

STAMFORD PUBLIC SCHOOLS
ALLIANCE/PSD
CONSOLIDATED GRANT APPLICATION
YEAR 3



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Superintendent of Schools
April 11, 2014



DRAFT



ART 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):		
Contact Person:	Contact Title:	
Telephone:	Email Address:	
Street Address:	City:	Zip Code:
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Signature of Superintendent:	Date:	
Name of Board Chair:		
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. Talents - Implemented teacher/administrator evaluation plans for all staff as proposed.	Extensive efforts were directed to this initiative: <ul style="list-style-type: none"> - .5 Compliance Officer - A minimum of 11 hours of training for all teachers including: an overview of the SPS Teacher Professional Growth Plan, SLOs, Indicators of Academic Growth, Common Core of Teaching Rubric, Parent Feedback and ProTraxx. - Eight days of training for administrators (5 on evaluating teachers and 3 on evaluating administrators) - Expanded Teacher Evaluation Committee to include 56 teachers, administrators and Board of Ed members with 11 meetings as of April 2014.
2. Academics - Positive review by Student Achievement Partners of the math/ELA curricula, K-12, developed by SPS and aligned to CCSS.	Extensive report with recommendations completed by Student Achievement Partners
3. Culture and Climate - Staff agreement to proceed with an Advisory period in middle and high schools beginning in September 2014.	MOA detailing agreement to implement an Advisory period in September 2014 in the middle and high schools.

<p>4. Operations</p> <ul style="list-style-type: none">- Implementation of new data systems including: Power School (student information system); School Net (assessment platform linked to Power School); Elevation (to track ELL services) and Info Snap Lottery Admissions system.	<ul style="list-style-type: none">- The implementation of four new data system in 2013-14 has been successful because of the strong, collaborative effort by a small, dedicated staff group.
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Growth Areas:	Explanation and Data to Substantiate:
<p>1. Talents</p> <ul style="list-style-type: none"> - Need to calibrate components of teacher and administrator evaluation plans - Need to differentiate PD for teachers. - Need to expand number of minority staff. - Need to expand number of TESOL certified staff. 	<ul style="list-style-type: none"> - The multiple components included in the teacher and administrative evaluation plans need to be calibrated and their relative weightings need to be established. - A platform to store “home grown” PD will be identified; a compilation of differentiated PD will be assembled using online and teacher developed materials. - While minority students are 65% of the student population in Stamford Public Schools, minority teachers comprise 14.5% of the teaching staff; minority administrators represent 20.7% of the administrative staff. - Increasing numbers of ELL students require increased numbers of TESOL certified staff to provide English proficiency and content sheltered instruction.
<p>2. Academics</p> <ul style="list-style-type: none"> - Anecdotal feedback on the embedded math PD provided in 2013-14 in classrooms, K-12, has been extremely positive. - Student Achievement Partners recommended that the writing portion of the elementary ELA curriculum be revised to more nearly reflect CCSS. 	<ul style="list-style-type: none"> - In 2014-15, embedded math coaching will be expanded to include elementary, middle school classrooms and ninth grade math classrooms. - In 2014-15, selected elementary staff will be participating in the Vermont Writing Project (Summer 2014) as recommended by Student Achievement Partners. This group will train a cadre of elementary teachers to “turn key” the training for all staff in the elementary schools.
<p>3. Culture</p> <ul style="list-style-type: none"> - Attendance is an issue to be addressed, particularly at the high school level. The most recent CSDE report noted that 14% of high school students in SPS missed 10 or more school days in 2013-14. - Failures in math classes, particularly Algebra I and Algebra II are extensive. 	<ul style="list-style-type: none"> - In 2014-15, attendance patterns in Stamford Public Schools will be studied; a report with recommendations will be issued. - In 2014-15, academic assistance with behavioral intervention will be provided to disadvantaged high school students in very small groups with outside consultant assistance.
<p>4. Organization</p> <ul style="list-style-type: none"> - The Technology Plan for SPS written in Spring 2012 needs to be reviewed and updated to incorporate the effective use of iPads to enhance instruction. 	<ul style="list-style-type: none"> - A Chief Information Officer should be in place in 2014-15 to take the lead on updating the Technology Plan for SPS.

