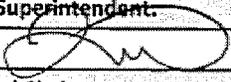


2016-17 Consolidated Alliance and Priority School District Application

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:	
East Hartford Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
Contact Person:	Contact Title:
Anne Marie Mancini	Assistant Superintendent for Secondary Schools
Telephone:	E-mail Address:
860-622-5096	mancini.am@easthartford.org
Name of Superintendent:	
Nathan D. Quesnel	
Signature of Superintendent:	Date:
	2-May-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Bryan R. Hall	Yes
Signature of Board Chair:	Date:
	2-May-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 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 checked="" type="checkbox"/>	Other: <u>District Leadership Development</u>

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:
1.1.	<p>Professional Development: EHPS will use Alliance 5-PSD funds to pay for professional development which is organized by the district's Chief Turnaround Lead. The workshops offered for the district's full and half-day programs will be based on teacher needs that are identified through the teacher evaluation process. Funding will be used to pay for external consultants to present sessions as well as identified EHPS staff (prep. time only) who demonstrate expertise in a designated area of need. In determining the strategy for professional development, the Instructional Service Team (elementary level) and department heads (secondary schools) will identify one to two areas of focus for the 2016-17 year based on the review of data from the 15-16 academic year. For example, in an effort to improve reading and increase the level of academic conversations in social studies classes in the middle and high school, teachers will receive training and follow-up coaching from the Great Books Foundation (shared inquiry) and learn how to implement strategies through the district's work with West Ed's Reading Apprenticeship's Strategic Literacy Initiative. Other examples of professional development provided to teachers will include NGSS Practices, Restorative Justice and Readers' & Writers' workshop training. Finally, Alliance 5-PSD funds will be leveraged to develop programming for the district's annual new teacher orientation program. The sessions offered will provide new hires with information about the curriculum, assessments and instructional expectations in alignment with the EH2020, our 5 year vision.</p>	<p>EHPS will increase the percentage of teachers reporting that the professional development offered this year through the district's Office of the Chief Turnaround Lead "supports their needs" from 77% in 2016 to 80% in 2017.</p> <p>In alignment with the district's plan for educator evaluation, each teacher and administrator develops a SLO that addresses student outcomes. Professional development supports the district's work around math and literacy. As such, EHPS has developed that following SMART goals: By June 2017, EHPS will increase student performance in reading by 10% as measured by the STAR assessment. By June 2017, EHPS will increase student performance in mathematics by 8% as measured by the STAR assessment.</p>
1.2.	<p>Evaluation: EHPS will leverage Alliance 5-PSD funds to support its work around teacher and administrator evaluation. Funding will also be used to train new teachers and administrators. This may include paying for them to attend specific trainings, using funds to design professional development, and paying for an external consultant to work with professional staff around calibration.</p>	<p>100 % of teachers and administrators will receive training on the EHPS Educator Evaluation Plan and Netechnia's Talent Ed platform; 85% of teachers will report satisfaction with the teacher evaluation process</p>

1.3.	<p>Embedded Literacy and Math Coaches & Content Specialists: EHPS will use Alliance 5-PSD funds to support the salaries of instructional coaches who have been hired to work in the district's elementary and secondary schools at both the elementary and middle school levels. While most of the coaching positions were created in the Alliance 1, 2 and 3 plan, four new positions are added this year at the elementary level. These teachers will serve as district leaders for specific content areas and offer intervention and enrichment to students and to lead the development of curriculum. Please note: The middle school math coach (Alliance Plan 3) will be replaced with a Reading Coach/Interventionist (102) who will provide direct instruction to students and support teachers in the content area as they implement literacy strategies. This change was made based on student need after extensive review of the middle school data. A high school Reading Coach/Interventionist (102) will also be added at EHHS using funding from Alliance and as well as monies obtained through an outside grant.</p>	<p>EHPS will increase the district's percentage of students scoring at or above grade-level on the end-of-year STAR reading assessment by 10%. EHPS will also increase the district's percentage of students meeting or exceeding STAR math assessment by 8%.</p>
1.4.	<p>District & School Leadership Development/Retention of Top Talent: EHPS will use Alliance 5-PSD funds to support the leadership development of its teachers and administrators. For example, in an effort to support a "career ladder"/Teacher Leadership program, the district will continue to provide leadership opportunities for teachers (e.g. participation on district subcommittees including the Instructional Practice Team, the District Data Team, the PDEC Team, Family & Community Advisory Team, Student Attendance Task Force, District Equity & Diversity Team {funds devoted to pay for sub coverage} and for preparing & presenting workshops to their colleagues during the district's "day of choice" and New Teacher Academy). Alliance 5-PSD funds will also be used to provide a year-long series of professional development, starting with the district's annual leadership retreat and extending into monthly Admin. Council meetings, around the topic of cultural competency to district administrators and teacher leaders.</p>	<p>100% of graduates from EHPS Teacher Leadership Program (2 cohorts) will take advantage of teacher leadership opportunities provided (e.g. New Teacher Orientation and/or Day of Choice presentations, serving on District Leadership Committee, etc.) 90% of EHPS Administrators will indicate satisfaction with the content and quality of learning of the year-long series on cultural competency.</p>

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			
7 Coaches	1.3	1 FTE x 7 Coaches at Goodwin, Langford, Mayberry, O'Brien, O'Connell, Pitkin & Silver Lane \$84,568 average salary	\$ 591,976.00
1 Instructional Specialist Science	1.3	1 FTE Instructional Specialist in Science - O'Connell School	\$ 80,466.00
10 Intervention Coaches	1.3	1 FTE x 10 @ Goodwin, Langford, Mayberry, Norris, O'Brien, O'Connell, Pitkin, Silver Lane, Sunset Ridge and EHMS, @ \$80,723 average salary	\$ 807,238.00
1 Instructional Specialist Math	1.3	1 FTE Instructional Specialist Math - \$87,643 - Goodwin School	\$ 87,643.00

1 Chief Turnaround Lead	1.3	1 FTE Supervisor of Chief Turnaround Lead @ 129836	\$	129,836.00
100: Personnel Services - Salaries Subtotal:			\$	1,697,159.00
200: Personnel Services - Benefits				
Employee Benefits for Line 100		Employee Benefits and Payroll Taxes	\$	233,938.00
			\$	-
			\$	-
200: Personnel Services - Benefits Subtotal:			\$	233,938.00
300: Purchased Professional and Technical Services				
Leadership Retreat	1.4	Administrative Retreat	\$	3,000.00
Netchemia	1.2	Talent Ed Program for Staff Evaluations	\$	10,500.00
Substitute Coverage	1.4	Substitute coverage for teachers to serve on district committees.	\$	22,963.00
300: Purchased Professional and Technical Services Subtotal:			\$	36,463.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-

400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
Supplies (professional books, poster board, markers, refreshments, etc.) for Administrative Retreat	1.4	Administrative Retreat	\$ 3,000.00
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 3,000.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 1,970,560.00

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 checked="" type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input 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 checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input checked="" type="checkbox"/>	Other: <u>Differentiated Instruction & Enrichment Programming</u>

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:
2.1.	<p>Pre-K- Grade 3 Literacy: During the 2016-17 school year, EHPS will continue to focus on building students' early literacy and reading skills by delivering direct instruction to them in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing development in a systematic way using the Foundations program.</p> <p>Students in PreK will utilize a research-based literacy program aligned to the ELDS (D.I.G.-Develop, Investigate, and Grow). Those enrolled in the Head Start program will have their literacy skills will be measured by the TS Gold Assessments.</p>	By June 2017, PreK4 students in the district's Head Start program will increase their overall score on the TS Gold Literacy assessment from 66% in 2016 (PreK3) to 85% (PreK4) in 2017.
2.2.	<p>College and Career Readiness: Under the direction of the District's Assistant Superintendent of Secondary Schools, EHPS will leverage Alliance 5- PSD funding for a second consecutive year to support its work in preparing students for college and/or a career. This includes contracting with The College Board to implement the SAT School Day (October 2016), which provides all students, grades 9-12, will an opportunity to take the PSAT9, PSAT or SAT during a school day; purchasing SAT-redesign resources (Kaplan and/or A-List) for use by students and staff; implementing a SAT course for all 11th grade students; and identifying opportunities for junior and senior students to participate on college visits in alignment with EHHS' new Developmental Guidance Plan.</p>	By June 2017, 75% of the 11th grade students from EHHS will improve the median combined score earned on the PSAT (October) to the SAT (March). By June 2017, EHHS will increase the percentage of 11th grade students who meet the SAT CCR benchmark (a combined score of 1010) from 30% in 2016 to 35% in 2017. It should be noted that in 2015, the percentage of students who met the CCR benchmark was 18%.

2.3	<p>SRBI and Academic Interventions: Alliance 5-PSD funding will be used to support the implementation of SRBI and academic intervention and enrichment programming in all district schools. This includes using funds for both staff (e.g. tutors, remedial reading teachers) and for resources (licenses for Scholastic's Read 180 & FASTT Math programs, My Virtual Reading Coach and ALEKS) that will support the instruction of EHPS' neediest students as well as those that need to be challenged further. These funds will also be used to support the delivery of interventions to students in need of remediation in literacy, math and science, particularly at East Hartford Middle School (Focus- Math) and Silver Lane Elementary School (Focus- Science). Staff will provide interventions to students, develop and implement individual reading plans, and monitor intervention plans. Additionally, Alliance 5-PSD funding will be used to hire interns who are earning a MA in Reading from St. Joseph's University. These individuals will provide intervention and support to students in six of the district's elementary schools (\$20,000 per intern).</p>	<p>By June 2017, EHPS will increase the percentage of students scoring at or above grade-level on the end-of-year STAR reading assessment by 10%. District-wide, students receiving reading interventions will demonstrate an average SGP of 50. By June 2017, EHPS will also increase the percentage of students scoring at or above grade-level on the end-of-the-year STAR math assessment by 8%. Students receiving math interventions at EHMS will demonstrate an average SGP of 50. By June 2017, 5th grade students at Silver Lane Elementary School will improve the average score on the CMT Science by 10%.</p>
2.4	<p>Supports for Special Populations: EHPS will continue to use Alliance 5-PSD funds to support the academic needs of students with special needs. An audit conducted in May 2014 revealed a need for additional special education teachers to accommodate teacher caseloads, to fully implement the co-teaching model, and to accommodate the needs of students on the EL team at EHMS. Additional money from Alliance 5-PSD will be used to fund EL and Bilingual instructors who will provide support to students.</p>	<p>By June 2017, at least 60% of the district's special education students will meet the STAR growth target for reading and for mathematics. By June 2017, at least 60% of the district's EL students will meet the STAR growth target for reading.</p>
2.5	<p>Alternative/Traditional Programs: Alliance 5-PSD funding will be used to support the district's alternative high school, "Synergy." This program is tailored for over-aged, under-credited students who have experienced difficulty in the traditional high school setting. This program is designed to provide more personalized support, intervention and ultimately success at rebuilding the students' academic, behavioral and career skills. The school will continue to improve the quality of its academic program, offer a summer school for credit recovery (GradPoint), and further develop its career pathways program.</p>	<p>100% of 12th grade students who are enrolled at Synergy Alternative High School in 2016-17 will graduate by August of 2017.</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				
3 Remedial Reading Teachers	2.1	1 FTE x 3 Remedial Reading Teachers/Instructional Coaches (102 cert.) 1 at EHMS & 2 at EHHS @ \$82,232 Average Salary	\$ 246,698.00	
4 SPED Teachers	2.4	1 FTE X 4 @ Norris, O'Connell, EHMS & EHHS Average Salary \$60,478	\$ 241,914.00	\$ -
2 Bilingual Teachers & 1 ELL Teacher	2.4	1 FTE x 2 Bilingual Teacher @ Mayberry & Langford Schools \$76,368 Average Salary & 1 ELL Teacher at EHHS @ \$53,355	\$ 208,091.00	
1 Speech & Language Teachers	2.3	1.1 FTE Speech & Language Teachers @ Middle School @ \$58,942 Average Salary	\$ 58,942.00	

.5 Paraprofessional for Smart Start Education	2.1	.5 FTE @ \$22,686 - Hockanum School	\$ 11,343.00	
.1 Guidance	2.3	.1 Guidance Position EHMS	\$ 3,432.00	
28 Tutors	2.3	1 FTE x 28 Tutors, All Elementary, Middle & High Schools 3 Goodwin, 4 Silver Lane, 1 Mayberry, 3 Norris, 3 O'Brien, 4 O'Connell, 1 Pitkin, 4 Langford, 1 Synergy, 2 EHMS, 2 EHHS @ \$19 per hour	\$ 574,560.00	
.5 SPED Teacher EHHS	2.4	.5 FTE SPED Teacher @ EHHS \$91,232		\$ 45,616.00
1 Assistant Superintendent (Secondary)	2.2	1 FTE Assistant Superintendent		\$ 152,759.00
Life Analyst	2.5	1 FTE Synergy Alternative Program		\$ 42,716.00
17 Elementary Tutors	2.3	1 FTE Elementary Tutors x 17 at Goodwin, Mayberry, O'Connell, Pitkin, Mayberry, O'Brien, O'Connell, Silver lane, Langford Elementary Schools @ \$19 per hour		\$ 348,840.00
100: Personnel Services - Salaries Subtotal:			\$ 1,344,980.00	\$ 589,931.00
200: Personnel Services - Benefits				
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 152,284.00	\$ 67,150.00
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 152,284.00	\$ 67,150.00
300: Purchased Professional and Technical Services				
Interns	2.3	Interns for Elementary Schools for Reading Intervention from St. Joseph University (6 Interns)	\$ 125,000.00	\$ -
Great Books	2.3	Shared Inquiry Plan Training	\$ -	\$ 22,000.00
Sungard Performance Plus	N/A	Assessment Tool	\$ 37,000.00	
A-List	2.2	SAT Prep Professional Development		\$ 2,695.00
Differentiation & Enrichment Programming	2.3	Program Development	\$ 5,000.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 167,000.00	\$ 24,695.00
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
College Board	2.2	College Board SAT School Day - Secondary		\$ 20,860.00
College Board SpringBoard Software	2.2	Math Software	\$ 8,885.00	
Houghton Mifflin Harcourt	2.3	Do The Math Program	\$ 6,500.00	
NCS Pearson	2.5	GradPoint Intervention Software	\$ 29,950.00	
Renaissance Learning	2.3	STAR Assessment for East Hartford Public Schools	\$ 75,999.00	
McGraw Hill Smarter Balanced Task Bank	2.1	Smarter Balanced	\$ 1,300.00	
Envision Math Consumables	2.3	Consumables for Math Program - Elementary	\$ 90,334.00	
Benchmark Education	2.3	Benchmark Universe School Site Licenses	\$ 25,950.00	
Encyclopedia Britannica	2.3	Library Software	\$ 3,987.00	
Wilson Foundations	2.3	Reading Program - Elementary	\$ 20,364.00	
Elementary Reading Program	2.1	Elementary Reading Program	\$ 70,000.00	
Sungard PPT Software	2.3	Assessment Tool	\$ 5,961.00	
Turn it In Software	2.2	Language Arts Software for anti-plagiarism - Secondary	\$ 4,965.00	
My Virtual Reading Coach	2.3	Reading Intervention		\$ 18,375.00

Differentiation & Enrichment Programming	2.3	Resources & Supplies to Support Programming	\$ 5,000.00	
600: Supplies Subtotal:			\$ 349,195.00	\$ 39,235.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 2,013,459.00	\$ 721,011.00

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 checked="" 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.	Attendance/Chronic Absenteeism: EHPS would like to use Alliance 5-PSD funding to support its efforts around improving student attendance. At the elementary level, this includes the development of "Attendance Champions" -- teachers from each elementary school who will communicate with families, facilitating meetings, visiting homes, and problem-solving attendance issues as needed. EHPS will also leverage funds to continue the work of three full-time Attendance Officer positions in its secondary schools in an effort to decrease the percentage of students who are chronically absent during the school year. EHPS' largest problem with respect to chronic absenteeism comes at the secondary levels. Attendance officers track data, develop written communication and make home visits to families. Students who are identified as chronically absent check in with attendance officers each day and serve as a trusted adult who greets them at the start of the school day. Attendance officers work closely with the schools' social workers to develop a plan and/or provide assistance to those students who have problems related to housing stability, transportation and/or childcare issues.	EHPS will decrease the percentage of students who are identified as chronically absent from 11% in 2016 to the state target of 10% in 2017.
3.2.	Behavior Management: Since the inception of the Alliance plan, EHPS has placed a heavy emphasis on improving student behavior in its schools. This includes implementing PBIS, hiring social workers to counsel and support students and families and to deliver the Social Emotional Learning standards and curriculum in classrooms, and working with the EHPD and town services. The district has seen some improvement in the percentage of ISS and OSS as a result of these efforts at all grade levels, particularly at the secondary level for the last two school years. To this end, EHPS would like to continue to use Alliance-PSD monies in Year 5 to continue to fund staff positions (e.g. behavior managers, social workers, behavior intervention coordinator) and PBIS-based incentive programs. The district has recently adopted the SEL Framework to support our administrators and staff in working to decrease challenging student behaviors. To this end, EHPS will also use Alliance 5-PSD funds to purchase a Social-Emotional Learning instructional resource so that a specific curriculum can be delivered to students, primarily by the school social workers, at all levels.	By June 2017, EHPS will decrease the percentage of students who receive ISS and/or OSS to 8% (550 students) of the total population.

<p>3.3. Graduation/Dropout Prevention: EHPS would like to leverage Alliance 5-PSD funding to employ strategies that are consistent with preventing students from dropping out of school. These include using funds for the staffing of the high school's "STEP" program, which places a focus on improving students' behavior and academics through the use of PBIS interventions and a student-support center in a small learning community. Funding related to drop-out prevention will also be used to pay for tutors at EHHS as well as at the district's alternative high school (Synergy) as well as staff (credit recovery teacher), programming and resources. Additionally, EHPS will dedicate Alliance 5-PSD funding to improve the workforce readiness of our students, particularly at its alternative high school (Synergy). This includes leveraging this funding to pay for students to enroll in college classes at Manchester Community College (culinary arts) and Asnuntuck Community College (advanced manufacturing) in alignment with its "Above and Beyond" Career Pathways Program.</p>	<p>EHPS will increase the percentage of students who graduate on time (4 years) from 88% in 2015 to 90% in 2017. * Note: As of July 2016, data from the 2016 academic year has not been finalized.</p>
<p>3.4. Family Engagement & Celebrations of Achievement: In alignment with best practices, EHPS will devote Alliance 5-PSD funding to continuing its effort in increasing family and community engagement. This includes using money to pay for Naviance, an online program that provides students and families with resources such as self-discovery assessments, goal-setting, college research tools, course planning, career exploration resources, and individual learning plans. Money will also be used to allow the Parent Educator position to extend into year 3 for our Commissioner's Network school (O'Brien STEM Academy). Funds will also be allocated to pay for the district's annual parent survey. Lastly, EHPS will use the funds to pay for the district's Top Twenty Dinner, an annual celebration that brings together students, families, and community leaders to recognize the success of graduating students.</p>	<p>EHPS will increase the percentage of families who participate in the District's Culture and Climate Survey from 32% in 2016 to 35% to 2017. In addition, EHPS will increase the percentage of parents who "feel well-informed about their student's progress" from 82% on the 2016 Culture and Climate Survey to 85% in 2017.</p>

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				
7 Social Workers	3.2	1 FTE x 7 Social Workers at K-12 Schools, Goodwin, Norris, Silver Lane, Langford, Synergy, & 2 EHHS @ \$68,826 Average Salary	\$ 481,784.00	\$ -
2 Attendance Officers	3.1	1 FTE x 3 Attendance Officers at Synergy Alternative High School and EHHS @ \$24,071 average salary	\$ 48,142.00	\$ -
11 Behavior Managers	3.2	1 FTE x 10 Behavior Managers at EHHS & EHMS and 1 FTE Behavior Manager at Norris School @ \$27,035 Average Salary	\$ 178,808.00	\$ 118,582.00
1.1 FTE Parent Educator	3.4	1 FTE Family Resource Center Parent Educator	\$ 22,644.00	
Attendance Champions	3.1	Stipends for Teachers as Attendance Champions at the Elementary Levels (All Elementary Schools) 1 per 8 Schools	\$ 8,000.00	
7 Tutors	3.3	1 FTE x 7 Tutors for EHMS & EHHS @ \$19 per hour		\$ 143,640.00
100: Personnel Services - Salaries Subtotal:			\$ 739,378.00	\$ 262,222.00
200: Personnel Services - Benefits				
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 109,148.00	\$ 27,978.00
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 109,148.00	\$ 27,978.00
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				
PBIS Student Incentives	3.2	Student of the month and other student incentives for PBIS - Secondary	\$ 2,000.00	\$ -
Curriculum for Social Emotional Program	3.2	Curriculum and Social Emotional Program	\$ 30,000.00	
Hobson's Naviance	3.3	Course Planner, College & Career Readiness Curriculum EHHS & EHMS	\$ 12,000.00	\$ 3,000.00
Panorama Education	3.4	Parent and Staff Survey	\$ 15,642.00	\$ -
Top Twenty Dinner	3.4	Recognition dinner for top twenty graduating students at EHHS	\$ 12,000.00	\$ -
600: Supplies Subtotal:			\$ 71,642.00	\$ 3,000.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 920,168.00	\$ 293,200.00

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 checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: <u>Theme Development, Data Management, District Operations</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 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Other: Theme Development: EHPS will leverage Alliance 5-PSD funding to support the development of an IB pipeline (K-12). This will include the continued funding positions required for certification as an IB school (e.g. Library Media Specialist and Technology/Design teacher), covering the costs for teachers and administrators to attend training, paying for associated IB fees (e.g. exams for the Diploma Programme at CIBA, membership fees for O'Connell, Sunset Ridge, and CIBA) and IB's required curriculum mapping software (ManageBac's Faria System). Funds will also be used to supplement efforts to market the IB pipeline to families and to conduct a feasibility study to determine whether EHHS should implement and offer the IB Career Programme (CP). Technology will be upgraded to allow for international tele-conferencing and electronic exchanges.	EHPS will increase the enrollment of students at Sunset Ridge School from 190 in 2015-16 to 300 in 2016-17. This increase in enrollment will be a direct result of the district's transition of the school from an arts-themed elementary school to an IB Middle Year's Programme (MYP) which will enroll students from O'Connell Elementary's Primary Years Programme (PYP) and feed into CIBA's Diploma Programme (DP). By June 2017, 100% of the IB curriculum units for PYP, MYP and DP programmes will be developed and entered into the ManageBac Faria System.
4.2.	Technology Integration: EHPS will leverage Alliance 5-PSD funds to support the integration of technology curriculum and instruction into the elementary schools. Three certified teachers (technology specialists) will provide direct instruction to students and will be used to support technology integration and differentiation strategies into the regular classroom.	100% of students enrolled in EHPS elementary schools will participate in classroom training/coursework in technology.
4.3.	Grant Specialist: EHPS will continue to leverage Alliance 5-PSD funding to support the position of a Grant Specialist who assumes the management for various state and federal grants, building and monitoring budgets and attending RFP meetings.	By June 2017, EHPS will increase the amount of state and federal grants secured by the district in an effort to support programming and to increase student achievement.
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				
3 FTE Technology -Design Teacher	4.1	3 FTE Technology Teacher (CIBA/Sunset Ridge IB Programs)	\$ 209,864.00	\$ -
1 FTE Library Media	4.1	1 FTE Library Media at IB Schools (Sunset Ridge, O'Connell) (.5 FTE each school)	\$ 64,068.00	\$ -
.75 FTE Grant Specialist	4.3	.75 FTE Grant Specialist	\$ 32,500.00	\$ 16,250.00
100: Personnel Services - Salaries Subtotal:			\$ 306,432.00	\$ 16,250.00
200: Personnel Services - Benefits				
Employee Benefits for Line 100		Employee Benefits and Payroll Taxes	\$ 44,417.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 44,417.00	\$ -
300: Purchased Professional and Technical Services				
Theme Schools Pipeline	4.1	IB Training and Fees	\$ 40,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 40,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Faria System	4.1	IB Software	\$ 8,994.00	
Software Premium Support	2.3	Support for Intervention Programs such as FasttMath, Read 180 etc.		\$ 13,000.00
600: Supplies Subtotal:			\$ 8,994.00	\$ 13,000.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 399,843.00	\$ 29,250.00

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			
2 Kindergarten Teachers	2.1	1 FTE x 2 @ \$80,723 Average Salary @ Mayberry, Silver Lane	\$ 161,446.00
1.5 Elementary Teachers	2.1	1 FTE x 1.5 @ \$53,685 Average Salary, .5 Langford, 1 FTE O'Connell	\$ 85,336.00
10 Teachers	3.3	1 FTE x 10 Teachers for Synergy Alternative High School @ \$65,758 Average	\$ 726,775.00
1 Data Analyst School Improvement Specialist	2.3	1 FTE Data Analyst & School Improvement Specialist for District @ \$121,952	\$ 121,952.00
SPED Supervisor Secondary	2.3	1 FTE Special Education Supervisor Secondary	\$ 129,836.00
100: Personnel Services - Salaries Subtotal:			\$ 1,225,345.00
200: Personnel Services - Benefits			
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 194,755.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 194,755.00

300: Purchased Professional and Technical Services			
Printing Annual Report	4.3	Annual Report	\$ 3,500.00
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 3,500.00
400: Purchased Property Services			
Magnet School Tuition	4.2	Tuition for Magnet Schools	\$ 877,220.00
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ 877,220.00
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:			\$ 2,300,820.00

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	\$ 1,697,159.00	\$ 1,344,980.00	\$ 589,931.00	\$ 739,378.00	\$ 262,222.00	\$ 306,432.00	\$ 16,250.00	\$ 1,225,345.00	\$ 5,313,294.00	\$ 868,403.00
200: Personnel Services - Benefits	\$ 233,938.00	\$ 152,284.00	\$ 67,150.00	\$ 109,148.00	\$ 27,978.00	\$ 44,417.00	\$ -	\$ 194,755.00	\$ 734,542.00	\$ 95,128.00
300: Purchased Professional and Technical Services	\$ 36,463.00	\$ 167,000.00	\$ 24,695.00	\$ -	\$ -	\$ 40,000.00	\$ -	\$ 3,500.00	\$ 246,963.00	\$ 24,695.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 877,220.00	\$ 877,220.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 3,000.00	\$ 349,195.00	\$ 39,235.00	\$ 71,642.00	\$ 3,000.00	\$ 8,994.00	\$ 13,000.00	\$ -	\$ 432,831.00	\$ 55,235.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,970,560.00	\$ 2,013,459.00	\$ 721,011.00	\$ 920,168.00	\$ 293,200.00	\$ 399,843.00	\$ 29,250.00	\$ 2,300,820.00	\$ 7,604,850.00	\$ 1,043,461.00

Appendix A: Statement of Assurances

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

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

THE APPLICANT: Nathan D. Quesnel **HEREBY ASSURES THAT:**
East Hartford 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;

or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

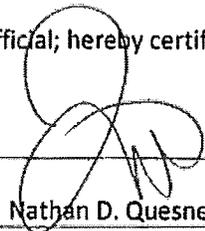
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including 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 ensure 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.

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)*

Nathan D. Quesnel

Title: *(typed)*

Superintendent

Date:

January 20, 2017

