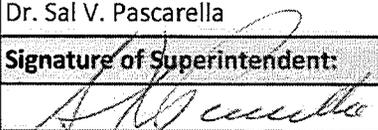


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Danbury Board of Education	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$ 8,682,524.00	\$ 1,947,886.00
Contact Person:	Contact Title:
Dr. William R. Glass	Deputy Superintendent
Telephone:	E-mail Address:
(203)797-4724	glassw@danbury.k12.ct.us
Name of Superintendent:	
Dr. Sal V. Pascarella	
Signature of Superintendent:	Date:
	9/20/16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Mrs. Eileen Alberts	Y
Signature of Board Chair:	Date:
	9-20-16

2016-17 Talent Priorities

Step 1: 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 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:	Aligned SMART Goals:
<p>1.1. Continue job-embedded coaching via department heads and math coaches/specialists. As noted in the past, all coaches and department heads have been trained in the Marzano Model of Effective Teaching. Additionally, they have all gone through the Inter-rater Reliability Calibration training. The calibration training is ongoing and once again will continue so as to ensure that all coaches and department heads are continuously demonstrating effective observation and data collection skills within a small range of tolerance. These individuals will continue to conduct observations, provide diagnostic feedback, conduct model lessons, provide detailed information on new curricula and assessment initiatives, and will serve to coach teachers on an ongoing basis as determined by the growth or lack thereof as evidenced by ongoing instructional rounds, formative observations, and/or coaching sessions requested by a given teacher/administrator. Heavy emphasis will be placed upon the Board of Education's Coherence Plan priority goals to ensure vertical and horizontal alignment. Given the implementation of universal full day kindergarten, the district will implement a task force that will work to ensure that all instructional experiences at the kindergarten level are developmentally appropriate. Pacing charts, daily schedules, and weekly and monthly guidance to the use of time will be reviewed, modified, as appropriate, and provided to all appropriate staff. Continued focus will be placed on the Board's Coherence Plan goals of Problem Solving Strategies and Argumentative Writing using evidence. All evaluation enhancement targets will be aligned to the Board's, Superintendent's, and Deputy Superintendent's goals as they relate to the Coherence Plan. The role of the department head positions is as follows: Essential Job Functions - The following articulated roles and responsibilities are conceived of as operating in collaboration with the high school and middle school administrative teams, and the respective district administrator, recognizing that the building principals are the primary supervisor of all certified personnel under his/her administrative jurisdiction. Department Heads will be located at , Rogers Park, Broadview and Westside, Danbury High school ACE Turnaround Initiative: Ensure that 100% of ACE teachers score at least at the proficient level on their summative evaluations through an increase in job embedded coaching on a biweekly basis from an external instructional coach. Previously the external coach supported teachers on a monthly basis. Ensure that 100% of ACE teachers are fully prepared for the delivery/facilitation of instruction each day. Increase supervision of all teachers by the principal to ensure that each ACE teacher has an appropriate lesson plan and adequate materials and resources to deliver a given lesson. Coaching will be provided to teachers as necessary in the areas of lesson design and preparation for teaching. Emphasis will be placed on teachers who were deemed to be lower performing as measured by their summative evaluations in 2016. The principal of ACE will foster a greater understanding and ownership of the school's mission and strategic orientation for all staff. All ACE staff members will participate in the creation and/or modification of the school's plan via facilitated planning sessions. The principal will monitor the implementation of all aspects of the plan and will provide feedback on the quality, fidelity, and thoroughness of the plan's implementation to all staff members including corrective action suggestions, as needed. The principal will hold monthly review meeting to discuss progress to date with an emphasis on teacher preparedness to teach, the degree to which lessons were engaging to students, and the degree to which teachers engaged in full period instructional episodes. DHS Focus School Initiative: Department Heads will provide regular coaching sessions with new staff. In addition to regularly scheduled professional development, extra sessions will be held on a voluntary basis once a month (during lunch periods and after school) to support staff with literacy</p>	<p>The metrics for adult performance will be the same as the district used last year in order to maintain continuity: Adult Outcome Measures - Teacher evaluation observations and summative evaluation ratings reviewed by performance levels in iObservation - Number of coaching sessions officially logged by quarter - 100% of coached teachers implementing the new instructional strategies - 100% of the coached teacher demonstrating improved practice as evidenced by formative observations by quarter and finalized in the summative evaluation - 100% staff retention of non-tenured teachers who score at or above Proficient. Student Outcome Measures: Proficiency in Math and Reading will increase 10 percentage points from Spring 2016 to Spring 2017 as measured by the STAR Assessment. The District will increase proficiency in Reading from 44% to 54%. The District will increase proficiency in Math from 50% to 60%. DHS (9th Grade) will increase proficiency in Reading from 28% to 38%. DHS (9th Grade) will increase proficiency in Math from 50% to 60%. ACE will increase proficiency in Reading from 5% to 15%. ACE will increase proficiency in Math from 10% to 20%.</p>
<p>1.2. 100% of new certified hires will be trained in the district's evaluation plan and the related Marzano model. ACE Turnaround Initiative: The principal and external instructional coach will facilitate job embedded coaching for all teachers on new instructional approaches. Emphasis will be placed on teaching in the block (block scheduling), facilitating instruction in a one-to-one environment, and student-centered instruction. Supplemental professional development sessions will be provided prior to launching and then as support for the job embedded coaching sessions. Peer observation sessions will also be promoted so that teachers can observe colleagues implementing the new pedagogical initiatives. DHS Focus School Initiative: Instructional Rounds will be expanded at DHS to build capacity in departments. Participants from DHS Instructional Rounds will also serve as liaisons to the School Data Team. Training on Data Wise will be provided to members who will, in turn, facilitate the new protocol in Instructional Data Teams. Professional development will be created in response to collected and observed data, and will be delivered by teacher leaders.</p>	<p>Student Outcome Measures: Proficiency in Math and Reading will increase 10 percentage points from Spring 2016 to Spring 2017 as measured by the STAR Assessment. The District will increase proficiency in Reading from 44% to 54%. The District will increase proficiency in Math from 50% to 60%. DHS (9th Grade) will increase proficiency in Reading from 28% to 38%. DHS (9th Grade) will increase proficiency in Math from 50% to 60%. ACE will increase proficiency in Reading from 5% to 15%. ACE will increase proficiency in Math from 10% to 20%.</p>
<p>1.3. As the district has done in the past, prior to writing any curriculum all participants must attend an intensive multi-session Curriculum Boot Camp in which they learn how to write curricula in the "Danbury manner." At Boot Camp the participants are taught to write curricula that follows a common template that includes CCSS as appropriate. Boot Camp is facilitated by our district's Curriculum Administrators who have all had extensive training on the CCSS.</p>	<p>100% of participating teachers can demonstrate mastery of the district's curriculum writing model 100% adherence to the district's curriculum writing model as evidenced by peer and administrative review</p>