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 checked="" type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" 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>Educator Evaluation: In 2013-14, the Educator Evaluation Plan for teachers and administrators was implemented with all relevant staff. With the assistance of a Compliance Officer (.5) funded with Alliance monies, SLOs were established, the requisite observations were completed, staff was trained in the use of ProTraxx to enter SLOs, ProTraxx was customized to more nearly meet user needs, and evaluation rubrics were drafted. In 2014-15, work needs to be done to refine the evaluation process to include:</p> <p style="padding-left: 40px;">In 2013-14, SPS implemented its Evaluation model with all teachers. The model is described as a hybrid. It follows the Connecticut guideline requirements, but uses a holistic rating system rather than mathematical calculations for the Educator Performance and Practice and Student Growth and Development domains. Teachers participated in approximately 20 hours of training which included an understanding of the evaluation components, construction of SLOs and procedures to enter data into ProTraxx.</p> <p style="padding-left: 40px;">In 2014-15, Stamford’s Evaluation Support Model will be refined in the following ways.</p> <ul style="list-style-type: none"> - Definition of terms to include Review of Practice, informal observations, SLOs and IAGDs with professional development provided to teachers. - Calculation of evidence in our hybrid model of indicators and domains. - Collection at central office of professional development needs identified by teachers/administrators as a result of the evaluation process to serve as a prerequisite for the creation of a Professional Development database. 		

2. Talent Section

- Development of a Professional Development database with workshop listings, webinars, and reading materials to:
 - o Enrich skills/knowledge of teachers deemed Proficient or Exemplary
 - o Remediate skills/knowledge of teachers deemed Below Standard or Developing
- Consideration of career development opportunities
- Development of a Dispute – Resolution Process

The above recommendations are intended to clarify and strengthen the Evaluation Support model by linking the evaluation process directly to the professional development needs of teachers, on the one hand, and the professional development program of the SPS, on the other.

Professional Learning: Evaluation of professional development sessions over the past few years suggests that those provided by SPS staff are far superior to those offered by outside consultants. Therefore, in 2014-15, we will examine several alternative platforms to store professional development modules selected from online sources and/or developed by district staff. Ultimately, we would like to link SLOs entered by teachers on ProTraxx to relevant, differentiated PD.

The key topics for professional development in 2014-15 are described below. Some professional development workshops are district-based; some professional development workshops are school-based.

1. *Teaching and Learning*

- Embedded coaching in the workshop model in ELA and math, aligned to Common Core State Standards, grades K-12.
- Training in Writing in response to text, aligned to Common Core State Standards, grades K-5.
- Implementing a new Social Studies curriculum, aligned to Common Core State Standards, grades K-5.

2. *Interventions*

- Training for classroom teachers and ELL teachers to learn strategies to enable ELL students to access core curriculum (sheltered content instruction).
- Training for teachers and administrators to evaluate the impact of multiple interventions intended to promote achievement in math and ELA, using a newly developed database.
- Training for teachers, K-5, in the mClass reading assessment.

3. *Culture and Climate*

- Training to initiate a newly designed ninth grade program to include:
 - o Connections (an advisory period)
 - o Interdisciplinary instruction
 - o Four Cs for 21st century learning – Critical Thinking, Creativity, Communication and Collaboration
 - o Blended learning
 - o Student Success Plans and Naviance

2. Talent Section

4. *Mental Health*

- Training in three programs to include:
 - o PrePARE
 - o Mental Health First Aid Training
 - o Crisis Prevention and Intervention (CPI)

5. *Technology*

- Professional development for teachers, counselors, support staff, administrators and clerical staff.
 - o Power School modules (Power School was initiated in August 2013 as Stamford's new Student Information System)
 - o Extracting reports from Power School
 - o School Net
- Revision of Stamford's Technology Plan

