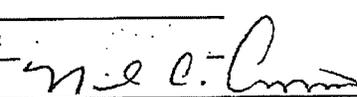
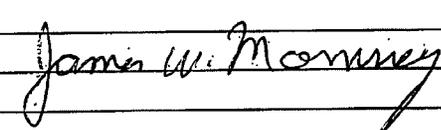


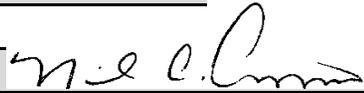
## 2016-17 Consolidated Alliance and Priority School District Application

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.

<b>Local Education Agency:</b>	
West Haven Public Schools	
<b>FY 2016 Alliance District Allocation:</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
\$3,991,184	N/A
<b>Contact Person:</b>	<b>Contact Title:</b>
Dr. Anne P. Druzolowski	Assistant Superintendent
<b>Telephone:</b>	<b>E-mail Address:</b>
(203) 937-4320	Anne.Druzolowski@whschools.org
<b>Name of Superintendent:</b>	
Mr. Neil C. Cavallaro	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	7/1/2016
<b>Name of Board Chair:</b>	
Mr. James Morrissey	
<b>Signature of Board Chair:</b>	<b>Date:</b>
	8/15/2016

## 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.

<b>Local Education Agency:</b>	
West Haven Public Schools	
<b>FY 2016 Alliance District Allocation:</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
<b>Contact Person:</b>	<b>Contact Title:</b>
Dr. Anne P. Druzolowski	Assistant Superintendent
<b>Telephone:</b>	<b>E-mail Address:</b>
(203) 937-4320	
<b>Name of Superintendent:</b>	
Mr. Neil C. Cavallaro	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	5/2/2016
<b>Name of Board Chair:</b>	
Mr. James Morrissey	
<b>Signature of Board Chair:</b>	
pending Board approval 9/2016	

## 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 checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Talent Priorities:

Aligned SMART Goals:

1.1.	<p><b>Instructional Coaching/Professional Development:</b> 6 Reading consultants (WHHS, Bailey MS, Carrigan Intermediate, 3 elementary) one Early Childhood Coordinator; 13.5 Literacy Teachers K-4 (in all elementary schools), and 9 mathematics coaches /facilitators (one in each of 9 buildings) will continue to create professional learning opportunities for teachers, <b>in all 9 schools, PK - 12.</b> Examples of professional learning strategies include (1) the development and modeling of ELA and mathematics lessons within classrooms; and, (2) the modeling of instructional strategies in mathematics and ELA.</p>	<p><b>Increase the percentage of teachers</b> implementing ELA and mathematical strategies as measured by the Danielson rubrics, increasing from 83% in FY 2015 - 2016 to 88.% in RY 2016 - 2017.</p> <p><b>Increase student result:</b> In 2016-17, 85% of all students in K-2 will be proficient or higher on grade level literacy skills as measured by the spring administration of the <b>NSGRA</b> (Next Step Guided Reading Assessment as compared to 2015-16 (K - 78% proficient; Grade 1 - 76% proficient and Grade 2 - 73% proficient. 80% of all students in grades 3-9 will be proficient or higher in spring 2017 on spring-spring <b>DRP</b> scores as compared to 2016 proficiency results (Gr. 4 - 66.2%; Gr. 5 - 70.4%; Gr. 6 - 66.8%; Gr. 7 - 79.1%; Gr. 8 - 73.7%; Gr. 9 - 73.7%). 80% of all students K-2 will be proficient/higher on grade level math literacy skills as measured by the Spr-Spr 2017 administration of Symphony Math Benchmark Assessment as compared to 2015-2016 percentage of students proficient (K - 73%; Gr. 1 - 42%; Gr. 2 - 56%; Gr. 3 - 67%; Gr. 4 - 63%). 80% of students in grades 3-8 as measured by sp-sp Inter. <b>Cululative Assessments and Inter. Block Assessments</b> will be at or near grade level numeracy as measured by sp - sp adm with 2017 being base year. The percent of Gr. 11 students at proficiency or higher on <b>SAT</b> as defined by College Bd. will increase from 2015-2016 (17% in math/45% ELA) to 30%.</p>
1.2.	<p><b>Evaluation and Professional Development:</b> Administrators and Department Heads will continue to receive ongoing training in the Danielson Model and will learn to better understand specific domains and identify high quality instruction within each of the domains. All administrators are required to re-calibrate during the Summer of 2016. Professional development utilizing Teachscape data and training videos will continue throughout the year and will focus upon developing a better understanding of classroom instruction followed by corresponding professional conversations relative to observed behaviors and specified domains. These staff trainings will continue to be facilitated by ACES staff. Through the recalibration process, administrators will be better able to more accurately tag 'quality instruction' and identify domains that require continued reinforcement by teacher, and provide opportunity for staff professional development which best meet their needs.</p>	<p>As leaders evaluate and support teachers, 80% of the teachers will score a 3 or higher on components related to Domain 4 (Participation in a Professional Community) on their annual evaluation. This data will be maintained on Teachscape. Also, 100% of the administrators who are evaluated by their supervisor utilizing the Teachscape/SEED tools (which correlate with our Evaluation Plan) will minimally score 3 (Proficient) overall on their annual evaluation.</p>