1.4.	Continue the position of Associate Principal of Instruction (API) for the middle schools but modify the position by placing the API part time at one of the middle schools to provide site-based support. This position is responsible for promoting increased alignment between the district's middle school with an emphasis on: curriculum alignment, fidelity of implementation of all curricula, creation and implementation of benchmark assessments and other formative assessments, data analysis, strategic planning, facilitating PLCs, conducting teacher observations and evaluations, and promoting the effective implementation of research-based instructional practices. The ongoing expected outcome from this position is to realize increased alignment and coherence between and among the district's middle schools, achieve greater fidelity of curricular implementation, enhanced data-driven decision-making, and improved support to identified teachers with an emphasis on non-tenured teachers. Modify the assistant principal position at Park Avenue School to share .5 of the position with Shelter Rock Elementary School in order to address increased staff evaluation needs at Shelter Rock.	Review of API's performance concerns and successes at biweekly meetings Review of API's performance via formative observations Review of API's performance as detailed in the summative evaluation Rating of at least highly proficient (applying) on summative evaluation Student Outcome Measures: Grades 6-8 will increase proficiency in Reading from 40% to 50% from Spring of 2016 to Spring 2017 as measured by the STAR assessment. Grades 6-8 will increase proficiency in Math from 49% to 59% from Spring 2016 to Spring 2017 as measured by the STAR assessment.
1.5.	Maintain an increased effort to recruit high quality minority educators for teaching and leadership positions. We will continue to participate in minority recruitment fairs, continue advertising in publications that are of particular interest to the various minority communities, and recruit at traditionally black and Hispanic colleges and universities. Lastly, we will work with the Upward Bound program at the university as a primary feeder system of potential minority applicants for this initiative.	5% of new hires will represent a minority group.

