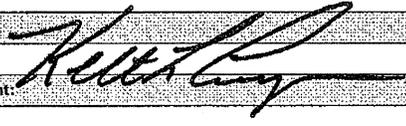


2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Consolidated School District of New Britain	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$12,749,366	\$2,256,092
Contact Person:	Contact Title:
Dr. E. Ann Carabillo	Chief Academic Officer
Telephone:	Email Address:
860 927 2237	carabillo@csgdnb.org
Name of Superintendent:	
Kelt L. Cooper	
Signature of Superintendent:	Date:
	May, 2015
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Sharon Beloin-Saavedra	
Signature of Board Chair:	Date:
	May, 2015

2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

Not Yet Submitted

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other:

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:	Aligned SMART Goals:
<p>1.1. Instructional Coaching: Implementing any improvement initiative or change within a system as complex as a classroom or school requires a clear outcome-based plan. In order to ensure high-impact implementation across all classrooms, trained coaches will provide teachers with in-class support from the very beginning of the school year. We believe that in-class, real-time coaching is the missing link in moving information and techniques from the training room to the classroom. The structured and professional approach to working with teachers in their rooms with their students leads to substantial teacher and student learning improvement. Most important, it quickly shifts the emphasis of training to implementation, performance and mastery under the guidance of expert-consultants working side by side with our teachers. Embedded English Language Enhancement Coaching (ELE) -The District will ensure that Slade and Pulaski will work collaboratively to create and implement a year long coaching cycle in ELE with the support from central office. Coaches will provide instructional coaching, PD, model lessons, co-planning for lessons and co-taught lessons. We will build capacity of our english language teachers by utilizing the embedded coaching for English Language Enhancement for our ELE teachers (year 2 for our 2 middle schools - this will be year 1 of a 3 year sustainability plan). We will determine which teachers are ready to become district coaches in the ELE model to begin our sustainability in developing a coaching model within the district. To continue supporting and building capacity across the district utilizing the ELD embedded coaching model, we will be utilizing Clark Consulting to lead our current coaches through 10 training modules that provide them with the deep theoretical, scientific and applied knowledge and skills needed to enter classrooms and be prepared to bring about positive changes in teacher behavior. Through the modules, coaches immediately begin learning and applying the Clark Consulting Coaching Clock™ system for organizing their time, prioritizing their coaching load, and learning a step-by-step format for working in classrooms with teachers to maximize performance. Without the additional Alliance funding, we would not be able to decrease the administrator to teacher ratio. We believe that supervision and feedback is another high-impact strategy that will provide teachers across all classrooms the opportunity to improve their practice and improve student outcomes. As one of the professional development opportunities next year, all administrators will calibrate their observations and have critical conversations after walkthrus.</p>	<p>Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 35% 2015 to 50% in 2016. Increase the percentage of students scoring at or above their recommended RIT score on the end of the year NWEA Language Usage assessment from 40% in 2015 to 55% in 2016. Increase the percentage of students scoring at or above their recommended RIT score on the end of year NWEA math from 25% in 2015 to 35% in 2016. We will increase the percentage of students who exited ELL status based on the results of the spring IAS Links Form C Assessment from Spring 2015 at 13% to 18% in Spring of 2016. A minimum of 6 teachers will be ready to be ELE coaches in the 2016/17 school year. We will continue to work on calibrating our observations and providing feedback to our teachers in a timely fashion (all goal setting conferences will be completed by October 1, all mid-year check-ins will be completed between December and February, all end-of-year reviews will be completed during the Month of May). Calibration will occur monthly at our Administrative Meetings and in 3 cadres (2 elem cadres, 1 secondary cadre) of administrators doing Informal walkthrus 2x a month and then calibrating afterwards (observation and feedback, having critical conversations around teacher practice and student outcomes). Student performance on district-wide assessments will increase by a minimum of 10 percentage points.</p>
<p>1.2. Professional Development: The district is in the process of developing our Professional Development and Assessment Calendar to ensure alignment with our District Improvement Plan. The focus will be on embedded coaching (8 elementary schools, 2 middle schools) for ELE and Well-Managed Classroom (SEL program) as well as continuing the focus on foundational work from 2014/15 in explicit phonics instruction/word study and math fluencies. Based on feedback from our teachers, we revise the current curricula. For example, teachers have requested that we expand the word study to include interdisciplinary word study and to increase the math fluencies for next year. We will add math instructional structures and strategies for teachers to help them improve their math instruction, planning and implementation. Another area will be to continue our focus is the development of our core ELD scope and sequence (aligned to our core ELA curriculum) to ensure our ELL students have access to materials to enable them to learn and utilize academic English for reading, writing and speaking. Reading and writing standards across the country have placed renewed emphasis on the teaching and learning of English grammar. Teachers responsible for grammar and language instruction are frequently underprepared for such work. Teachers will learn and refresh their knowledge and understanding of grammar through engaging, interactive seminars that link their grammar learning to their classroom instruction. We will be implementing a new core SEL curricula (Well-Managed Classroom). Staff from the following schools will receive professional development in the new curricula.</p>	<p>In collaboration with Clark Consultants, we will increase the number of on-site classroom walkthrus from 2 on-site visits a year in 2015 to 16 on-site visits in 2016 with school leaders</p>
<p>1.3. Evaluation: We will continue building capacity of our administrators to improve their calibration of quality instructional practices, giving immediate meaningful feedback to teachers after classroom walkthrus. We will continue utilizing IDRIVE and Bloomboard to improve administrators' practice as well as supporting teachers in identifying professional learning needs to support and enable on-going communication and conversation about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified (both administrators and teachers) will be based on the individual needs that are identified through the evaluation process. The process will be used to identify areas of common need for professional development. Central office personnel will conduct interim on-site classroom walkthrus to this support this work.</p>	<p>In collaboration with Clark Consultants, we will increase the number of on-site classroom walkthrus from 2 on-site visits a year in 2015 to 16 on-site visits in 2016 with school leaders and central office administrators</p>

1.4.	<p>School Leadership Development: We will continue to develop capacity of our administrators to build on their analysis of data (NWEA results, fluencies/word study, math classroom walkthrus, credits earned, teacher/administrator, etc.). They will continuously monitor and adjust their Campus Improvement Plans based on their data. Effective programs of any kind are well-monitored programs. Moreover, when site and district leaders know and agree upon what they should see in classrooms, system-wide improvement is accelerated. Administrators will be guided through a sequential hands-on study of teacher effectiveness to build capacity and help create highly effective instructional leaders in the field of ELE, ELD and SEL. This training progression teaches school leaders to be able to accurately record teacher behavior in a way that lends itself to both qualitative and quantitative analysis. Central office personnel will conduct interim on-site classroom walkthru's to this support this work.</p> <p>In order to monitor the implementation and create a structure of using data to inform academic decisions at all levels of the system. In Year 2 we continued with the implementation of NWEA as a benchmark assessment system. In Year 4, in order to build leadership capacity and talent development, we are creating five district curriculum supervisors, one district supervisor of ELD and two curriculum information teachers and districtwide ELD coaches. This dynamic team of aspiring administrators were strategically developed to provide a compliment of content, pedagogical and technologic expertise. This team was created to support the interconnected work of developing an infrastructure of curriculum, assessment and reporting and provide technical assistance across content areas and departments.</p>	<p>Decrease the of administrator/teacher ratio from 1 administrator for every 25 teachers to 1 administrator for every 20 teachers. In collaboration with Clark Consultants, we will increase the number of on-site classroom walkthru's from 2 on-site visits a year in 2015 to 16 on-site visits in 2016 with school leaders. In collaboration with Well-Managed Classroom Consultants and the Chief Academic Officer and Directors of the Department of Academics will do on-site classroom walkthru's a minimum of 4 times a year. We will use Domain 3 from the CCT for baseline data and will increase the baseline by the end of the school year. We will continue to work on calibrating our observations and providing feedback to our teachers in a timely fashion (all goal setting conferences will be completed by October 1, all mid-year checkins will be completed between December and February, all end-of-year reviews will be completed during the Month of May). Calibration will occur monthly at our Administrative Meetings and in 3 cadres (2 elem cadres, 1 secondary cadre) of administrator doing informal walkthrus 2x a month and then calibrating afterwards (observation and feedback, having critical conversations around teacher practice and student outcomes).</p>
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Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Building Administrators (6)	1.1	Ensure feasbile administration to teacher ratio for teacher evaluation and development	\$ 1,388,681.00
			\$ -
District Curriculum Supervisors	1.4	To support professional development, curriculum development and teacher evaluation.	\$ 582,270.00
100: Personnel Services - Salaries Subtotal:			\$ 1,970,951.00
200: Personnel Services - Benefits			
Building Administrators	1.1	Ensure feasbile administration to teacher ratio for teacher evaluation and development	\$ 485,406.00
District Curriculum Supervisors	1.4	To support professional development, curriculum development and teacher evaluation.	\$ 88,077.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 573,483.00
300: Purchased Professional and Technical Services			
Clark Consulting and Training, INC	1.1	ELD and Instructional Coach Development	\$ 32,000.00
Clark Consulting and Training, INC	1.2	District-wide English Language Development	\$ 168,000.00
In-service Substitute Coverage	1.2	Professional Development Activities	\$ 504,250.00
Clark Consulting and Training, INC	1.2	District and Site-Level Administrator Monitoring	\$ 64,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 768,250.00
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			

			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	3,312,684.00

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input checked="" type="checkbox"/>	Other: continuation of English Language Development and expand English Language Enhancement

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:	Aligned SMART Goals:
<p>2.1. Common Core-aligned curriculum transition: In Year 3, the district purchased new CCSS aligned ELA, textbooks programs Prek-8. In our middle schools, we piloted new math, science, health and social studies textbooks. Curriculum is being revised throughout the spring and summer to have a common district expectation ready for the fall. Instructional Coaching: Implementing any improvement initiative or change within a system as complex as a classroom or school requires a clear outcome-based plan. In order to ensure high-impact implementation across all classrooms, trained coaches will provide teachers with in-class support from the very beginning of the school year. We believe that in-class, real-time coaching is the missing link in moving information and techniques from the training room to the classroom. The structured and professional approach to working with teachers in their rooms with their students leads to substantial teacher and student learning improvement. Most important, it quickly shifts the emphasis of training to implementation, performance and mastery under the guidance of expert-consultants working side by side with our teachers.</p> <p>Embedded English Language Enhancement Coaching (ELE) -The District will ensure that all ELD teachers will work collaboratively to participate and be part of the year long coaching cycle in ELE with the support from central office. Coaches will provide instructional coaching, PD, model lessons, co-planning for lessons and co-taught lessons. We will build capacity of our english language teachers by utilizing the embedded coaching for English Language Enhancement for our ELE teachers (- this will be year 1 of a 3 year sustainability plan).</p> <p>To continue supporting and building capacity across the district utilizing the ELD embedded coaching model, we will be utilizing Clark Consulting to lead our coaches through 10 training modules that provide them with the deep theoretical, scientific and applied knowledge and skills needed to enter classrooms and be prepared to bring about positive changes in teacher behavior. Through the modules, coaches immediately begin learning and applying the Clark Consulting Coaching Clock™ system for organizing their time, prioritizing their coaching load, and learning a step-by-step format for working in classrooms with teachers to maximize performance. We will continue our Satellite Careers Academy to increase our graduation rate and decrease our dropout rate. PSD will fund the principal of the Academy to be the educational leader.</p>	<p>Increase the percentage of students scoring at or above their recommended RIT score on the end-of-year NWEA reading assessment from 35% 2015 to 50% in 2016. Increase the percentage of students scoring at or above their recommended RIT score on the end of the year NWEA Language Usage assessment from 40% in 2015 to 55% in 2016. We will increase the percentage of students who exit ELL status based on the results of the LAS Links Form C Assessment 2015-2016 (from 13% in Spring of 2015 to 28% spring of 2016).</p> <p>Because of the coaching from CLARK consulting, we expect our District assessments (Explicit Phonics and Word Study) for Explicit Phonics for grades k-3 to increase from baseline in Quarter 1 to Quarter 4 by 30% in k, 10% in grade 1, 10% in grade 2 and 10% in grade 3 (looking for 100% in grade 3 by Quarter 4 in 2016).</p>
<p>2.2. Continue to use Priority School District Funding for all day kindergarten. Also continue PSD funding for reading teachers. This year 12 kindergarten teachers were trained in the ELD model. Next year we will train 10 more kindergarten teachers in the ELD model. The district facilitated the reorganization of many independent community groups into one community organization - The New Britain Coalition for Youth- to enable the schools and community to work together in a coordinated effort to improve language development, school readiness skills, improved attendance and health and wellness outcomes. The district also held a Kindergarten Summit to highlight the successes and challenges in New Britain. Intentional play will be added to the kindergarten curricula over the summer and the expected outcome is increased oral language development for kindergarten students and increased SEL outcomes. We will continue to use the explicit phonics instruction with our K-3 students to ensure all students are on grade level for reading by grade 3.</p>	<p>Increase the percentage of students scoring at or above their NWEA RIT scores on the end of the year reading assessment from 35% (year end 2015) to 50% (year end 2016). Increase of elementary students demonstrating grade level CCSS foundational skill proficiency for all elementary students from 32% in the 4th quarter of the 2014/15 school year to 60% at the end of the 4th quarter in school year 2015/16 and for all middle school students from 13% in the 4th quarter to 50% at the end of the 4th quarter in 2015/16 school year.</p>