2. Talent Section					
Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring. Strategies 1-7 below are all funded with Alliance monies.	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. Use of ProTraxx to collect administrative and teacher evaluation data, including SLOs.	Use of ProTraxx by 100% of administrators and 100% of teachers in 2014-15.		x	x	x
2. New teacher training on use of ProTraxx to enter necessary data, including SLOs.	Use of ProTraxx by 100% of new teachers in 2014-15.		x	x	x
3. Identify platform for PD modules differentiated to match teacher/administrator SLOs; develop several targeted PD modules to meet differentiated teacher PD needs.	Platform identified, PD modules developed; teacher/administrator evaluation of PD modules.		x	x	x
4. Identify and enroll teachers for TESOL cross certification in CSDE ARCTELL program.	Number of teachers completing ARCTELL program, with a target of 10 teachers.		x	x	x
5. Study alternative programs to “home grow” teachers for SPS, select a program as appropriate.	Report on alternative programs to promote “homegrown” teachers for SPS with recommendations for implementation.			x	x
6. Travel for administrators/teachers to attend minority recruitment fairs to increase minority administrator/teacher staff.	Number of minority teacher/administrators interviewed for SPS positions in 2014-15, with an expected increase of 5% over 2013-14; number of minority teachers/administrators hired in 2014-15, with an expected increase of 5% over 2013-14.			x	x

3. Academics Section

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

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input checked="" 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 checked="" type="checkbox"/> Supports for special populations <input checked="" 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.

Common Core Strategy: In 2013-14, curricula and assessments in ELA and math, K-12, were reviewed by Student Achievement Partners for alignment to CCSS. Overall, comments were laudatory. Recommendations for modifications will be addressed by curricular committees in 2014-15. Writing in grades K-5 was identified as a weakness. Beginning in Summer 2014, eight elementary teachers will be attending the Vermont Writing Project Program recommended by Student Achievement Partners. These teachers will then train an additional 18 elementary teachers who will then train elementary teacher’s districtwide to use evidence from nonfiction texts to respond to questions which assess comprehension of text. With respect to interim and formative assessments, these have been developed and implemented. As a district, we are considering adopting the interim and formative assessments developed by SBAC, when these become available.

K-3 Literacy: In 2014-15, we will continue Leveled Literacy Intervention (LLI) and the Orton Gillingham program. Additionally, we will be continuing the A to Z reading intervention. Two schools will implement mClass. Davenport has participated in the CSDE mClass pilot. It is expected that the district will be shifting from the DRA-2 to mClass, beginning in 2014-15.

3. Academics Section

Student Achievement Measures:

1. Literacy

K-5:

- DRA-2; running Records, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.
- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.

6-8

- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.
- ELA report card grades, with an expected decrease of 5% in the percentage of students obtaining a grade of D or F from June 2014 to June 2015.

9-12

- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.
- ELA report card grades, with an expected decrease of 5% in the percentage of students obtaining a grade of D or F from June 2014 to June 2015.

2. Math:

K-5:

- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.

6-8

- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.
- Math report card grades, with an expected decrease of 5% in the percentage of students obtaining a grade of D or F from June 2014 to June 2015.

9-12

- Benchmark Assessments, with an expected increase of 5% in the percentage of students scoring at/above Proficient from September 2014 to June 2015.
- Math report card grades, with an expected decrease of 5% in the percentage of students obtaining a grade of D or F from June 2014 to June 2015.

3. Absences disaggregated by school and student groups with an expected decrease of 5% from Spring 2014 to Spring 2015.

4. Disciplinary infractions disaggregated by school and student groups, with an expected decrease of 5% from Spring 2014 to Spring 2015.

3. Academics Section					
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. Strategies 1-13 below are funded with Alliance monies; Strategies 14-18 are funded with Priority School monies.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summ er 2014	Fall 2014	Winter 2015	Spring 2015
1. Participation of 8 SPS staff in the Vermont Writing Project Program in Summer 2014; PD program participants will “turn-key” writing PD training with 8 elementary teachers who will then train staff at 12 elementary schools.	Eight elementary teachers selected to train staff in 12 elementary schools in the strategies learned in the Vermont Writing Project Program; 80% of elementary staff agree/strongly agree that writing PD was effective as measured in the Annual Teacher Survey, Spring 2015.	x	x	x	x
2. Purchase of nonfiction books in ELA, K-5, to promote CCSS in reading and writing.	Alignment of purchased nonfiction books, to Common Core, as assessed by Teachers on Special Assignment in ELA and social studies.	x			
3. Initiate Chief Information Officer.	Development and dissemination of revised Technology Plan for SPS.		x	x	x
4. Due to district needs and reconfiguration of staff.	Accurate and timely submission of state/federal reports; evaluation reports prepared and disseminated to principals, central office and Board of Ed on impact of selected programs (AVID, POD, ELL) and interventions.		x	x	x
5. Continue two Instructional Support Teachers (ISTs) at Focus Schools, Davenport and Roxbury, to support math/literacy instruction.	Student achievement measures as described on page 10.		x	x	x
6. Implement mClass at Davenport, piloted through CSDE in 2013-14.	Use of mClass by 100% of Davenport teachers, K-3; survey to assess efficacy.		x	x	x
7. Continue expanded Summer School for incoming kindergartners and first graders.	Number of students in Summer School 2015, with a targeted increase of 10% over Summer School 2014; 80% of Summer School 2015 students expected to demonstrate proficiency on Spring 2016 DRA.				x

3. Academics Section						
8.	Initiate a year long Prek program at Focus Schools, Davenport and Roxbury.	Number of students with a target of 20 students per class; 80% expected to demonstrate school readiness in ELA, quantitative reasoning, and classroom behavior in September 2015.		x	x	x
9.	Continue licenses for remedial literacy programs (Read 180, grades 3-8; and Reading A to Z).	Student achievement measures as described on page 10.		x	x	x
10.	Continue licenses for remedial math program, Dream Box, grades K-5; continue Fastt Math, grades K-5 and Fractionation, grades 6-8.	Student achievement measures as described on page 10.		x	x	x
11.	Train selected teachers in the School Wide Enrichment Model (Drs. Joseph Renzulli and Sally Reiss, UConn) at the Confrutute Institute, Summer 2014 and in school workshops during the year; one staff support position to implement the School Wide Enrichment Model (SEM) in Stamford's two Focus Schools, Davenport and Roxbury.	Teachers participating in UConn week long Confrutute PD, with a target of two teachers from Davenport and two teachers from Roxbury; log of SEM activities at Levels 1, 2 and 3.	x	x	x	x
12.	Initiate Match Education Program for 9 th Grade Tutoring Program at SHS (STRATEGY REWORDED)	Student achievement measures as described on page 10.		X	X	X
13.	Continue support of Project Opening Doors (POD) to increase student participation in AP classes.	Number of students taking AP courses and exams; results of AP exams, disaggregated by race/ethnicity.		x	x	x
14.	Continue support of AVID (Advanced Via Individual Determination) in the middle and high schools.	Number of students; course taking patterns; grades; attendance.		x	x	x
15.	Continue Instructional Support Teachers in K-2 literacy at 11 elementary schools.	Student achievement measures as described on page 10.		x	x	x
16.	Fund teachers and provide transportation for before and after school intervention programs at 10 elementary schools and all middle schools (excluding Davenport and Roxbury, Stamford's two Focus schools, funded through Title I.)	Number of students, student achievement measures as described on page 10.		x	x	x
17.	Enable small numbers of teachers to attend conferences for academic improvement.	Up to 20 teachers, K-12, attend national and state conferences with a report of highlights submitted to Director of Grants.		x	x	x
18.	Continue support for partial positions including Director of Preschool, Director of School Improvement, Director of Grants and Teacher on Special Assignment for Math Instruction, 6-12.	Satisfactory evaluation by supervisors of designated personnel.	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 checked="" type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input checked="" type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____

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

It has become increasingly clear that culture and climate are necessary precursors for successful student achievement. In 2014-15, initiatives to promote a “personalized, supportive, social/emotional learning environment “ will include the following:

At the Elementary Level:

- Study attendance patterns.
- Family Outreach Coordinators at Focus Schools, Davenport and Roxbury
- Efficacy training for staff at Focus Schools, Davenport and Roxbury.
- Parent Facilitator for Prek School Readiness Program.
- Early Childhood Positive Behavior Support consultant.

At the Secondary level:

- Study attendance patterns.
- Implementation of an Advisory Program in the middle and high schools.
- Continue High School Call to Action Committee.
- Efficacy training for new teachers at all middle schools.
- Drop Out Prevention programs (Teen Pregnancy and ARTs Program, an alternate high school program).

4. Culture and Climate Section					
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. Strategies 1-7 below are funded with Alliance monies; Strategies 8-12 are funded with Priority School monies.	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 Family Outreach Coordinator position at Focus Schools, Davenport and Roxbury, to work with parents and students at the schools during the school day and at the community centers associated with these schools in the afternoons.	Number of participating students and parents with a target of 10% of school population.		x	x	x
2. Continue Efficacy training to include: teachers at Focus Schools, Davenport and Roxbury and new teachers in middle schools; initiate Efficacy training for parents at Davenport and Roxbury.	Participation by up to 30 teachers from Davenport and Roxbury, Stamford’s two Focus Schools and new middle school teachers; demonstration of Efficacy strategies in classrooms as determined by Focus Walks.		x	x	x
3. Continue a Parent Facilitator position for support to Prek School Readiness Program.	Student attendance; log of parent meetings.		x	x	x
4. Contract an Early Childhood Positive Behavior Support consultant to assist with students, Prek and grades K-2, with serious behavioral issues as needed.	Student attendance targeted at 90%; disciplinary infractions to decrease by 5% from 2014-15.		x	x	x
5. Continue High School Call to Action Committee to: - Support implementation of Advisory Program in middle and high schools. - Oversee implementation of new tutoring program. - Study high school attendance patterns.	Advisory Program implemented. Tutoring Program implemented. Student achievement measures as described on page 10.		x	x	x
6. Develop Activities and Themes for Advisory Program to be implemented in 2014-15 in 6 middle and 3 high schools; train teachers in using the Activities and Themes materials; implement Advisory Program.	Activities and Themes materials prepared and disseminated to middle and high school teachers; teachers trained in use of materials; teacher/student survey on Advisory Program implementation.	x	x	x	x
7. Provide training to selected schools to strengthen Data Teams	Number of sessions; staff survey.		x	x	x

4. Culture and Climate Section					
8. Continue Drop Out prevention programs including: - Teen Pregnancy Program - ECMC Scholarship Program at Stamford High - ARTS Program (Alternate HS Program) online courses	Attendance, student achievement measures as described on page 10.		X	X	X
9. Continue Parent Facilitators at all 20 schools to promote outreach to parents. Parent Facilitators will communicate in English and Spanish.	Log of parent outreach efforts with 5% increase from 2014 to 2015.	X	X	X	X
10. Expand Mayors Youth Leadership Council and the Youth Activism Organization to promote safe schools and communities with an emphasis on school culture and mental health.	Decrease in student infractions by 5% from 2013-14 to 2014-15.	X	X	X	X
11. Positive Behavioral Intervention Support (PBIS) assistance through CES for Year 3 at Davenport and Year 1 for two new schools.	Attendance at CES sessions; demonstration of positive behavioral intervention strategies in classrooms as determined by Focus Walks.		X	X	X

5. Operations Section		
Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input checked="" type="checkbox"/> Extended learning time <input checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
Summary: Briefly describe the district's operations-related reform priorities, as indicated above.		
<p>With regard to operations, most of the strategies included in this area extend student learning time and include:</p> <ul style="list-style-type: none"> - After school enrichment/academic programs at 20 schools, with transportation. - Participation in Sound Waters program, an after school hands-on coastal water program open to middle school students. - Tutoring after school for students in Advanced Placement courses. - Participation in Tech Cycle; a program to recycle computers and provide them to selected third graders. - Staff participation in professional development in PowerSchool and SchoolNet <p>In addition, the district needs to review and update IT 2012 Technology Plan to incorporate use of iPads.</p>		

5. Operations Section					
Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring. Strategies 1-5 are funded with Priority School monies.	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 after school enrichment/academic programs at all 20 schools; provide transportation.	Evaluation report by outside consultant.		x	x	x
2. Continue Sound Waters program after school program for middle school students	Number of participants; achievement measures as described on page 10.		x	x	x
3. Continue tutoring programs: - Westhill Success Program - Project Opening Doors after school tutoring program	Number of participants with a 5% increase from 2013-14 to 2014-15; AP exam results in 2014-15 consistent with 2013-14 outcomes.		x	x	x
4. Continue Tech Cycle	100 used computers are targeted for repair and dissemination to third graders.		x	x	x
5. Support technology, grades K-12 - iPads/portable technology devices for technology integration - Investigate use of document cameras or other technology to promote technology integration	Technology Support Personnel in 20 schools will manage iPad Promethean Boards 3D science printers and document cameras.	x	x	x	x
6. Offer Technology workshops for teachers on PowerSchool, the SPS student information system, and School Net, the student assessment system tied to PowerSchool.	Number of participants; 80% satisfaction recorded on exit surveys.		x	x	x



6. School Turnaround Strategy

School:	Classification:	Funding Source/Competitive Grants Sought:
School A N/A	Turnaround	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School Davenport Ridge Elementary School Roxbury Elementary School	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input checked="" type="checkbox"/> PSD Grant <input checked="" type="checkbox"/> Title I – SES/School Choice Set Aside
School C N/A	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

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.

In planning for Year III of the Alliance Grant, the following was done:

1. The District Self-Diagnostic Tool was completed by the following staff:

- Central Office- Assistant Superintendents, Executive Director for Human Resources, Executive Director for Student Support Programs, and Directors of School Improvement.
- Principals of Stamford's two Focus Schools
- Teachers on Special Assignment (TOSAs) for curriculum development in math, ELA, science, and social studies.

In completing the District Self-Diagnostic Tool, the group reviewed accomplishments in 2013-2014 and growth areas for 2014-2015.

2. Multiple iterations of the Year III Alliance Grant were prepared with input from:

- Superintendent and Central Office staff
- Principals of Stamford's two Focus Schools
- Teachers on Special Assignment (TOSAs)

3. Recommendations of the High School Call to Action Committee, a group of 45 teachers, administrators, parents, and community representatives, were incorporated in the Year III Alliance Grant.

4. The Year III Alliance Grant was reviewed by the PTO co-presidents of Stamford Public Schools.

5. The Year III Alliance Grant was reviewed by a representative of Stamford Achieves, a non-profit community agency dedicated to closing the achievement gap in Stamford.

6. The presidents of the Stamford Education Association (SEA) and Stamford Administrators Unit (SAU) have been contacted for meetings to review the Year III Alliance Grant in early May.

7. The Year III Alliance Grant will be shared with the Board of Education in May 2014.

8. In September 2014, the approved Year III Alliance Grant will be shared with all principals. The Year III Alliance Grant will be used by staff and School Governance Councils to draft School Improvement Plans for 2014-2015.



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

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

B. Statement of Assurances

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

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

THE APPLICANT: _____ **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.

Each school is dedicated to providing academic support for identified students in language arts and mathematics. The support reflects basic changes in education through the increased use of technology. Specific programs, such as System 44 and Read 180, are used to enhance academic achievement as well as Math Masters which incorporates the use of an IPAD. In addition, academic support is offered through tutoring, small group instruction, homework help, and learning centers to support academic development. Many of the schools have

included STEM activities in order to provide students with an understanding of the importance of integrating science, technology, engineering, and math. Each school's program focuses on hands-on learning, inquiry-based instruction, and dynamic, high interest activities structured to stimulate students' interests in academic endeavors and community service appropriate to the grade level.

At the elementary school level: In addition to academic support for literacy and math through tutoring, homework help, and online programs, students were offered the following opportunities: WeDo Robotics, garden club, Animal Embassy, IPAD literacy, Science Rocks, Young Mariners, Mandarin Chinese, Latin, SoundWaters, knitting, painting, Math Counts, astronomy, chess, computers, hands-on science, book club, and Odyssey of the Mind to name a few.

At the middle school level: In addition to academic support for literacy and math through tutoring, homework help, and online programs, students were offered the following opportunities: computer club, career exploration, creative math, Red Cross first aid and CPR, chess, STEM robotics, yearbook, study buddies, Math Counts, student council, and space camp, etc. Other enrichment activities include Rachel's Challenge, student government, and Builders Club (Kiwanis).

At the high school level: In addition to academic support for literacy and math through homework assistance, tutoring centers, LEAD, and National Honor Society tutoring, students were offered the following opportunities: engineering, mini-medical program, science club, robotics, job shadowing, and field trips. In addition the LEAD program offers personal guidance, family support through workshops and family events, character development, and civic participation.

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

There are many health and recreational activities are offered at all levels, elementary, middle and high school and focus on the social and emotional needs of students. They include, but are limited to, Zumba, mime, hip hop dance, cheerleading, African drumming, group fitness, cultural dance, cooking, Kids' Jiu Jitsu, and My Healthy Life. Team sports, such as soccer, basketball, and football, are also offered.

Students also participate in activities with an arts focus, such as Future Picassos, Art and Soul, crochet, rainbow weaving, pottery, storytelling, loving lyrics, and in a few schools, the annual musical.

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

The after school program is open to all students and is geared to support students' needs. Therefore, students enrolled in academic support activities are invited, encouraged, and/or recommended by their teachers to attend. Data from a variety of sources may be used. The enrichment activities are for the most part, first come, first served. All activities require parent/guardian permission to participate. Since space is limited, once enrolled, students are expected to attend regularly. Activities are offered at least twice a week for an hour and a half or two hours. Transportation is provided for students requiring it.

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

The program supports the regular school curriculum by offering clubs, activities, or classes that concentrate on the foundational skills and competencies found in the Common Core State Standards and in district curriculum. The program extends and enhances the regular school day curriculum by providing activities that increase school performance, increase students' ability to learn, increase math, reading and writing skills, instill and develop a

love of learning, improve attendance, and improve behavior. After school clubs, activities, and classes are, more often than not, taught by regular classroom teachers who are extremely familiar with district curriculum, Common Core State Standards, the School Improvement Plan, and most importantly, their students. Therefore, there is a strong connection and consistent communication between the classroom teachers and the after school instructors. Instructional Data Teams (IDT) analyze and provide data to teachers to ensure that students are being given the type of support they need. Courses provided by outside agencies are examined to ensure that content is aligned to district curriculum or to the Common Core State Standards. There is a partnership between students, teachers, and the coordinator of the program to ensure that students are receiving the assistance and support required.

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

Every school will use at least 40% of ESH funds to partner with a non-profit community based agency. Schools have partnered with the following Community Based Organizations in the 2013-14 school year: American Red Cross, Domus, Backyard Humanitarians, Maritime Center, ROSCCO, Soundwaters, Stamford Center for the Arts, Stamford Museum & Nature Center, Stamford Recreational Services, Stamford Family YMCA, and the Yerwood Center.

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

Schools will partner with existing community agencies, such as ROSCCO, SoundWaters and the Stamford YMCA, to plan, develop and implement an integrated after school program. The competitive process that the District's Grant Office will disseminate through an RFP will encourage and mandate such coordination with existing agencies. School site administrators and ESH coordinators work with existing programs in the school to schedule time, space, personnel and resources to operate simultaneously. This allows students to maximize their opportunity to participate in a variety of activities.

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

Success of the Extended School Hour program is possible through the collaborative efforts of students, parents, teachers and staff members, and the community. Parents' input into the planning ensures that activities offered are exciting, challenging, and interesting for students. In certain instances, an activity would not be offered, unless a parent could serve as advisor.

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.

The superintendent and all principals support the academic and recreation programs at their school. They are involved in the program design and implementation from planning to evaluation of the program. Therefore, all facilities and equipment such as computer labs, media centers, gymnasiums, auditoriums and classrooms are open and available for the after school programming. Efforts are made by principals to include ESH programming in their School Improvement Plans to ensure building resources are maintained and utilized for the program.

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
AITE—Academy of Information, Technology, and Engineering High School	9-12	680	M, TU and TH 2:05-3:30	30 weeks
Cloonan Middle School	6-8	200	M, TU and TH 2:05-3:35	25 weeks
Davenport Elementary School	1-5	460	TU and TH 3:45-5:15	12 weeks
Dolan Middle School	6-8	200	M, TU and TH 2:40-4:10	18 weeks
Hart Magnet School	1-5	200	M, TU, and TH 3:40-4:40	12 weeks
International School at Rogers Elementary School	K-8	250	M, TU, W, &TH 7:45-8:45 and 3:45-4:45	21 weeks
K.T. Murphy Elementary School	K-5	550	TU and TH 3:30-5:00	12 weeks
Newfield Elementary School	3-5	250	TU and TH 3:00-4:30	12 weeks
Northeast Elementary School	K-5	450	TU and TH 2:55-4:25	22 weeks
Rippowam Middle School	6-8	70	M, TU, and TH 2:00-3:30	26 weeks

Roxbury Elementary School	K-5	225	M-S 3:30-5:00 or 4:00-5:00	12 weeks
Scofield Magnet Middle School	6-8	200	M, TU, and TH 2:40-4:10	16 weeks
Springdale Elementary School	K-5	350	TU and TH 3:30-5:00	18 weeks
Stamford High School	9-12	30	M, TU, and TH 2:30-4:30	36 weeks
Stark Elementary School	K-5	428	M, TU, and TH 3:30-5:00	24 weeks
Stillmeadow Elementary School	1-5	240	TU and TH 2:55-4:25	12 weeks
Toquam Elementary School	K-5	370	M, TU, and TH 3:45-5:15	13 weeks
Turn of River Middle School	6-8	446	M, TU, and TH 2:40-4:10	16 weeks
Westhill High School	9-12	30	M, TU, and TH 2:00-4:15	36 weeks
Westover Magnet Elementary School	K-5	688	M-TH 3:45-4:45	16 weeks

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:

Student progress will be assessed on the basis of attendance of students and parents in programming and a survey of staff assessing student's growth on key indicators of success – the study habits, attitudes, interaction skills and student work will be assessed at least biannually. DRA2 Benchmarks, Lexile Levels, Running Records and teacher assessments, improvement in reading and math strands, student work samples, completion of community service projects will be assessed annually to determine student progress. Discussion with ESH staff at least monthly will provide formative assessments and will adjust accordingly. Production and presentations and performances of end of session activities, will serve as summative assessments in some programs. Data collected will be used in IDT meetings to inform instructional practice.

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

Results of district based formative assessments will be tracked by the individual schools and are centrally collected by the SPS research office. SPS ESH staff use a variety of data compilation and warehouse programs, such as CTReports.com, and School Net a component of Power School, to identify students and determine the most effective research based strategies available to meet the needs of the students. Each individual school has designed its own attendance tracking system to track attendance of students in programming at the site level.

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.	\$94,433
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.	\$90,000
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.	\$10,000
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	\$194,433

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)

Grades 1, 2 and 3: Students who test at the “Substantially Deficient” level on the winter or spring 2014 administration of the DRA2 according to state guidelines.

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

Highly qualified teachers who have Connecticut certification and prior teaching experience in the Stamford Public Schools qualify to teach Summer School. Preferred are teachers with DRA2 and Guided Reading classroom experience. All Summer School staff must attend Professional Development activities related to literacy and differentiated instruction.

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

The summer program curriculum is aligned with District Goals

1. Increase academic achievement of all students and;
2. Address the Achievement Gap

The program is also aligned with the District Alliance Priority #3

To provide intervention for struggling students in literacy to raise student achievement and reduce achievement gaps among student groups.

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
Rogers/Hart/Murphy/Northeast	1-3	Monday-Friday 9:00 am-12:15 pm	4
Stark/Newfield/Springdale/Toquam	1-3	Monday-Friday 9:00 am-12:15 pm	4
Westover/Davenport Ridge/Roxbury/ Stillmeadow	1-3	Monday-Friday 8:00 am-11:15 pm	4
Full Day Community Agencies with tutoring	1-3	Monday-Friday 9:00 am-12:15 pm	4

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.

Students attending Summer School 2014 in Grades 1-3 will be tested in the fall on the DRA2 to assess growth from prior spring testing.

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.	\$319,975
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.	\$21,859
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	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.	\$

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	\$341,834