



## 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):		
Winchester Public Schools		
Contact Person:	Contact Title:	
Anne Watson	Superintendent	
Telephone:	Email Address:	
860 379-0706 ext. 167	anne.watson@winchesterschools.org	
Street Address:	City:	Zip Code:
201 Pratt Street	Winsted	06098
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:		
Anne Watson		
Signature of Superintendent:		Date:
Name of Board Chair:		
Susan B. Hoffnagle		
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. Instructional Leadership Coach	The coach met with two principals to strengthen instructional leadership skills. One has resigned effective June 30, 2014 and we will continue coaching support for the other as well as the new replacement principal who will be hired.
2. District Data Team Coach	The District Data Team was successful in creating both the Data Dashboard and the revised District Improvement Plan. The coach supported the DDT as well as the DDT Steering Committee to meet the needs of the district.
3. Review of Bids for Systematized Assessment Plan	The district went out to bid for a common systematized assessment software system to provide common assessments in math, reading, language arts, writing, and science. NWEA was the successful bidder and we enter in a contract with them to begin services and professional development for staff.
4. Coach for Teachers to support transition to Common Core curriculum needs in reading	The district hired a coach to work with elementary teachers to strengthen their instructional repertoire to teach students reading skills. Mid-year DRA scores show strong gains at all grade levels including percentage of readers reading at or beyond grade level.



Growth Areas:	Explanation and Data to Substantiate:
1. Domain I: Instructional Leadership	Support for instructional leadership will remain a need especially supporting the new administration to the district. Based on the SEED Evaluation for Administrators, we will determine potential areas for professional growth and provide professional development in those areas through LEAD CT and our Alliance liaisons. Principals will also receive PD in the writer’s workshop from Columbia staff developers.
2. Domain 2: NWEA Implementation	The implementation of the NWEA program will require ample technological and professional development support. NWEA training sessions will occur in September and November. Teachers will receive an assessment calendar for the year. Three laptop carts were purchased for the students to take the assessment, and each school has a computer lab.
3. Domain 3: Common Core – aligned curriculum and academic rigor	While our teachers worked with a job-embedded coach during the Year 1 implementation and they collaboratively began writing curriculum at each grade level in reading, writing and math last summer, that work will need to continue. We have contracted with Columbia University Teacher’s College as a Project District in order to align writing curriculum with the Common Core and provide job-embedded professional development for teachers and administrators. The mClass grant will support PD to our teachers through UCONN and Literacy How.
4. Domain 4: Fidelity to curriculum and Data Driven Instruction	A structure will be in place for district, school and grade-level data teams that are well-aligned. Each principal will receive training in the data-driven decision-making process at district, school and grade levels. Other districts, in which district data-teams are successful, will be consulted and observed.
5. Domain II: Support for Special Populations and SRBI	We will continue to support special populations and work to improve the SRBI process in each school. One Principal from the district, who has expertise with SRBI, will train the other administrators and staff. We’ll train teachers in writing appropriate and effective IEPs, BIPs and conducting FBAs using the State template. Specific attention will be given to writing appropriate, measurable goals. Adherence to the least restrictive environment will be our primary goal as we begin to integrate outplaced students into our schools. Students who are in self-contained classrooms will be moved into less restrictive environments as appropriate. An audit from the State Department of Education, Division of Special Education, will aid us in facilitating this.



6. Positive behavior management	We will continue to use PBIS to create and support tier 3 Check – in check out structure for those students who have been identified through data team meetings as needing academics and behavior support.
7. Curriculum Implementation	We will ensure that CCSS are met in writing for grades K- 6. Administrators and Reading Specialist will ensure that this is done through classroom observations, coaching, and modeling. Teachers will be observed and rated using the Bloomboard heat map
8. Technology Integration	Library media specialists will provide targeted instruction in student use technology tools.



## 2. Talent Section

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

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

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

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



## 2. Talent Section

The district will be using the SEED evaluation plan with flexibilities for the second year during 2014-2015. Through on-going support and training in the rubric for teaching methods certified staff will learn what elements of planning, instruction, and assessment yield higher ratings up to and including exemplary. The first year of the program has proven to be a year-long learning process in the use of the new evaluation system as well as the Bloomboard software system. In the second year of the program we expect to realize a higher comfort level in the process and further developments in the rich dialogues that occur between teacher and administrator using the new system. The district improvement plan will include bi monthly coaching by the Superintendent a coach for the director of special education and embedded writing and professional development for teachers.

The Bloomboard heat map shows areas in which certified staff excel, as well as areas for further growth and professional development. Our PD menu is designed to focus on the greatest areas of growth and complement other district initiatives such as the implementation of the NWEA assessment system for 2014-2015.

Recruitment and retention of educational leadership will be an important consideration for the grant. We will be working with LEAD CT to fill any leadership vacancies for the 2014-2015 school year. To build talent and capacity of teachers and administrators, training through the MCLASS grant, as well as our job-embedded PD from Columbia, will be a focus this year.

We will also be uploading the NWEA Assessment system to the district, which will revise our common assessment schedule in reading, math, writing and science in grades 4-6. Additionally, through the MCLASS grant award we will be training teachers in grades K-3 in the use of the MCLASS/DIBELS assessment in reading. Goal setting meetings and final summative evaluation conferences will promote discussion about writing implementation which will validate fidelity to the writing program.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015



2. Talent Section					
1. 1. Provide 10 Lucy Calkins professional development sessions to classroom teachers in Writer's Workshop that aligns with the CCS and addresses special populations within the classroom setting.	100% teacher participation. 90% satisfactory rating from teachers. 80% of teachers will report in a survey that the strategies were implemented. 85% of teachers implement new writing program as evidenced through classroom walkthroughs.	x	x	X	x
2. 2. Provide support for instructional leadership through training and coaching	90% of teachers will attend all instructional leadership meetings. 90% of teachers will incorporate instructional strategies as evidenced through classroom walkthroughs.				
3. 3. Provide professional training to principals at two elementary schools	Evidence of Administrators incorporating strategies will be clear during informal and formal walkthroughs.				



## 2. Talent Section

4. Provide MCLASS and NWEA Professional Development to teachers.	90% of certified teachers participate in PD  85% increase in review of student data during common planning time				
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### 3. Academic 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 checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input checked="" type="checkbox"/> Other: Pre-kindergarten expansion

**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.



Over the summer of 2014 teachers will continue to write-curricula based on Common Core State Standards. This process is the second phase of curriculum development and a follow up to the curriculum development we completed last summer.

Once again we will hire a curriculum development leader to support teachers in this work. Through our data team we will continue to align instruction reading, and math to Connecticut Core Standards Administrators and Reading Specialist will ensure that fidelity to curriculum is met through classroom observations, coaching, and modeling.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. MCLASS Assessment provided in grades K-6 – fall, winter and spring.	90% of students' scores Will be assessed 3 times a year to document student progress		x	x	x
2. Expand Pre-K-6 grade intervention support in ELA and math through the addition of 6 interventionist at Batchellor, Hinsdlae, and Pearson schools to improve effectiveness of tiered interventions.	50% increase in the number of students who receive intervention services. 70% of participating students will improve their reading scores. 70% of participating students will improve their math scores.	x			



<p>3. Provide professional training in leveled literacy intervention to paraprofessionals and reading interventionist.</p>	<p>70% of participating students will improve reading scores</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>4. Performance-based writing (pre- and post-) assessments will be administered to all students K-6 at the beginning and end of each unit.</p>	<p>90% of students' will be assessed 3 times a year to document student progress</p>		<p>x</p>	<p>X</p>	<p>X</p>
<p>5. Provide professional training to math interventionist.</p>	<p>70% of participating students will improve math scores</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>6. Update and improve K – 12 curriculum and assessment documents to align with CCSS. Unit CFA's will also be created so that we can use the data to drive instruction.</p>	<p>90% of the district's curriculum documents will reflect the rigor and content of the CCSS. 85% of administrative walkthroughs will reflect fidelity to the new curriculum. 10% increase in student math and reading scores</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>7. Grade level teams meet during common planning time to discuss grade level data, students who need SRBI intervention and curriculum design and development.</p>	<p>100% of teachers will participate in grade level meetings  When surveyed, 25% of teachers will indicate that common planning time show evidence of</p>		<p>x</p>	<p>x</p>	<p>x</p>



	data discussions				
8. School based data teams meet monthly to review school based academic, behavioral and attendance data, and items related to the School Improvement Plan. Representatives from grade level and content area teams will discuss school-wide data in all areas	80% of school data team members will participate in school data team meetings  When surveyed, 75% of teachers will indicate that instruction is data driven.		x	x	x
9. District based data team meets monthly to discuss individual scores math and reading and determine focused needs as well track the goals set in the District Improvement Plan	80% of district data team members attend monthly district data team meetings		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 checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input checked="" type="checkbox"/> Other: Family Engagement

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



#### 4. Culture and Climate Section

**Positive Behavior Management:** In the 2014-15 school year, the Winchester Public will carry out Year 3 of PBIS. This program involves training from SERC. The third year focuses on refining Tier 1 and Tier 2 strategies, as well as creating and piloting strategies for Tier 3. Tier 3 supports will be more individualized and will allow for more intensive assistance. Through the check in check out process. In addition, each school has a school safety and climate committee in place to help steward this work and comply with CT legislation to prevent bullying. Climate surveys will be administered to show growth and identify areas ~~needing of~~-improvement.

**Family Engagement/Community Partnerships:** Engaging families and stakeholders through parent involvement, enhanced communications and community partnerships will be the cornerstone of our 2014-15 work. Our new interactive website will go live during the summer prior to the school year. This new communication tool will make the district information more transparent to parents and the community. We will continue to develop and broaden the reach of Powerschool for parents. Also, each teacher will have a parent feedback goal that will involve electronic communication. Communication using SchoolMessenger for important updates will be sent from the administration to parents. An opportunity will be provided to parents at the fall open houses to educate parents on the CCS. The School Governance Council at Pearson School will enter its second year with the mission of a parent/teacher/community teamwork approach to school improvement. Community partnerships will continue to develop with: The Gilbert School, the Family Resource Center, the Elks Club, “Cradle to Career”, and Winchester “FIT Together Team”. Hinsdale will host districtwide family events throughout the year to encourage family engagement

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 with the Positive Behavior Support program – Tier 3	20% decline in ISS and OSS suspension		x	x	x
2. School Climate Parent Survey administered in May of each school year	60% of parents rate school climate satisfactory				x



4. Culture and Climate Section					
<p>3. Schoolmessenger parent data revisions to be site-based. Website will be operational, with office staff and Principals trained to maintain them.</p>	<p>When surveyed, 70% of parents will report that they use the interactive website.</p> <p>When surveyed, 70% of office staff and principals will report that they use the interactive website.</p>	x	x	x	x
<p>4. Increase wraparound services for families. Community partnerships will continue to develop with: The Family Resource Center, “Cradle to Career”, and Winchester “FIT Together Team,” YMCA, and Bridges IICAPS</p>	<p>20% increase of all wraparound services across the district as measured in a survey.</p>	x	x	x	x



## 5. Operations Section

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

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
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.

Over the summer of 2014 we are expending the remainder of funds for security changes including swipe card systems for entry to schools, keypad door locks, wifi in each building and camera scanning between schools and police department. New furniture is needed to increase the capacity of the library media specialists providing targeted instruction in student use technology tools.

Extended learning opportunities will be offered through “CHAMPS” and the Family Resource Center: Homework Clubs at Hinsdale and Pearson will be provided.

A new district schedule will be implemented, as a result of each school’s stakeholder collaboration.



## 5. Operations Section

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an "X" indicating when strategies will occur.			
		Sum mer 2014	Fall 2014	Winter 2015	Spring 2015
1. Purchase new laptop computers for teachers to upgrade operating systems –	60 teachers with new laptops by year end.  30% increase in teachers using technology in instruction				x
2. Revised school security plans	100% of schools complete new security plan				x
3. Technology Integration - Library media specialists will provide targeted instruction in student use technology tools.	100% of students K-6 will participate in technology instruction  90% of students will demonstrate improvement in technology skills				
4. Homework club will be offered to assist students in grades 2-6 with their homework completion, which will extend their day.	70% of all attendees will complete and turn in homework.				



## 6. School Turnaround Strategy

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

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

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

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



School B	Focus	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner's Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant



## 7. Budget Instructions

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

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.



Evaluation and Professional Development Committee met on March 13 and reviewed the scope of the grant.

District Data Team met on April 1 to further review the draft

District Data Team Steering Committee reviewed the grant application at its March meeting.

SDE Quarterly Meeting clarified the need to move to the NWEA assessment tool as a means of strengthening common assessments especially in math.

Curriculum Committee of BOE met to discuss the grant at its March 25, 2014 meeting.

BOE reviewed the plan at its April 8 meeting

Parents

## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

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

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

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	High
1.6. Retention of top talent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
<b>Academics:</b>					

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
<b>Culture and Climate:</b>					
1.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.3. Wraparound strategy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
1.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low
<b>Operations:</b>					
1.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low
1.3. Scheduling and extended learning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.4. Collaborative staff planning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.5. Technology integration	<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	
1.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Low



- 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)* Anne Watson \_\_\_\_\_

Title: *(typed)* Superintendent of Schools \_\_\_\_\_

Date: July 1, 2014 \_\_\_\_\_

## 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:

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**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$176,639.60
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	\$ 104,900.00
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$11,000.00
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	\$10,555.00

CODE	OBJECT	Amount
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$1,400.00
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$ 59,444.40
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. <b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	\$
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	

## 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.