<p>2.3. Support for Special Populations: More students than ever before whose primary language is English are entering the school system with a minimal understanding of academic language structures. To intervene on these two major barriers to academic success within the CCSS, English Language Enhancement (ELE) was designed to harness the application of knowledge of the form, function and meaning of words, syntactic patterns and morphological structures to accelerate students' surface-level and inferential reading comprehension as well as their ability to write with academic precision. We will continue to implement and expand our successful English Language Development (ELD) core foundational reading with language foundational needs of our students who enter school with many language deficits.</p>	<p>Increase the percentage of students scoring at or above their NWEA RIT scores on the end of year reading assessment from 50% to 60% and increase the percentage of students scoring at or above their NWEA RIT scores in Language Usage from 53% (2015) to 63% (2016).</p>
<p>2.4. SRBI and Academic Interventions: This year we established an intervention team in each building. Each interventionist is using PowerSchool/Teacher "Intervention Homepage" to track and record intervention and progress monitoring. This year we will continue training the interventionists to build their capacity utilizing the materials - System 44, READ 180, WILSON for tier 3 interventions. We will train 10 additional teachers in WILSON to provide additional support to our struggling readers and intervene earlier to prevent long-term academic failure of students.</p>	<p>Decrease the percentage of students receiving/needing Tier 3 interventions from baseline data gathered September 2015 at end of year (2016) by 10%.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost	Alignment	Description	AD Investment	PSD Investment
100: Personnel Services - Salaries				
10 Extended Day Kindergarten Teachers	2.2	To provide extended-learning time for early literacy	\$ -	\$ 869,296.00
10 Reading Teachers	2.4	To provide targeted intervention for Tier III students	\$ -	\$ 877,656.00
Teacher Extra Earnings	2.4	Review and revise Tier III intervention	\$ -	\$ 48,943.00
Clerical Salary	2.4	Support for SRBI and Tier III	\$ -	\$ 48,875.00
2 District Coordinators	2.4	SRBI and Academics	\$ 263,132.00	
39 ELD Teachers	2.3	English Language Development	\$ 3,120,000.00	
36 Teachers	2.1	Reading Teachers, English Language Arts Teachers, Early Literacy and Middle School Reform	\$ 3,001,096.00	
1 ELD teacher for Career Satellite Academy	2.3	English Language Development		\$ 66,671.00
1 admin. Satellite Career Academy	2.1	Satellite Career Academy		
Extra Earnings	2.1	Curriculum Development and Revision	\$ 27,000.00	
6 Math Teachers	2.1	Middle School Reform Math Instruction	\$ 480,000.00	
100: Personnel Services - Salaries Subtotal:			\$ 6,891,228.00	\$ 1,693,895.00
200: Personnel Services - Benefits				
10 Reading Teachers	2.4	To provide targeted intervention for Tier III students	\$ -	\$ 171,950.00
10 Extended Day Kindergarten Teachers	2.2	To provide extended-learning time for early literacy	\$ -	\$ 171,950.00
Clerical Salary	2.4	Support for SRBI and Tier III		\$ 16,980.00
1 ELD Teacher for Satellite Career Academy	2.3	English Language Development		\$ 48,875.00
39 ELD Teachers	2.3	English Language Development	\$ 885,123.00	
1 ELD teacher for Satellite Career Academy	2.3	English Language Development		
1 admin. Career Satellite Academy	2.1	Satellite Career Academy		
36 Teachers	2.1	Reading Teachers, English Language Arts Teachers, Early Literacy and Middle School Reform	\$ 829,906.00	
6 Math Teachers	2.1	Middle School Reform Math Instruction	\$ 83,290.00	
2 District Coordinators	2.4	SRBI and Academics	\$ 45,976.00	
200: Personnel Services - Benefits Subtotal:			\$ 1,844,295.00	\$ 312,325.00
300: Purchased Professional and Technical Services				
Clark Consulting and Training, INC.	2.3	Benchmark Cadre (Scoring, Grouping and Analysis)	\$ -	\$ 12,800.00
Professional Development	2.1	Content Teachers for ELE	\$ 100,008.00	
Professional Development	2.1	Required Statewide Professional Development	\$ -	\$ 7,905.00
Professional Development	2.4	Interventionists, Read 180, System 44 and Wilson Reading	\$ 62,000.00	
Power School Univeristy	2.4	Attendance at PSU to Build Monitoring Tools and Blended Learning	\$ 20,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 182,008.00	\$ 20,705.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

###

400: Purchased Property Services Subtotal:			\$ -	
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Administrative Supplies	2.4		\$ -	\$ 2,200.00
Foundational Reading Supplies	2.1	Foundational Reading Supplies	\$ 69,653.00	\$ 8,877.00
Instructional Supplies	2.1, 2.2, 2.3, & 2.4	Instructional Supplies for Satellite Careers Academy		\$ 9,717.00
Instructional Supplies	2.1, 2.2, 2.3, & 2.4	Instructional Supplies	\$ 336,563.00	\$ -
600: Supplies Subtotal:			\$ 406,216.00	\$ 20,794.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 9,333,747.00	\$ 2,047,719.00

2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities		Aligned SMART Goals
3.1.	Attendance: We continue to work with Attendance Works to reduce our chronic absentee numbers. We have changed protocols across the district to call parents at 10am to encourage attendance. We have 3 dedicated staff for checking attendance. We will continue to work with community -New Britain Coalition for Youth - to communicate the importance of school attendance. We will utilize comprehensive services in the community that engage parents as partners. Our chronic absentee rate was higher this year so we have to continue developing different strategies that will decrease those numbers. We are working collaboratively with Meridan to see if the structure of our Family Resource Centers can utilize their Family School Liaison Team strategies to increase home visits, refer families to support systems across the city and to utilize resources available to families..	We will decrease our chronic absenteeism from 19% to 10% for school year 2015/16.
3.2.	Behavior Mgt: Well-managed Classroom (our core SEL) will be introduced in 5 elem schools (Lincoln, Smalley, Diloreto, Northend, Smith), HALS, The Alternative Center, NBHS and continue at Siade and Pulaski. We will introduce the Well-Managed language across the district through our newly developed Code of Conduct Manual. The manual will be utilized by all staff, parents and students. We will also train our community partners who work in our schools (generally after school activities) in the Well Managed skills and language.	We will decrease all suspensions by 10% and referrals.
3.3.	Wrap-Around Services: We will coordinate school and community services for children by collaborating with CHC (Community Health Centers) Post Traumatic Stress Center and Klingberg to have direct support in each of our schools. These services will be afforded as additional above and beyond supports offered by guidance counselors, school social workers and school psychologists.	We will decrease our chronic absenteeism from 19% to 10% for sc
3.4.	Graduation Dropout Prevention: CSDNB is committed to creating smaller learning environments where relationships and rigor are much easier to accomplish. We continue to strengthen our core instruction (via aligned curricula, ELD, ELE, SEL and embedded coaching). We have developed a transition plan for 8th to 9th grade that is focused on strengths and weaknesses of students entering grade 9. They will be afforded direct explicit instruction in the needed content areas while earning credits towards graduation. The Satellite Career Academy will begin its 2nd year and add opportunities for students to engage in internships to gain experience for their future workforce employment. By increasing attendance (beginning in preschool), strengthening our instructional practices and revising and aligning our curricula we will see improvement in NWEA scores, decrease of suspensions and referrals and an increase in graduation rates.	Increase our graduation rate from 72% to 80% for 2015/16

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Attendance Supervisor	3.1	Attendance Supervisor	\$ 77,162.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 77,162.00	\$ -
200: Personnel Services - Benefits				
attendance supervisor	3.1		\$ 35,773.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 35,773.00	\$ -
300: Purchased Professional and Technical Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 112,935.00	\$ -

2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: <u>NEASC New Britain High School</u>

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities		Aligned SMART Goals
4.1.	Other: New Britain High School is going into year 2 of the NEASC Accreditation. The last NEASC evaluation result included probationary accreditation with an improvement plan. NBHS has been using the NEASC standards of best practice to guide their continuous improvement and self-study. The 4 day on-site evaluation will occur in March of 2016. The high school has developed their Core Values and Learning expectations and they have been accepted by the BOE. They engaged all community stakeholders in the development of them. NBHS continues to revise and ensure alignment of their curricula with the CCSS and 21st century skills. Embedded coaching continues for ELD teachers and new learning structures for incoming 9th grade students are being developed.	Continue to upgrade/update NBHS facility by quarterly reports to the BOE. Continue with the 10 early release days for phase 2 of NEASC visit preparation and NEASC feedback. Add one early release day for seniors to present their CAPSTONE projects.
4.2.	Technology Integration: Blended learning is a shift in thinking and requires an ordinate amount of planning at the district level, including building an infrastructure that has the capacity to handle the level of technology at each school and sustainability of funding to secure on-going upgrades and teacher training. In Year 3, Eno Boards were installed in all classrooms districtwide. Blended learning is a shift from textbook instruction to incorporating digital instruction and self-directed learning. The key to blended learning is personalization, face to face, and competency-based outcomes. We need to purchase digital programs to support an easy transition to Blended-learning.	Decrease the percentage of teachers who reported via teacher survey dissatisfaction with professional development during 2014/15 from 73% to 35%. Voluntary afterschool and summer professional development opportunities will build capacity of teachers to utilize technology and blended learning technologies. Increase the number of teachers using the ENO Boards (baseline data, using walkthru rubric, collected in September) by 30%. The expectation is student engagement will increase (student engagement baseline data, using walkthru rubric, to be collected in September) by 50%.
4.3.	Extended Learning Time: In Year 4, Pulaski and Slade Middle Schools will extend their day by 30 minutes. One 45 minute period a day will be dedicated to foundational skills, acceleration and enrichment. At the high school level, blended learning will take on the role of preparing students for college and career readiness skills. Students will have opportunities for credit recovery and credit attainment acceleration 24/7. Starting next year, incoming grade 9 students need to earn a minimum of 6 credits a year to graduate with 25 credits in 2020.	Middle school students will increase their Reading NWEA RIT scores at or above proficiency next year from 34% to 50% (ending 2016) and increase their Math RIT scores at or above proficiency next year from 25% to 35% by Spring of 2016. Baseline data will be collected at the end of the first semester 2015/16 for incoming grade 9 students to ensure a minimum of 3 earned credits.
4.4.		

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost	Alignment	Description	AD Investment	PSD Investment
100: Personnel Services - Salaries				
Extra Earnings	4.1	NEASC Preparation	\$ -	\$ 8,943.00
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 8,943.00
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ -	\$ 8,943.00

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost	Alignment	Description	AD Investment
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
		100: Personnel Services - Salaries Subtotal:	\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
		200: Personnel Services - Benefits Subtotal:	\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
		300: Purchased Professional and Technical Services Subtotal:	\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
		400: Purchased Property Services Subtotal:	\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
		500: Other Purchased Services Subtotal:	\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
		600: Supplies Subtotal:	\$ -
700: Property			
			\$ -
			\$ -
			\$ -
		700: Property Subtotal:	\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
		800: Other Objects Subtotal:	\$ -
		Talent Subtotal:	\$ -

FY 16 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,970,951.00	\$ 6,891,228.00	\$ 1,693,895.00	\$ 77,162.00	\$ -	\$ -	\$ 8,943.00	\$ -	\$ 8,939,341.00	\$ 1,702,838.00
200: Personnel Services - Benefits	\$ 573,483.00	\$ 1,844,295.00	\$ 312,325.00	\$ 35,773.00	\$ -	\$ -	\$ -	\$ -	\$ 2,453,551.00	\$ 312,325.00
300: Purchased Professional and Technical Services	\$ 768,250.00	\$ 182,008.00	\$ 20,705.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 950,258.00	\$ 20,705.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 406,216.00	\$ 20,794.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 406,216.00	\$ 20,794.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 3,312,684.00	\$ 9,323,747.00	\$ 2,047,719.00	\$ 112,935.00	\$ -	\$ -	\$ 8,943.00	\$ -	\$ 12,749,366.00	\$ 2,056,662.00



Appendix A. Statement of Assurances

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

PROJECT TITLE: 2015-16 Alliance and Priority School District Consolidated Application

THE APPLICANT: Consolidated School District of New Britain HEREBY ASSURES THAT:

Kelt L. Cooper, Superintendent of Schools

(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)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "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 Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) 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, gender identity or expression, mental retardation, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 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)*

Kelt L. Cooper

Title: *(typed)*

Superintendent of Schools

Date:

September 10, 2015