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			
Administration 2.0 FTE	1.4	Associate Principal Grades 6-8 all middle schools, Assistant Principal Park Ave and Shelter Rock School	\$ 281,587.00
Department Heads 6.0 FTE	1.1	Department Heads, Rogers Park, Broadview and Westside, Danbury High school	\$ 680,897.00
Math Coaches 7.75 FTE	1.1	Math support at K-5 Level to support teachers all elementary schools	\$ 599,893.00
100: Personnel Services - Salaries Subtotal:			\$ 1,562,377.00
200: Personnel Services - Benefits			
Health, FICA, Medicare	1.4	Associate Principal, Assistant Principal	\$ 56,514.00
Health, FICA, Medicare	1.1	Department Heads, Middle School, High School	\$ 56,870.00
Health, FICA, Medicare	1.1	Math support at K-5 Level to support teachers	\$ 26,977.00
200: Personnel Services - Benefits Subtotal:			\$ 140,361.00
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
Recruiting	1.5	Recruiting	\$ 50,000.00
Teacher Evaluation	1.1	Teacher Evaluation - Marzano Training	\$ 30,000.00
			\$ -
400: Purchased Property Services Subtotal:			\$ 80,000.00
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:			\$1,782,738

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 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 checked="" type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input 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 type="checkbox"/>	Other: _____

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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:	Aligned SMART Goals:
<p>2.1. Implement the 2016-2017 phase of new curricular development and related assessments. The district implemented STAR for the first time during the 2015-2016 school year. This initiative provided data sets that informed coaching and SRBI approaches and added guidance to the work of each school's leadership team. Consequently, the district will continue and expand training efforts on STAR and the use of the Data Wise process. The district will continue placing increased emphasis on our English Language Learners since they are our least successful group of students with regard to achievement test performance. To this end, additional regular education teachers will be coached via the SIOP model. Additionally, the district will support the continuing implementation of a Twilight School initiative that will serve the academic needs of students at risk of dropping out via an after school instructional support program and increase the length of the school day for selected middle school students. ACE Turnaround Initiative: Increased academic rigor will be evident in all classrooms at ACE with an emphasis on the incorporation of cognitively complex tasks for students and increased efforts to engage students in higher order thinking. This work will be supported through monthly professional development sessions, job embedded coaching, classroom walk throughs, and feedback by the principal at monthly feedback sessions. Emphasis will also be placed on creating more engaging lessons through increased understanding and usage of learning styles, multiple intelligence research based strategies, differentiation, and extensions to learning. DHS Focus School Initiative: After School tutoring and transportation will be provided at DHS twice a week to extend the school day for struggling students. Academic assistance will be provided by certified staff in the following subjects: English, math, science, and social studies, with bilingual support provided as available. Twilight School will be offered after school in another extended day model. Twilight School will open second semester for students to recapture lost credit from a failed course first semester. Pass rates will be analyzed before determining offerings to ensure that offered courses meet the needs of students at risk. Twilight will also include bilingual sections to accommodate ELL students who arrive too late in the first semester to earn credit.</p>	<p>As in the past, feedback from field tests regarding the viability of the newly developed materials will be solicited with at least 90% of participants indicating that they have been appropriately trained in the new curricula and are implementing it with fidelity. The district will adhere to the newly adopted assessment calendar with 100% fidelity.</p> <p>Student Outcome Measures: Target: 10 % increase in Proficiency in Reading and Math according to students tested in STAR from Spring 2016 to Spring 2017. The District will increase proficiency in Reading from 44% to 54%. The District will increase proficiency in Math from 50% to 60%. DHS (9th Grade) will increase proficiency in Reading from 28% to 38%. DHS (9th Grade) will increase proficiency in Math from 50% to 60%. ACE will increase proficiency in Reading from 5% to 15%. ACE will increase proficiency in Math from 10% to 20%.</p> <p>The performance of ELL teachers will continue to be monitored by the Curriculum Administrator for ELL Services via the district's approved Teacher Evaluation/PD Plan and the LAS Links and all other appropriate assessments as articulated on the district's Assessment Matrix. 100% of ELL teachers will demonstrate a summative evaluation rating of at least Proficiency (applying). ELL and identified at risk students will be tracked via the newly developed benchmark assessments to determine growth over time. 100% of teachers coached in the SIOP model will demonstrate increased performance as measured by the Marzano Instructional Framework component that addresses working with English Language Learners.</p> <p>Student Outcome Measures: Target: Increase the amount of ELL students exiting due to their performance on the LAS Links by 10% from 14% to 24% from Spring 2016 to Spring 2017.</p>