1.3.	<b>Retention of Top Talent through Embedded Professional Development and Instructional Coaching:</b> Administrators in need of targeted professional development will be supported through the school year utilizing an ACES certified trainer and/or district peers/colleagues. Peers who scored the highest possible score on the administrator evaluation will begin their role as a coach for their fellow colleague who has been identified by the evaluator as in need of support. Additionally, we will continue using Curriculum Teacher Leaders to develop a talent and expertise pool within the district. Curriculum Teacher Leaders will support grade level and content level teachers in the deeper understanding of the curriculum roadmap (CCSS), including the ongoing revisions for mathematics, ELA, science and social studies as they are developed. These administrative and teacher leaders will be valued as leaders within their buildings and will support their colleagues to ensure they are successful in their craft.	As leaders evaluate and support teachers, 90% of the teachers will score a 3 or higher on components related to Domain 4 (Participation in a Professional Community) on their annual evaluation as compared to 87% in 2016. This data will be maintained on Teachscape. Also, 100% of the administrators who are evaluated by their supervisor utilizing the Teachscape/SEED tools (which correlate with our Evaluation Plan) will minimally score 3 (Proficient) overall on their annual evaluation which (100% 2016).
1.4	<b>Professional Development:</b> Appropriate selection, use and corresponding training (pd) in the use of software products (READ 180, Lexia, Symphony Math, Teachscape, Renzulli and others) to supplement CCSS curricula instruction as well as SRBI support. This aligns with the original Alliance Application which supported the use of supplemental software in this district which lacked much in technology. Current professional learning for teachers and administrators include the use of the instructional technology on a regular basis to reinforce skills. Professional learning includes on-site support in the areas of the teaching of reading strategies; training to support classroom teachers; training to support teachers as they understand the teaching of writing, to name a few. Teachscape and Frontline provide professional learning platform with videos for individualized and group teacher training to be used during collaboration time and data teams.	As a result of systemic use of learning platforms for teachers, as well as on site professional development, 95% of our teaching staff will receive supplemental support through technology and will score a 3 or higher on components related to Domains 2 and 4 on their annual evaluation as compared to 87% in 2016.

**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:
<b>100: Personnel Services - Salaries</b>			
1.0 FTE Early Childhood Coordinator	1.1	To create professional learning opportunities for teachers and administrators on PK - 2 early education in 6 schools.	\$ 80,872.00
9.0 FTE Math Coaches/faciliators K - 12	1.1	Teaching leaders/mentors in math PK-12. to create professional learning opportunities on 8 Mathematical Practices and instructional strategies to implement across the discipline.	\$ 809,918.00
6.0 FTE Reading Consultants PK - 12 and 13.5 FTE Literacy Teachers	1.1	Teaching leader/mentor reading/language arts PK-12. Interventions in low-performing schools	\$ 1,652,170.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 2,542,960.00</b>
<b>200: Personnel Services - Benefits</b>			
Benefits for Early Childhood Coordinator	1.1	Benefits based on approximately 12% salary	\$ 10,679.00

Benefits for Math Coaches	1.1	Benefits based on approximately 12% salary	\$ 96,114.00
Benefits for Reading Consultants/Literacy Teachers	1.1	Benefits based on approximately 12% salary	\$ 208,248.00

<b>200: Personnel Services - Benefits Subtotal:</b>			\$ 315,041.00
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<b>300: Purchased Professional and Technical Services</b>			
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Software Products	1.1, 1.2, 1.3, 1.4	Supplemental materials to assist in evaluations and classroom teaching. Supplemental instructional software products Lexia (read) Symphony Math, Read 180, Inform (data management for Cas), Teachscape (Teacher/Adm evaluation data software), Frontline (Professional Learning software for teachers/administrators with videos aligned to teaching/learning strategies)	\$ 225,000.00
			\$ -
			\$ -

<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 225,000.00
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<b>400: Purchased Property Services</b>			
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			\$ -
			\$ -
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$	-
<b>500: Other Purchased Services</b>				
Professional Development	1.1, 1.2, 1.3, 1.4	Monthly principal professional learning (embedded and off site) and teacher professional learning tools: writing support with consult K-4, phonemic awareness , reading and math (hs and elem). Contract with ACES for: On-site facilitator support of ELA/mathematics/ social studies coaches/faciliators at HS; social studies/ELA support on site at 5-12; faciliator of Danielson/PDEC . Literacy Howe embedded PD with PK-4 in reading instruction.	\$	130,000.00
			\$	-
			\$	-
<b>500: Other Purchased Services Subtotal:</b>			\$	130,000.00
<b>600: Supplies</b>				
			\$	-
			\$	-
			\$	-
<b>600: Supplies Subtotal:</b>			\$	-
<b>700: Property</b>				
			\$	-
			\$	-
			\$	-
<b>700: Property Subtotal:</b>			\$	-
<b>800: Other Objects</b>				
			\$	-
			\$	-
<b>800: Other Objects Subtotal:</b>			\$	-
<b>Talent Subtotal:</b>			\$	<b>3,213,001.00</b>

## 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 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 checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: Instructional materials to support full day kindergarten

**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. <b>Common Core-Aligned Curriculum Transition:</b> ELA (writing, reading, listening, speaking) and mathematics curricula review/changes during the summer <b>2016 and 2016-17 school year</b> will be implemented with consistency and fidelity as measured by (1) completion of curriculum and assessment rewrites, implementation and corresponding professional development; (2) The percentage of youngsters mastering standards in mathematics and ELA will increase; and (3) Teacher/administrator evaluations, aggregated, will be monitored and data used to identify professional development goals.</p>	<p>Increase the percentage of teachers implementing ELA and mathematical strategies as measured by the Danielson rubrics, increasing from 83% in FY 2015 - 2016 to 88.% in RY 2016 - 2017. Increase student result: In 2016-17, 85% of all students in K-2 will be proficient or higher on grade level literacy skills as measured by the spring administration of the NSGRA (Next Step Guided Reading Assessment as compared to 2015-16 (K - 78% proficient; Grade 1 - 76% proficient and Grade 2 - 73% proficient. 80% of all students in grades 3-9 will be proficient or higher in spring 2017 on spring-spring DRP scores as compared to 2016 proficiency results (Gr. 4 - 66.2%; Gr. 5 - 70.4%; Gr. 6 - 66.8%; Gr. 7 - 79.1%; Gr. 8 - 73.7%; Gr. 9 - 73.7%). 80% of all students K-2 will be proficient/higher on grade level math literacy skills as measured by the Spr-Spr 2017 administration of Symphony Math Benchmark Assessment as compared to 2015-2016 percentage of students proficient (K - 73%; Gr. 1 - 42%; Gr. 2 - 56%; Gr. 3 - 67%; Gr. 4 - 63%). 80 % of students in grades 3-8 as measured by sp-sp Inter. Cumulative Assessments and Inter. Block Assessments will be at or near grade level numeracy as measured by sp - sp adm with 2017 being base year. The percent of Gr. 11 students at proficiency or higher on SAT as defined by College Bd. will increase from 2015-2016 (17% in math/45% ELA) to 30%.</p>
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<p>2.2. <b>SRBI and Academic Interventions:</b> Writing labs are model classrooms developed in grades K-4 and 7-8 (Bailey). These model classrooms are used to demonstrate the teaching of writing skills by selected teachers while being taught by our ACES consultant and/or writing consultant (Trish D'Amore). We will continue to support the CCSS, improve student achievement and strengthen teacher teaching skills in writing/ELA across the curriculum. Grade 4 and Bailey Intermediate (7 and 8) will begin their embedded professional learning and teacher support as has been done in prior grade levels for grades K-3. Bailey will have a writing lab for use by all content areas and supported by two writing facilitators and writing/ELA consultants. Programs specifically designed for Tier 3 support include the following: (1) <b>Access to Read 180</b> increased at the middle school level, as well as at the high school level to address needs of the ELL population and youngsters requiring developmental reading support; (2) <b>Access to mathematics and ELA support venues</b> will be increased (e.g., after school programming, boot camps, blended learning); (3) <b>Access to summer school programming for targeted special education students.</b> (4) <b>Small group instruction for ELL/bilingual students by ELL teachers, bilingual tutors and classroom teachers</b> will continue to play a major role in supporting the ELL student needs. (5) <b>Embedded professional development for classroom teachers</b> (Bonnie Bishop, Hinneman) and ELL/special education teachers relative to understanding the power of research based strategies to teach the ELL youngster will continue. (6) <b>Continued incorporation of reading, writing, listening and speaking into the curriculum designed to support all youngsters</b>, but most importantly support the special needs population. All programming will be monitored and evaluated through our systemic monitoring process (common assessments and data team analysis), as well as through the use of recommended universal screens in reading/ELA and mathematics. Evaluations will vary but will focus on the at risk population support during the school year and summer programming.</p>	<p><b>Please note: The application of the same SMART Goals as written in 2.1 above for student performance at these grade spans and content areas will be used to evaluate effectiveness of this Academic Priority.</b></p>
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<p>2.3. <b>Pre-K - Grade 3 Literacy:</b> Throughout all of our Alliance Grant applications, we have continued to maintain this area as a priority to establish a literacy foundation in teaching and learning for all students, regardless of need. We are committed to stay the course and support early literacy through a focused and deliberate plan. Thus far, all curricula has been established and is aligned with CCSS, as described in 2.1. Professional development is ongoing and will continue to provide embedded support to classroom teachers. We continue to have ELL teachers, special education teachers, reading consultants, literacy coaches, mathematics facilitators and coaches, and science facilitators provide <b>intense support to pre K - grade 3</b>. Most importantly, we have been able to utilize the Alliance funding to introduce a variety of <b>fiction and non-fiction text</b> for classroom libraries, <b>instructional non-consumable materials</b>, and reading intervention . <b>Intense reading professional learning opportunities from Literacy How</b> and other experts will continue to be provided to all teachers in K and grade 2 through a classroom embedded, professional development approach. Teachers will continue to learn and practice the teaching of reading through support and reinforcement to our grade K and 1 teacher from district literacy facilitators and Literacy How in the area of phonics, comprehension, and fluency. <b>Appropriate instructional materials (research based) to enhance the application of PK - 3 reading will be accessed through this grant as recommended by the audit conducted by outside experts</b> (Literacy Assessment Systems): Re-examination and revision of grades K-4 universal screens to ensure we accurately identify needs of youngsters (Literacy How) and what materials are most appropriate to address their needs. <b>Performance based tasks</b>, integral to all curricula, will be implemented with consistency and reinforced as sound teaching pedagogy across the K-3 classrooms so as to gradually change the classroom environment and instruction. <b>Mathematics professional development will focus on content knowledge</b> of our classroom teachers, with an emphasis on 4,5 and grade 9. <b>A special classroom will be designed for grade 9 youngsters to utilize different technologies and instructional materials to bring math to life. This will begin in September 2016 and will be supported with funding from this grant.</b></p>	<p><b>Please note: The application of the same SMART Goals as written in 2.1 above for student performance at this grade span will be used to evaluate effectiveness of this Academic Priority.</b> Additionally, the following detail expectations of staff as a result of implementation of the interventions with fidelity and consistency: As leaders evaluate and support teacher performance, (1) 80% of the teachers will score a 3 or higher on components related to Domain 1, Planning and Preparation, (Use of Classroom Resources), and Domain 3, Engaging in Student Learning; (2) Greater frequency of the incorporation of performance based tasks into daily instruction as evidenced through (a) curricula implementation; (2) 80% of the youngsters will score proficient or higher as measured by the spring universal screens, assessments and standardized assessments; (2) data team minutes indicating integration of purposeful performance tasks to address student needs (Domain 4, Professional Responsibilities).</p>
<p>2.4. <b>Full Day Kindergarten:</b> Instructional resources were duplicated across each classroom (Daily 5, classroom literature libraries, non-fiction readers, SPIRE program for Tier 2 and 3 youngsters). Technology such as smart boards technology and iPad for guided reading and other group settings will be purchased using other funding source designated for full day kindergarten purposes (bonded). The results at Savin Rock Elementary School, our most needy school population, has been outstanding. Over 80% of our students are entering grade 1 reading text and leveled books compared to past results which did not even approximate 50%. Professional Development includes embedded PD from Literacy How relative to increasing teacher knowledge of phonics instruction and assessment tools, as well as support from writing consultant, Trish D'Amore.</p>	<p><b>Please note: the application of the same SMART Goals as written in 2.1 above for student performance at this grade span (kindergarten) will be used to evaluate the effectiveness of this Academic Priority.</b></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:
<b>100: Personnel Services - Salaries</b>				

6 Kindergarten Teachers	2.4	6.0 FTE All Day K teachers in all schools	\$ 293,790.00	\$ -
				\$ -
				\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 293,790.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for Kindergarten Teachers	2.4	Benefits based on approximately 20% of salary	\$ 64,077.00	\$ -
				\$ -
				\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 64,077.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
Professional Development	2.1, 2.4	Professional learning for teachers and administrators embedded in school classrooms for early literacy, writing and mathematics. Writing embedded instruction with consultant for K, 4, 5. Literacy Howe contract for developing reading instructional skills. ACES contract for support in early childhood. Additional support will be garnered from ACES in the area of Algebra 1.	\$ 80,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 80,000.00	\$ -
<b>600: Supplies</b>				
Testing Materials	2.2	Tests K-3 as required by statute	\$ 20,000.00	\$ -
Instructional Supplies	2.2, 2.3, 2.4	Daily 5 literacy word work materials (letter stamps, Wikisticks, letter tiles, sight word kits), authentic literature for classroom libraries, non-fiction readers to support social studies and science instruction, fiction/non-fiction books to support math instruction (place value, fractions, counting sets, etc), classroom listening stations for fluency support, books on tape/CDs for listening stations, Movement Enhanced Learning materials (ABC balance beam, enlarged sight word flashcards, enlarged letter flashcards, letter mats) Writing supplies to support new curriculum (stop sign chart paper, stop sign student paper, Journals, pencil grips, non-fiction text to support "All About" animal projects), additional full day and extended day supplies (re-ordering of the materials listed above to outfit new classrooms), Grades K/1 Summer Reading Camp consumable materials, books for high school electives (i.e., anxiety and chaos), and additional workbooks to expand academic vocabulary. Most of these instructional materials are devoted to supplemental supports in all of our classrooms with a special emphasis on reading texts, kindergarten developmental learning materials, and mathematics materials at high school.	\$ 320,316.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 340,316.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -

800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 778,183.00	\$ -

## 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 type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input type="checkbox"/>	Behavior management	<input 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.

3.2.		
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:
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				

Professional Development				\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ -	\$ -

## 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 Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ -	\$ -

## 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:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>

<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -

<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
			<b>600: Supplies Subtotal:</b>
			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
			<b>700: Property Subtotal:</b>
			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
			<b>800: Other Objects Subtotal:</b>
			\$ -
			<b>Talent Subtotal:</b>
			\$ -

**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	\$ 2,542,960.00	\$ 293,790.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,836,750.00	\$ -
200: Personnel Services - Benefits	\$ 315,041.00	\$ 64,077.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 379,118.00	\$ -
300: Purchased Professional and Technical Services	\$ 225,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 225,000.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 130,000.00	\$ 80,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 210,000.00	\$ -
600: Supplies	\$ -	\$ 340,316.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 340,316.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 3,213,001.00</b>	<b>\$ 778,183.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,991,184.00</b>	<b>\$ -</b>

**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:** Neil C. Cavallaro, Superintendent      **HEREBY ASSURES THAT:**  
West Haven School District  
(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.

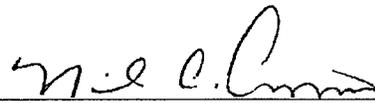
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other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



Neil C. Cavallaro

Name: *(typed)*

Superintendent of West Haven Schools

Title: *(typed)*

July 1, 2016

Date: