additional release time or paid curriculum time to ensure that teachers are ready to implement the curriculum, aligned to the CCSS, and developed by teams of teachers and coaches across the district.

This work is led by new literacy and numeracy coaches, in place at all schools. The district provided the new instructional coaches with training in providing effective job embedded professional development for teaching the Common Core standards in literacy and numeracy for teachers in grades K-12. It is our belief that hiring highly qualified staff members, providing significant job –embedded professional development built into the school calendar, weekly collaborative time, and additional hours and days supported through substitute teachers or stipend, and offering opportunities for teacher leadership in the form of coaching positions, will allow us to place, retain, and develop human capital. We believe that this kind of job-embedded professional learning, supported when necessary by experts in the areas of differentiation, blended learning, and critical and creative thinking, is the key to improving teaching and learning. Teachers are able to gain support from colleagues as well as coaches to address areas where the evaluation process indicates growth is necessary.

Central office administrators model the implementation of a professional learning community (PLC) by creating a PLC among administrators, promoting problem solving through creativity and innovation, providing resources and time for administrators / teachers to explore best practices, and ensuring alignment of school improvement and teacher professional growth plans with district continuous improvement plan for the purpose of improving student achievement.

It is important to note that over the past two years, the district curriculum and instruction office has been completely restructured. In July 2013, a new Assistant Superintendent for Curriculum and Instruction was hired and subsequently, two Directors of Teaching and Learning, one for Humanities and one for STEM, were hired. One area of need is in the coordination of the work described above. The district hopes to add a new administrative position, Director of Performance, Evaluation, and Talent Development, who will support our work to improve the effectiveness and alignment of our systems. In addition to leading the systems audit, this person will serve as a link between the Human Resources Office and the Curriculum Office, supporting the work to recruit and place teachers and supporting teachers in the implementation of curriculum. He or she will also work with teachers and administrators to improve professional practice throughout the district.

Aligned Strategies: Identify a core set of actionable strategies to | **Progress Metric:** Identify progress | **Timeline:** Place an “X” indicating when

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.	indicators to monitor the implementation and impact of each strategy.	strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue training for teachers and administrators in the teacher and administrator evaluation systems	Teacher and administrator survey on the impact of evaluation system on improved practice and student learning (Compare to 13-14 results) 90% Staff participation rate 80% PD satisfaction rate 20% increase in self-report of improved practice.			X	
2. Ensure that Instructional Rounds conducted at the school-based level support professional growth that leads to changed professional practice and, as a result, improved student achievement. Develop a process to link instructional rounds to change in instructional practice. (Working with several outside consultants for ELA and Mathematics next year with this process.)	20% increase in students meeting the math and reading grade level norm or NWEA growth target from Fall 2014 to Spring 2015. 50% of teachers district-wide are implementing desired strategies as measured by instructional round data.		X		X
3. Provide additional support for teachers who work with English Language Learners a. Examine the current use of ELL teachers and tutors and ensure it supports students and schools in an equitable fashion that is also aligned to best practice	50% of teachers working with ELLs utilize ELL strategies and Culturally Responsive teaching as evidenced through walkthrough data 50% of ELL tutors and teachers show evidence of integrating ELL strategies and Culturally Responsive teaching as evidenced through walkthrough data Please modify metric with the quantitative outcomes you're looking for ELL teachers and students to achieve along the lines of the above examples in 1&2.	X	X	X	

<p>4. Provide support for teachers seeking to implement innovative instructional strategies</p> <p>a. Develop and post request for proposals for teachers interested in innovative instructional approaches</p> <p>b. Select and fund proposals</p>	<p>Monitor implementation and student outcomes for each innovative instructional approach – monitoring mechanisms may differ depending on strategies.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>5. Develop and implement a plan to recruit and retain and grow talented teachers and administrators, with emphasis on minority candidates</p>	<p>Increase number of total minority staff members</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>6. Continue to support the work of instructional coaches to assist teachers in implementing the CCSS</p> <p>a. Provide additional support for coaches in the areas of differentiated instruction, blended learning, and strategies to promote critical and creative thinking</p>	<p>50% of coaches will utilize strategies for differentiated instruction, blended learning, to promote critical and creative thinking, as indicated through periodic walkthrough data</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>7. Create and staff Office of Performance, Evaluation, and Talent Development</p> <p>a. Outline work to be performed by the Office of Performance, Evaluation, and Talent Development</p> <p>b. Identify funds that could be used to support this position</p>	<p>Recruit and Hire a Director of Performance, Evaluation, and Talent Development</p> <p>What are the outcomes of this position? How will it positively affect teacher practice and student learning?</p> <p>Director of Performance, Evaluation, and Talent Development will....</p> <ul style="list-style-type: none"> • Coordinate the district’s hiring practices to ensure the hiring of highly-qualified staff – as indicated by a local HR shared drive with updated 	<p>X</p>	<p>X</p>		

<p>8. Provide opportunities for technology-based, cross-content professional development – grades 6-8.</p>	<p>job descriptions and interview questions and performance tasks.</p> <ul style="list-style-type: none"> • Support administrators with teachers in need of support as indicated by increases in teacher ratings and/or non-renewals. <p>50% of teachers in grades 6-8 will begin to incorporate meaningful uses of technology within their classrooms as noted by Google Docs usage.</p>				
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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 work to implement the Common Core State Standards into the curriculum began at Manchester High School in the summer of 2012. Teachers began training around the Understanding by Design (UbD) process and a useable unit template, containing, enduring understanding, essential questions, CCSS, objectives, assessments, performance tasks, and suggested activities. Teams of teachers, with the support of instructional coaches, have developed and implemented curriculum aligned to the CCSS in English, Math, Social Studies, Science, and Business Education. Additionally, special education teachers and speech and language pathologists have worked with consultants to align both curriculum and individual student goals to the CCSS. Work remains in World Language and other elective areas at the high school level. Curricular units and a limited number of samples of student work are now displayed on the high school website. Looking at student work more regularly and skillfully in the future will help improve instruction. Unit development has also occurred in Mathematics and Language Arts at Bennet Academy, our sixth grade school.

Now that K-12 Directors of Teaching and Learning for Humanities and STEM have been hired, curriculum development will begin at the K – 8 level.

3. Academics Section

Working in teams, K – 8 teachers will unpack the CCSS and begin designing and implementing units of study to standardize expectations across the district. While teachers have flexibility to develop and implement strategies and activities of their choice, and the district encourages creativity, ensuring the all students have access to high quality standards-based curriculum is a focus of the district. This work began in March 2014, is expected to continue over the next two years, and will include opportunities for summer curriculum writing for teams of teachers. The district has purchased a web-based curriculum mapping program to ensure that teachers have real time access to the curriculum and materials at all times and to eventually share the curriculum, supporting materials, and samples of student work with parents, families, and the community.

Instructional coaches continue to support this work. The coaches have been provided professional development in a variety of areas including the UBD model, curriculum planning, mapping and unit development, formative and summative assessments, and performance task uses, rubric development and data collection.

This work is or will be evaluated unit-by-unit to ensure alignment with the CCSS. The tri-state rubric and publisher's criteria will be used to ensure that all units and resources referenced in them are aligned to the CCSS. Teachers have begun creating formative and summative assessments that are aligned to the Common Core and a review of student work by coaches and administrators will occur regularly next year. The district will also use Performance Tracker to monitor student performance on teacher created common district assessments. These assessments will be used in addition to the NWEA which we continue to monitor for alignment with the CCSS. To truly determine whether NWEA is a good measure of students mastery of the CCSS, the district will eventually compare student results on the NWEA with results on the SBAC.

Our work to intervene when students struggle with the CCSS aligned curriculum is ongoing and multi-faceted and includes programming for students who have not had a pre-school experience, extended programming (into the summer) for students in grades K – 3 who are below proficient in reading and math, and web-based interventions used both in the classroom and in a separate setting.

By intervening prior to a student's entrance into kindergarten, Manchester believes that it will better prepare its students to perform under the standards of the Common Core. Although six weeks cannot compare to experience our children receive through the head start program or attendance at a private preschool or our own integrated program, children and families will become familiar with school routines, kindergarten readiness skills, and be introduced to PBIS. Families will also have the opportunity to begin a pattern of school engagement. A coordinated effort between the Manchester Public Schools and the Town of Manchester to support early childhood programming in the community will improve the learning opportunities for children not enrolled in district preschool programs. The Jumpstart program serviced 60 children during the summer of 2013 and will continue in 2014.

Additionally, we currently offer literacy/numeracy enrichment programs after school at four of our schools with plans in place to strengthen the existing programs and add new programs at every school where one does not currently exist.

Finally, the district currently uses Lexia to support reading intervention and is planning to purchase a web-based mathematics intervention tool and hire

3. Academics Section

additional certified interventionists to work with students in schools. ALEKS is the tool used at the high school level for math remediation.

Manchester is currently part of the K-3 Early Literacy model proposed through the SDE’s Academic Office. Though we are a “light touch” district we look forward to the opportunity for continued support in developing robust K-3 literacy opportunities and interventions to complement our existing programming. Tier one instruction and supports will be a focus for the 2014-15 school year. As part of this focus all interventions and delivery systems will be reviewed and streamlined so that consistent processes of support exist in all elementary schools.

Manchester High School will be expanding the academy concept, beyond the current Medical Careers to make MHS feel smaller thus providing a better system for intervening. Each academy will accommodate 150 students supported by 8-10 teachers, a guidance counselor and an administrator. MHS will implement six additional academies (Contemporary Communications, Culinary, Hospitality and Entrepreneurship, Education and Public Service, Performing Arts, Science, Technology, Engineering, Math and Design Academy, and The Truth Academy) at Manchester High School as the next step to breaking the school into smaller learning communities and providing an opportunity for students to pursue an area of interest (Appendix B).

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. Continue to develop and revise curriculum to ensure alignment with CCSS	<p>Two curriculum academies in place in math and language arts</p> <p>First quarter curriculum units developed and rolled out to classroom teachers during PD in August with 75% of all staff utilizing the units and/or their content objectives through Curriculum Connector platform.</p> <p>First quarter common curriculum-based assessments and performance tasks given according to district assessment calendar with student benchmarks established through an</p>	X	X	X	X

3. Academics Section					
	<p>internal vetting process. What are the desired outcomes? Please identify target goals for metric.</p> <p>95% PD attendance rate</p> <p>75% effective implementation measured by walkthroughs, instructional rounds and monitoring of Diary Maps and units updates. 100% of quarterly assessments administered.</p>				
<p>2. Strengthen intervention programming in the areas of mathematics and language arts K – 5 through the use of web-based programs and additional personnel</p> <p>a. Provide professional development for coaches and teachers in the use of intervention programs in mathematics and language arts</p> <p>3. Provide additional staff and / or train existing staff to support Tier 2 and 3 interventions in Math and Language Arts</p>	<p>Select program(s) for math intervention</p> <p>Monitor the implementation of intervention programs through PLCs and walkthrough data</p> <p>Hire and train certified personnel to intervene in Mathematics and Language Arts</p> <p>10% of students who qualify for tier II intervention will exit the program with one school year.</p> <p>20% increase in the number of intervention hours implemented.</p>	X	X	X	X
<p>4. Expand the 1:1 initiative to grades 6 – 8 to extend student access, increase engagement, and and support teaching and learning</p>	<p>70% of teachers implementing blended learning, differentiated instruction, and student-centered</p>		X	X	X

3. Academics Section					
	strategies to support higher order thinking during classroom visits				
5. Increase the use of existing technology to support instruction K – 5. Supported by library media specialists and technology integration specialists.	70% of teachers implementing blended learning, differentiated instruction, and student-centered strategies to support higher order thinking during classroom visits.		X	X	X
6. Implement six additional academies (Contemporary Communications, Culinary, Hospitality and Entrepreneurship, Education and Public Service, Performing Arts, Science, Technology, Engineering, Math and Design Academy, and The Truth Academy) at Manchester High School as the next step to breaking the school into smaller learning communities and providing an opportunity for students to pursue an area of interest. See Appendix B for a brief description of the six academies	<ul style="list-style-type: none"> Enroll 60-100 students in six academies in 2014-15 90% of students enrolled remain in their academy for the 2015-16 school year 98% of students enrolled in the academy graduating in 4 years – <i>will data be available in 2014-15? No, as the academies are just beginning.....</i> At least 85% of students reporting high levels of investment in the academy and engagement in academy classes on the survey 	X	X	X	X

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:
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 type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>Over the past two years, Manchester Public Schools has worked diligently to improve the climate and culture of all of our schools. The persistent achievement gap across the Manchester Public Schools indicates the need to expand both new and existing interventions to support struggling students and provide more rigorous standards for all students. In order to create a culture of high expectations for all students, those who struggle must have access to individualized academic and behavioral interventions as well as wraparound services to ensure their success in school and improvement their achievement. It seeks to achieve this end with a continued focus on increasing collaboration between community agencies and schools to meet the social, emotional, and mental health needs of students and their families. The district seeks to meet this mission by organizing and educating the community, adapting prevention-oriented and evidence based school discipline models that foster a safe and engaging school climate, reducing the suspensions, expulsions, arrests, drop outs and truancy through increased family and community partnerships, and increasing family engagement and parent leadership skills through evidence based programming.</p> <p>We have had success in offering services in the areas of substance abuse counseling, online credit recovery, restorative discipline, and parent education through the new outreach office and their work with families and local and state agencies. We also employ two Board Certified Behavior Analysts to assist teachers, students, and parents with managing behaviors that exist both at school and at home. As our work evolves, we believe that this outreach work should shift from the district level to the building level. This shift will allow for continued partnerships with community and state-based agencies but keep the work focused on the unique needs of each school. We anticipate the continued use of online credit recovery as well as substance abuse counseling at the building level and hope to expand the number of family resource centers from our current number of one, presently at Washington School (review school), to a total of five expanding to Bowers, Robertson, Verplanck (review school) and Waddell. This expansion will allow for more immediate family and community engagement when behavioral or attendance related issues arise.</p> <p>At the middle school level, this work is supported by Director of Student Support and school counselor team and the work will be supported in our sixth</p>		

4. Culture and Climate Section

grade school with additional social work personnel.

Finally, a significant part of our work in the area of climate and culture is to increase the level of expectations for all learners. IMAGINE College is a pilot program that started at Manchester High School in 2013-14. Many students who graduate from MHS attend Manchester Community College or one of the universities of the State system. The main goal of IMAGINE College is to provide individual college advising for juniors in one of our underperforming ethnicity bands or who are economically disadvantaged who show potential for success, as they move through their junior and senior years navigating the college selection and application process to perhaps an expanded view of opportunities beyond the scope of local, public institutions.

Based on the recommendation of our school counselors, financial considerations, class rank, ethnicity, and academic potential, we have selected juniors to work with an adult at MHS (teacher, tutor, or administrator), in addition to her/his guidance counselor through the entire college application process. The student and advisor meet regularly to review academic progress, work with Naviance, a web-based tool that provides and stores information about all aspects of the college search process, help find the right college match, and review and apply for all funding opportunities. The IMAGINE College advisor acts as a liaison between teachers and students as needed, ensuring that students receive the necessary academic support where necessary. Participation in Imagine College also includes a free summer SAT preparation course as well as a fee waiver for the October SAT.

Aligned Strategies: 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.	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. Continue to support online credit recovery through morning and afternoon ecredit programming	5% increase in the number of students participating in ecredit programming 100% of students participating in ecredit successfully completing all courses assigned Percent of students participating in ecredit graduating from high school in 4 years <i>Need to collect some baseline data before adding a percentage for metric</i>	X	X	X	X

4. Culture and Climate Section					
	Please add target goals for percentage or number change				
2. Provide additional substance abuse services and educational programming 6 - 12	<p>Number of students participating in programming</p> <p>60% of students reporting a decline in substance abuse as a result of programming</p> <p>75% of students will avoid committing an additional substance abuse related offense after completing substance abuse counseling</p> <p>Please add target goals for percentage or number change</p>		X	X	X
<p>3. Expand the number of Family Resource Centers from one to five to support school-family-community partnerships</p> <p>a. Hire appropriate personnel including a person who will have oversight of the resource centers</p> <p>b. Train new personnel</p>	<p>At least 150 families accessing family resource centers at Bowers, Robertson, Verplanck and Waddell.</p> <p>5% decrease in the number of suspensions and chronically absent students</p> <p>Please add target goals for percentage or number change</p>	X	X	X	X
<p>4. Increase the level of expectations for all learners</p> <p>a. Develop and implement Manchester PRIDE program to create a common understanding of habits and behaviors of successful individuals</p> <p>b. Match IMAGINE College Students with mentors</p>	<p>Identify at least 40 IMAGINE College Students (from ethnicity bands and or eligible for F/R lunch) in grades 11 and 12</p> <p>100% of IMAGINE College students enroll in a four year school</p>	X		X	

4. Culture and Climate Section					
	immediately following graduation				

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:
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 type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.		
<p>Critical to our work to create systems and processes that promote organizational efficiency and effectiveness is a new District Improvement Team that was formed in October 2013. This team is comprised of teachers, support staff, union leadership, building administrators, and district administrators. For the first time in recent history, the team is representative of the diverse population of the Manchester Public Schools, including every school and grade level. The team meets monthly and has worked to develop indicators of success for the district goals. Now that the indicators of success are established, the team will review the Theory of Action and revise the District Improvement Plan to ensure that all strategies support the goals measured by the established indicators. An initiative mapping, led by an outside consultant, is planned to conduct a thorough review of all current initiative for alignment to the District Improvement Plan. A systems audit will also be conducted to ensure effective communication, collaboration, consistency, and efficiency within and across district systems.</p> <p>Additionally, all schools in the district create School Improvement Plans that outline the strategies employed at the building level to support the district goals. Because accountability is reciprocal and the primary work of the district is to support schools, these plans also identify supports needed and drive the distribution of resources across the district. In an effort to support staff to increase their capacity to improve student outcomes, the central office leadership team has been redesigned and redeployed to support, rather than direct, schools. The central office leadership team is working to assist schools build their capacity for change and improvement by focusing on the implementation of professional learning communities (PLCs) and better targeting professional development opportunities and resources. Members of our pupil services department have also been working in a PLC model in an effort to collaborate on programs.</p> <p>Please identify if you are still adding a technology staff member as stated in the first version of the application. Please add a description of this staff member’s role. If any technology PD will be offered to staff members, please add that to the talent narrative and metric. <i>Done.</i></p>		

5. Operations Section

A technology integration specialist will be hired at the middle school level to support the collaborative efforts of library media specialist, teachers and administrators to promote the use of technology to enhance and support strong instruction and intervention. Both student-centered and collaborative learning are critical to providing strong Tier 1 instruction. Thus this newly created role will work to assist in the implementation of student-centered and collaborative learning, specifically related to the use of technology to support these models.

As a district we are extremely excited about our summer program, which is heading into its second year. During the summer of 2013, over 700 students participated in a six week full-day summer extended school year program for students in grades 1-5, and a half-day program for kindergarten children. Both programs began on July 1. Classroom teachers recommended to parents student participation in the program based on level of literacy skills.

The program includes instruction in literacy and numeracy skills aligned to the CCSS for three hours in the morning consistent with Common Core standards. Following lunch, enrichment activities, pre-selected by the students, took place for the last three hours of the day. On Friday afternoons, students participated in field trips exposing them to a variety of cultural and recreational experiences in the area. The Parks and Recreation Department is collaborating with the district to support before and after school programming for students in this year's program in conjunction with their recreation program.

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. Conduct systems audit to ensure effective communication, collaboration, consistency, and efficiency within and across systems	Develop criteria for effective systems across the Manchester Public Schools Review existing systems for alignment with district mission,	X	X	X	X

5. Operations Section					
	vision, goals, and improvement plan				
	Revise existing systems and / develop new systems based on systems audit				
2. Implement extended school year options for students PreK – Grade 4	Increase the number of students participating in programs from 150 (2014) to 215 (2015) – set target for increase compared to last year	X	X	X	X
a. Track performance of extended school year participants vs. non-participants throughout the school year	NWEA scores for students attending SAAM remain constant or grow from Spring to Fall Administration (no summer slide)				



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:
Verplanck Elementary School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
Washington Elementary School	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input checked="" 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.

1. **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.
2. **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.
3. **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.
4. **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.

As noted above, critical to our work to create systems and processes that promote organizational efficiency and effectiveness is a new District Improvement Team that was formed in October 2013. This team is comprised of teachers, support staff, union leadership, building administrators, and district administrators. The team meets monthly and had the opportunity to articulate priority areas for the district improvement plan that have been funded in this grant application.

The members of the District Improvement Team and their positions in the district are listed below.

<u>Name</u>	<u>Position</u>	<u>Location</u>
Bell, Ashley	Math Teacher	MHS
Brooks, Beverly	Vocational Education	MRA
Brooks, Patricia	Assistant to Superintendent	Central Office
Crespo-Jimenez, Mellie	Bilingual Teacher	MHS
Croye, Teryl	Data Specialist	Central Office
Eden, Susan	Pre-K Teacher	MPC
Geary, Matt	Principal	MHS
Jones, Nicolas Jr.	Principal	Verplanck
Kisiel, Richard	Interim Superintendent	Central Office
Kolze, Mike	PE Teacher	Buckley
Matfess, Shelly	Assistant Superintendent	Central Office
Miner, Lisa S.	Curriculum Coach – Numeracy	Buckley
Nicholas, Tom	Social Worker, MEA President	Bennet
Oliver, Santosha	Director of Teaching and Learning – STEM	Central Office
Ortega, Erin	Online Technology Coordinator	Adult Ed
Osunde, Uyi	Vice Principal	Illing
Philbert, Rhonda	Equity	MHS
Plavin, Lisa	Library/Media Teacher	Martin
Radikas, Amy	Assistant Superintendent	Central Office
Ratchford, Scott	Director of Teaching & Learning - Humanities	Central Office
Romeo-Rivers, Vonetta	Vice Principal	MHS
Ross, Nancy	Reading Consultant	Robertson
Ruggiero, Mary Lou	Principal	Bowers
Sanchez, Amy	Curriculum Coach - Literacy	Waddell
Sherman, Lesley	Curriculum Coach – Numeracy	Keeney
Smith, Kristin	Curriculum Coach – Numeracy	Bennet
Turnquest, Latasha	Family Resource Center	Washington



In addition to the internal work done to improve educational outcomes for all students, district and school leaders have also worked diligently to engage families, and community members. One critical accomplishment of the current Interim Superintendent was to re-establish relationships with the town manager and town agencies, including Youth Services and business and civic organizations, ensuring that the larger community has a voice to identify educational challenges and influence solutions. The Superintendent of Schools meets monthly with the Town Manager and also regularly attends various meetings of other community groups including Manchester Rotary Club, Manchester Chamber of Commerce, Early Childhood Council, and Manchester Education Foundation. The priorities of these groups were also considered in the development of the grant.

Our MAPS (Manchester Agencies, Police, and Schools) collaborative was formed three years ago in an effort to address school –based arrests, suspensions, and truancy. This group engaged the Search Institute to give the Developmental Assets survey to students in grades 6 – 12 in the Manchester Public Schools. A review of the survey has been conducted internally and was considered in the development of programs funded by the grant. Communicating the educational challenges we face as a community and soliciting more regular feedback and ideas around potential solutions is the next level of work in our district.

Other groups in place at many of the schools in the district are School Governance Councils. As part of engaging all constituencies in the ongoing reform work of the schools, school governance councils were formed to provide an opportunity for staff to engage with families and community members in a partnership to make our schools centers of excellence that prepare all students for success. Councils are intended to represent the diverse interests of the families, teachers, students and community members. While many of our schools were required by state statute to create these councils as a result of low student performance on standardized tests, they now serve as an opportunity for stakeholder input into potential solutions, and enable council members to share the work of the schools with the broader community.



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	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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"/>	
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3. Wraparound strategy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4. Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Operations:					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3. Scheduling and extended learning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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: _____ **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)*

Title: *(typed)*

Date:

C. PSD Extended School Hours Grant

Purpose of the Grant:

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:

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	PERSONAL SERVICES – SALARIES. 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	PERSONAL SERVICES – EMPLOYEE BENEFITS. 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	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. 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	OTHER PURCHASED SERVICES. 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. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. 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	PROPERTY. 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>OTHER OBJECTS. (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>UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.</p>	\$
940	<p>INDIRECT COSTS. 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>UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.</p>	\$
	TOTAL	

D. PSD Summer School Grant

Purpose of the Grant:

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:

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:

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	PERSONAL SERVICES – SALARIES. 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	PERSONAL SERVICES – EMPLOYEE BENEFITS. 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	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. 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. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. 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	OTHER PURCHASED SERVICES. 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. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. 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	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
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CODE	OBJECT	Amount
	UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	
940	INDIRECT COSTS. 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. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	