<p>2.2. Continue all efforts to enhance data analysis and data driven decision making and the overall use of the district's assessment process with a continuing emphasis on cleansing data, data driven decision-making, and data reporting using the STAR assessment tool. The STAR assessment will again be used as a benchmarking and summative evaluation tool, analyzed via the grade level or departmental data team meetings, used to inform curriculum modifications as well as to identify additional professional development needs. This information will then be used as the basis for upcoming PLC's. ACE Turnaround Initiative: Expand the use of data teams to include vertical and horizontal teaming of teachers including cross-content areas. Staff will use the Data Wise model of data analysis to determine student centered problems and will then modify instruction to be sensitive to those learning needs. While data teams have been in place in the schools the concept of blended grade levels and cross content area mixing is new. Emphasis will be placed on universal skills development such as problem solving, making an argument and defending it based upon evidence, question techniques, personalized learning via technology. The school will also establish a student attendance and comporment committee that is more holistic and representative of the entire faculty and all grade levels to address the disproportionate number of chronically absent students and the number of students who are suspended. DHS Focus School Initiative: Incoming freshmen students identified by the Spring 2016 STAR assessment as being substantially below the expected lexile levels for ninth grade will be scheduled into Read 180. System 44 will be implemented in an ESL 2 section and in self-contained Special Education classes to support selected students with severe reading challenges. Professional development and on-site coaching will be given to those teachers in the program. To support the continued growth of high-achieving students, two new Advanced Placement courses are being offered and are open to freshmen, bringing the total number of DHS AP courses to 24. Any student with two or more course failures will be scheduled into the Student Tutoring Center for assistance provided by interventionists and Khan Academy.</p>	<p>Continue the process of reviewing all newly developed protocols, products, and instructional artifacts and ensure that at least 80% of participants indicate a deep understanding of the methodology and implementation requirements of STAR as measured by their relative ability to effectively implement that various aspects of the technology as determined by the internal trainer and STAR Champions.</p> <p>Student Outcome Measures: Proficiency in Math and Reading will increase 10 percentage points from Spring 2016 to Spring 2017 as measured by the STAR Assessment. The District will increase proficiency in Reading from 44% to 54%. The District will increase proficiency in Math from 50% to 60%. DHS (9th Grade) will increase proficiency in Reading from 28% to 38%. DHS (9th Grade) will increase proficiency in Math from 50% to 60%. ACE will increase proficiency in Reading from 5% to 15%. ACE will increase proficiency in Math from 10% to 20%.</p>
<p>2.3. Maintain universal full day kindergarten programming and ensure that all kindergarten teachers are demonstrating the appropriate level of performance quality. Kindergarten students will demonstrate improved readiness for learning with regard to academics, behavior, and socialization. The STAR early literacy assessment will be used as a universal benchmarking system. A study team will work to ensure that all instructional practices are developmentally appropriate and all kindergarten teachers will adopt a common schedule. Staff will be located at all elementary schools.</p>	<p>100% of kindergarten teachers will demonstrate a Proficiency rating (applying) on their respective summative evaluations.</p> <p>Student Outcome Measures: Kindergarten will increase proficiency in Reading and Math from 46% to 56% from Spring 2016 to Spring 2017 as measured by the STAR assessment.</p>

<p>2.4. All K-3 classrooms will continue to deliver a CCSS aligned curriculum utilizing the balanced literacy model. The Teachers College Units of Study for Reading and Writing will serve as the main delivery method for balanced literacy as will the district developed literacy curriculum and related assessments. All grade K and 1 teachers will participate in the TC Units of study and all grade K-3 teachers will participate in the new Math Investigations program. Phonological awareness, Concepts of Print, Guided Reading, word work, etc. will continue to be implemented as well as the strategies contained within the Read 180 program for grade 6 and the STAR strategies for grades K-5 and above will again be high focus areas. Grade level teams will continue to review assessment results, and tier 2 and 3 groups will be created/designed. A list of strategies will once again be recommended for tiers 2 and 3 and Language Arts Specialists, along with other support staff, will support tier 1 implementation and delivery of tiers 2 and 3.</p>	<p>100% of teachers will deliver the district curricula as measured by the TEVAL observation process and lesson plan reviews. 100% of teachers will engage in the SRBI process including the development of Tier 2 and Tier 3 strategies and will fully implement all new strategies as measured by the TEVAL observation process and reviews by principals of the overall nature and effectiveness of interventions at grade level or departmental data team meetings.</p> <p>Student Outcome Measures: Kindergarten will increase proficiency in Reading and Math from 46% to 56% from Spring 2016 to Spring 2017 as measured by the STAR assessment. Grades 1-3 will increase proficiency in Reading from 54% to 64% from Spring 2016 to Spring 2017 as measured by the STAR assessment. Grades 2 & 3 will increase proficiency in Math from 57% to 67% from Spring 2016 to Spring 2017 as measured by the STAR assessment.</p>
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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				
Kindergarten Teachers 25.0 FTE	2.3	Kindergarten Teachers. all elementary schools in the district	\$ 2,165,413.00	\$ -
Summer School	2.1	Summer School Servicing identified 6-8 middle school students	\$ 100,000.00	\$ -
Twilight School	2.1	After School program at Danbury high School	\$ 50,000.00	
ELL Teachers 16.0 FTE	2.1	ELL Teachers servicing all elementary schools	\$ 1,378,790.00	
SIOP Coaches 5.0 FTE	2.1	SIOP Coaches at Danbury High school, Rogers Park, Broadview, Westside, Park Ave, Shelter Rock, and Stadley Rough	\$ 365,946.00	
Kindergarten Teachers 13.0 FTE	2.3	Kindergarten Teachers all elementary schools		\$ 1,058,284.00
ELL Teachers 6.0 FTE	2.1	ELL Teachers at Danbury high school, Rogers Park, and Broadview		\$ 639,458.00

100: Personnel Services - Salaries Subtotal:			\$ 4,060,149.00	\$ 1,697,742.00
200: Personnel Services - Benefits				
Health, FICA, Medicare	2.3	Kindergarten Teachers	\$ 426,635.00	
Health, FICA, Medicare 2.4		Summer School	\$ 11,475.00	
Health, FICA, Medicare 2.1		ELL Teachers	\$ 48,736.00	
Health, FICA, Medicare		SIOP Coaches	\$ 57,476.00	
Health, FICA, Medicare 2.3		Kindergarten Teachers		\$ 90,459.00
Health, FICA, Medicare 2.1		ELL Teachers	\$ -	\$ 159,685.00
200: Personnel Services - Benefits Subtotal:			\$ 544,322.00	\$ 250,144.00
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
STAR	2.1-2.2	STAR PROGRAM	\$ 100,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ 100,000.00	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Supplies & Materials	2.1-2.2-2.3-	Supplies & Materials for additional grade levels for TC units of study. Also purchasing new math units at grades k-3	\$ 250,000.00	\$ -

			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 250,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 4,954,471.00	\$ 1,947,886.00

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 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 2014-15 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 type="checkbox"/> Behavior management	<input checked="" type="checkbox"/> Family engagement
<input 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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Maintain the process of identifying students who are at risk of dropping out with chronic attendance problems. Provide intervention services to identified students and their families. Climate specialists will work with students on their compartment with an emphasis on positive and safe behaviors. The Director of Special Services as well as the Supervisor of Secondary Special Education will work closely with the school leadership teams at both the high school and the alternative high school to identify appropriate Tier 2 and the Tier 3 interventions. A key component in this work will be the role of the interventionists who will be assigned to the Tutoring Center and/or to identified students in order to provide supplemental support aligned to deficit areas of academic growth based upon the data sets generated by the Data Teams. All DHS students participate in Advisory weekly. The Advisory curriculum will be revised to reflect lessons and activities to support cultivating a growth mindset in students. An alternative approach to students who are chronically cutting class will be implemented so there are supports and consequences before ISS is issued. The School Data Team will monitor chronically absent students and work with the appropriate school counselor to ensure strategies are in place to support students and families who are experiencing attendance issues. An SRBI Tier III team comprised of administrators, counselors, and PPS staff will be explored by the SRBI Committee.	DHS will reduce Chronic Absenteeism from 12% to 10%. ACE will reduce Chronic Absenteeism from 61%-51%.

3.2.	Social Workers and School Psychologists will continue to serve to promote the Social Emotional Competencies of all students. PPS staff will continue to assist families, students, school staff and community partners to identify and develop interventions to address and overcome barriers to learning. Emphasis will be placed on the SRBI process in the areas of social and emotional support. Coordinator of Pupil Services will investigate curricula to support the identified needs of the students at the secondary level. Social workers are assigned at all elementary schools , and secondary schools.	DHS will reduce Chronic Absenteeism from 12% to 10%. ACE will reduce Chronic Absenteeism from 61%-51%.
3.3.		
3.4.		

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				
Social Workers 16.0 FTE	3.2	Social Workers at ACE, Danbury high school and each of our13 elementary schools	\$ 947,880.00	\$ -
Data Specialist, 3.0 FTE	3.1	Data Specialist,	\$ 137,309.00	
Interventionist 34.0 FTE, Substitutes, Interns, Tutors	3.1	Interventionist, Substitutes, Interns, Tutors	\$ 653,000.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,738,189.00	\$ -
200: Personnel Services - Benefits				
Health, FICA, Medicare		Social Workers	\$ 126,604.00	\$ -

Health, FICA, Medicare		Data Specialist,	\$ 62,522.00	
Health, FICA, Medicare		Interventionist, Substitutes, Interns, Tutors	\$ 18,000.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 207,126.00	\$ -
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:			\$ 1,945,315.00	\$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 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 type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.		
4.2.		
4.3.		
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

Cost:	Alignment:	Description:	AD Investment:	PSD 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:			\$ -	\$ -

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 17 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	\$ 1,562,377.00	\$ 4,060,149.00	\$ 1,697,742.00	\$ 1,738,189.00	\$ -	\$ -	\$ -	\$ -	\$ 7,360,715.00	\$ 1,697,742.00
200: Personnel Services - Benefits	\$ 140,361.00	\$ 544,322.00	\$ 250,144.00	\$ 207,126.00	\$ -	\$ -	\$ -	\$ -	\$ 891,809.00	\$ 250,144.00
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400: Purchased Property Services	\$ 80,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 180,000.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 250,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 250,000.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,782,738.00	\$ 4,954,471.00	\$ 1,947,886.00		\$ -	\$ -	\$ -	\$ -	\$ 8,682,524.00	\$ 1,947,886.00

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Sal Pascarella HEREBY ASSURES THAT:
Danbury Public 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:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "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;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "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;
- (9) "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

(10)"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, intellectual disability, 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.

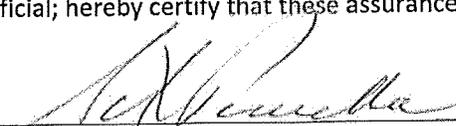
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other 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:



Sal Pascarella

Name: *(typed)*

Superintendent

Title: *(typed)*

9/20/16

Date:
