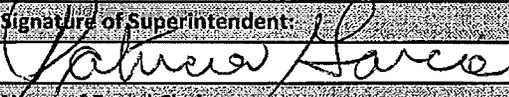


2016-17 Consolidated Alliance and Priority School District Application

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:	
Windham Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$2,512,227	\$988,371
Contact Person:	Contact Title:
Dr. Patricia Garcia	Superintendent
Telephone:	E-mail Address:
(860) 465-2310	pgarcia@windham.k12.ct.us
Name of Superintendent: Dr. Patricia Garcia	
Dr. Patricia Garcia	
Signature of Superintendent:	Date:
	8-Aug-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No): May 11, 2016
Luz Osuba	
Signature of Board Chair:	Date:
	8-Aug-16

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation		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.	Recruitment and human capital pipelines/Hiring and placement processes: District will staff one Talent Director to oversee the recruitment, induction, retention and development of high-quality individuals in the Windham Public Schools. The talent director will work extensively to implement the district's evaluation system and work with the Assistant Superintendent of Teaching, Learning, and Leadership to identify a professional learning series based on metrics from the high-stakes evaluation system. Talent Office Staff will provide support to the Talent Office Director through clerical duties such as assisting with non-confidential functions (Talent Office Administrative Assistant), daily operations within the office (Talent Office Confidential Secretaries), and other facets to support the Talent Office Director. The talent office will develop a screening tool for use with applicants for certified administrative and teaching positions. The talent office will continue to recruit and retain high quality teachers and administrators including under represented populations. These are seeding positions, which over time will be absorbed by the district in an incremental manner (e.g. 10%-20% in the 2016-2017 academic year).	By June 2017, a screening tool for the selection of candidates for administrative and teaching positions will be developed and implemented for hiring during summer of 2017. By June 2017 5% of candidates offered employment will be from under represented populations. By June 2017 WPS will continue to identify and implement strategies for recruiting, hiring, and retaining high quality individuals as measured by the percent of newly hired administrators/ teachers rated as proficient within the evaluation system. By June 2017 the retention rate of new hires for administrators/ teachers will increase by 3% over the 2016 retention rate.

1.2.	<p>Evaluation/Professional Development: The district will staff a Performance Evaluation Specialist to help build teacher and leader capacity to improve student achievement by aligning professional development training to the key indicators within the evaluation framework. There is a strong alignment between the goals the teachers set at the classroom level and the goals the principals set at the building level to the district goals for student achievement. The district will review annually the professional development and evaluation plan for the purpose of determining district professional development needs and support for teacher and administrator evaluation. The district will provide training to all central office and site based administrators to effectively and efficiently implement the evaluation system. Administrators will continue to participate in calibration sessions to develop a district wide common language of instruction.</p>	<p>By December, 2016 the Performance evaluation specialist will meet with 90% of all district administrators to review and calibrate the Teacher Evaluation Plan.</p> <p>By June, 2017 the Performance evaluation specialist will conduct trainings for all new staff and administrators in the Teacher/Administrator evaluation plan.</p> <p>By May 1, 2017 the Performance evaluation specialist will lead the district Performance Evaluation Committee to revise and submit the evaluation plan for teachers and administrators.</p> <p>By July 1 2016 the Performance evaluation specialist will work in conjunction with the professional development committee to plan for district PD.</p>
1.3.	<p>School Leadership Development: The district will partner with the University of Connecticut to provide professional learning opportunities for district administrators for the purpose of building leadership capacity and creating model classrooms. The district will staff one administrator to function as a coach to implement the coaching model for building level administrators. The coach will work with the Assistant Superintendent for Teaching, Learning and Leadership and the Superintendent of School to create and implement coaching cycles which focus on specific areas of leadership development. The district will partner with the University of Connecticut to provide two currently employed teachers with the opportunity to participate in a residency program for aspiring administrators. The University of Connecticut will provide the curriculum for aspiring administrators.</p>	<p>The administrative coach will conduct coaching cycles with all new building level administrators and additional administrators as determined by the superintendent of schools and monitored by monthly coaching logs.</p> <p>By June 2017 a minimum of 4 learning opportunities will be provided and monitored through completion of professional learning evaluation forms.</p> <p>By September 2016, 2 teachers will be selected to enroll in the University of Connecticut Leadership Program.</p>
1.4.	<p>Professional development/retention of top talent: The district will create an induction and retention program to support beginning teachers and administrators. Modules will be developed to support new employees for the first three years of employment. Modules will be created in coordination with the TEAMS program leader. Cohorts will be formed based on professional development needs of the individual and district. Additional modules will be developed for aspiring leaders. In conjunction with the University of Connecticut, teacher leaders will be identified to participate in specific learning opportunities to build capacity as leaders within their buildings.</p>	<p>By June, 2017 5 professional development modules will be created, implemented, and evaluated for year 1 teachers and administrators. The evaluation will be through the district professional development survey.</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			

Sample: 10 Literacy Coaches		1 FTE x 10 Turnaround and Focus elementary schools. Anticipated salary of \$75,000/FTE.	
1 Talent Office Administrative Assistant	1.1	1 FTE Assist in all confidential and non-confidential facts of operation of Talent Office Anticipated salary of 60,280	\$ 60,280.00
2 Talent Office Confidential Secretaries	1.1	1 FTE x 2 Assist in all confidential and non-confidential facts of operation of Talent Office Anticipated Salary of \$49,340/FTE	\$ 98,680.00
1 District Administrator Coach	1.3	1 Part-time District Administrator Coach to implement coaching cycles which focus on leadership development. FICA benefits will be picked up by district	\$45,000
1 Talent Director	1.1	1 FTE Oversee all facts of Talent Office with special focus on recruitment, retention, professional learning and teacher evaluation Anticipates salary of \$119,459	\$ 119,459.00
			\$ 323,419.00
200: Personnel Services - Benefits			
1 Talent Office Administrative Assistant	1.1	FICA/Health Benefits for Position	\$ 24,084.00
2 Talent Office Confidential Secretaries	1.1	FICA/Health Benefits for Positions Anticipated benefits of \$11,542/FTE	\$ 23,084.00
1 Talent Director	1.1	FICA/Life Insurance	\$2,937
200: Personnel Services - Benefits Subtotal:			\$ 50,105.00
300: Purchased Professional and Technical Services			
University of Connecticut	1.3	Partnership to provide training for administrators and provide 2 teachers participation in a residency program for aspiring administrators	\$ 25,000.00
Houghton-Mifflin	1.4	Provide administrator training on implementation of the TEVAL Evaluation System	\$ 32,000.00
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 57,000.00
400: Purchased Property Services			
			\$ -

			\$ -
			\$ -

400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
Marketing/Advertising	1.1	Recruitment and retention of highly qualified teachers	\$ 5,000.00
Travel	1.1	Conference travel training and recruitment travel in and out of US for Talent Director and office staff as needed	\$ 5,000.00
			\$ -
500: Other Purchased Services Subtotal:			\$ 10,000.00
600: Supplies			
Training Supplies as needed for meetings/trainings/recruitment	1.4	Training materials for professional development training, induction and retention program	\$ 5,000.00
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 5,000.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 395,419.00

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 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 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>_Math Practices K-12_</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.	Common Core-aligned curriculum: ELA and Math curricula will be revised based on end of the year feedback, vetted, and aligned with Common Core State Standards for grades PK-12. Curriculum designers will be trained in the Rigorous Curriculum Design model. Resources for each instructional area will be up-to-date and available to all teachers in all schools. Map assessments will align with instructional priorities and provide information for furthering instruction. The district will provide a math teacher for the ECO program at Windham High School.	By June, 2017 the ELA and Math Curricula will be implemented in all PK-12 ELA and Math classes as monitored by end of Map assessments in each grade level.
2.2.	Common Core-aligned curriculum: Science and Social Studies curricula Maps (units of study) for grades 6-12 will be generated following the Rigorous Curriculum Design model. Teachers participating in the design team will be provided with professional development related to RCD. The curriculum will align will the CT Frameworks for Social Studies, NGSS and state standards in science. End of Map (unit assessments) assessments will be created for all units of study.	By June, 2017 grade 6-12 Science and Social Studies classes will implement the curriculum maps as measured by end of Map assessments in each course.

2.3.	<p>Embedded Literacy Coaching: District will staff one literacy coach in each school. Coaches will work with the Assistant Superintendent for Teaching, Learning and Leadership and school principals to create and implement a 6-week coaching cycle, ensuring that all teachers have the opportunity to receive coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. All coaches will receive on going professional development regarding coaching techniques and adult learning theory throughout the 2016-2017 academic year.</p>	<p>The literacy coach in each school will provide a minimum of one (1) model lesson per grade level per trimester as monitored by teacher feedback, debriefing forms, and coaching logs.</p> <p>By spring 2017, students in each grade level 2 through 11 scoring proficient will increase their ELA Riverside Benchmark Assessment Score by 8-10% over the spring 2016 administration. Gr 2 increase from 33% to 41-43%; gr 3 increase from 46% to 54 - 56%; Gr 4 increase from 28% to 36-38%; gr 5 increase from 35% to 43-45%; gr 6 increase from 35% to 43-45%; gr 7 increase from 22% to 30-32%; gr 8 increase from 30% to 38-40%; gr 9 increase from 12% to 20-22%; gr 10 increase from 21% to 29-31%; gr 11 increase from 2% to 10-12%.</p>
2.4	<p>Embedded Math Coaching: District will staff one math coach in each school. Coaches will work with the Assistant Superintendent for Teaching, Learning and Leadership and school principals to create and implement a 6-week coaching cycle, ensuring all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lesson, and co-taught lessons. All coaches will receive on going professional development regarding coaching techniques and adult learning theory throughout the 2016-2017 academic year.</p>	<p>The math coach in each school will provide a minimum of one (1) model lesson per grade level per trimester as monitored by teacher feedback, debriefing forms, and coaching logs.</p> <p>By spring 2017, students in each grade level 2 through 11 soring proficient will increase their Math Riverside Benchmark Assessment Score by 8-10% over the spring 2016 administration. Gr 2 increase from 53% to 61-63%; Gr 3 increase from 30% to 38-40%; Gr 4 increase from 29% to 37-39%; Gr 5 increase from 28% to 36-38%; gr 6 increase from 20% to 28-30%; Gr 7 increase from 13% to 21-23%; Alg 1 increase from 19% to 27-29%; Geo increase from 12% to 20-22%; Alg 2 increase from 18% to 26-28%.</p>
2.4.	<p>Math practices: District will contract with Math Solutions to provide on-going, job embedded professional development in the area of math content and pedagogy for elementary teachers K-5. Elementary teachers will continue to receive coaching in math practices and the implementation of the Math curriculum maps.</p>	<p>By June 2017, 60% of students in K-5 will achieve a score of Proficient or better on 5 out of 7 end of Map post assessments aligned to the curriculum maps.</p>

2.5	<p>Supports for special populations/Literacy/Math: Coaches will be placed in all district schools to provide job-embedded professional development, support for ELA and math content, and professional development to improve instruction based on district curriculum maps. The district will participate in DCM (District Management Council) to conduct a diagnostic review of the special education program including alignment with student and staffing needs and overall management of special education. Specific coaching will be provided for ELA foundational skills in grades K through 3; Close Reading strategies for ELA in grades 4 through 12. In Math, particular coaching will focus on Math Practices 3 and 4</p>	<p>By June 2017, special education students will increase their proficiency on the Riverside Benchmark Assessment for ELA and Math by 8-10% from Spring 2016 to Spring 2017. Gr 2 ELA increase from 12% to 20-22%, Math from 18% to 26-28%; Gr 3 ELA from 16% to 24-26%, Math from 12% to 20-22%; GR 4 ELA from 9% to 17-19%, Math from 11% to 19-21%; Gr 5 ELA from 5% to 13-15%, Math from 5% to 13-15%; Gr 6 from 11% to 19-21%, Math from 0% to 8-10%; Gr 7 ELA for 0% to 8-10%, Math from 0% to 8-10%; Gr 8 ELA from 6% to 14-16%, Math from 0% to 8-10%; Gr 9 ELA from 0% to 8-10%, ALg 1 from 0% to 8-10%; Gr 10 ELA from 7% to 15-17%; Geo from 13% to 21-23%; Gr 11 ELA from 5% to 13-15%, Alg 2 from 0% to 8-10%.</p>
2.6	<p>College and career access: The district will provide an Algebra Readiness Camp for rising 8th grade students. The camp will prepare students to participate in Algebra I for high school credit in 8th grade. In addition, rising 9th grade students will participate in Algebra Readiness Camp in preparation for participation in the ECO program at Windham High School.</p>	<p>By January 2017, 100% of the students who participated in the Algebra Readiness Camp will achieve a passing grade in Algebra I.</p>
2.7	<p>Full-day Kindergarten: The district will staff full day kindergarten classes in all elementary schools. Each class will utilize the district created curricular maps (units of study) for Early Literacy and Early Numeracy to ensure an appropriate, rigorous instructional environment adjusted for the unique needs of students in the school. The district will create a bilingual Spanish/English class in the three schools with the highest percent of Spanish speaking kindergarten students.</p>	<p>By September 2016, a bilingual class will be established at Nanchang, Sweeney, and Windham Center Schools as evidenced by student enrollment.</p> <p>By June 2017, the percent of students at/above level on the DIBELS Phoneme Segmentation Fluency test will increase from Spring, 2016 to Spring, 2017 from 20.4% to 25.4%.</p> <p>By June 2017, the percent of students at/above level on the DIBELS NWF-CLS test will increase from Spring, 2016 to Spring, 2017 from 37.2% to 42.2%.</p> <p>By June 2017 the percent of students at/above level on the DIBELS Composite Score will increase from 33% to 38% from Spring 2016 to Spring 2017.</p>

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
12 Literacy/Reading Coaches/Specialists	2.3	1 FTE x 12, 2 per school except magnet school Anticipated salary \$77,077/FTE	\$ 924,924.00	\$ -
3.5 ELA Coaches	2.3	1 FTE x 3.25, 1 District-Wide and 1 each @ C.H. Barrows STEM; 1 @ NWS ; .25 @ WHS Anticipated salary \$77,077/FTE	\$ 154,154.00	\$ 31,871.00

1	ECO Math Teacher	2.1	1 FTE @ WHS Anticipated salary \$77,077		\$77,077	
10	.5 FTE Kindergarten Teachers	2.7	.5 FTE x 10, 2 Extended/Full Day Kindergarten teachers per 5 schools Anticipated salary \$34,250			\$342,500
4	ESL/ELL/Bilingual Support/New Arrivals	2.5	1 FTE x 4, Teachers @ NWS, NAT, WMS & SWN Anticipated salary \$77,077/FTE			\$308,308
0.5	Technology Teacher	2.5	.5 FTE @ SWN Anticipated salary \$32,500			\$32,500
0.9	Special Education Teacher	2.5	.9 FTE Special Education Teacher at Pre-School			\$75,976
1	Special Education Reading Teacher	2.5	1 FTE @ WMS Anticipated salary \$80,498	\$	80,498.00	
1	Math Coach	2.4	1 FTE Math Coach for WHS Anticipated salary \$70,077	\$	70,077.00	\$ -
100: Personnel Services - Salaries Subtotal:				\$	1,306,730.00	\$ 791,155.00
200: Personnel Services - Benefits						
12	Literacy/Reading Coaches/Specialists	2.3	FICA/Health Benefits for Literacy/Reading Coaches/Specialist Anticipated benefits of \$20,500/FTE	\$	246,000.00	\$ -
3.5	ELA Coaches	2.3	FICA/Health Benefits for ELA Coaches Anticipated benefits of \$20,500/FTE	\$	41,000.00	\$ 10,500.00
1	ECO Math Teacher	2.1	FICA/Health Benefits for ECO Math Teacher Anticipated benefits of \$20,500	\$	20,500.00	
10	.5 FTE Kindergarten Teachers	2.7	FICA/Health Benefits for 10 Kindergarten Teachers Anticipated benefits of \$5,250/. 5 FTE			\$ 52,500.00
4	ESL/ELL/Bilingual Support/New Arrivals	2.5	FICA/Health Benefits for 4 Teachers/ESL/ELL/Bil. Support/ New Arrivals Anticipated benefits of \$7,500/FTE			\$ 30,000.00
0.5	Technology Teacher	2.5	FICA/Health Benefits for Technology Teacher Anticipated benefits of \$10,250/.5 FTE			\$ 10,250.00
0.9	Special Education Teacher	2.5	FICA/Health Benefits for Special Education Teacher Anticipated benefits of \$18,450/.9 FTE			\$ 18,450.00

1	Special Education Reading Teacher	2.5	FICA/Health Benefits for Spec.Ed. Reading Teacher Anticipated benefits of 20,500	\$ 20,500.00	\$ -
1	Math Coach	2.4	FICA/Health Benefits for Math Coach Anticipated benefits of \$20,500	\$ 20,500.00	\$ -
200: Personnel Services - Benefits Subtotal:				\$ 348,500.00	\$ 121,700.00
300: Purchased Professional and Technical Services					
	CK3LI Initiative	2.3	Literacy best-practice model and training for all K-3 practitioners in WPS	\$ 100,000.00	\$ -
	Math Solutions	2.4	Provide on-going professional development in areas of Math for K-5 teachers	\$ 105,000.00	\$ -
				\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:				\$ 205,000.00	\$ -
400: Purchased Property Services					
				\$ -	\$ -
				\$ -	\$ -
				\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Substitute Services (i.e. Kelly)	2.1	Provide substitutes to cover teacher participation in district trainings	\$ 5,000.00	\$ -
Assessment/Management System/HMH1/Dibels/Sungard	2.1	Utilized district-wide for progress monitoring as well as continuation of Common Formative Assessment for instructional improvement and alignment	\$ 50,000.00	\$ -
Transportation		Transportation for Summer School	\$ -	\$ 33,191.00
500: Other Purchased Services Subtotal:			\$ 55,000.00	\$ 33,191.00
600: Supplies				
Instructional Supplies/Administrative Training Supplies	2.4	Math/Reading instructional supplies for instruction; Supplies to support Administrative Training	\$ 39,754.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 39,754.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 1,954,984.00	\$ 946,046.00

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 type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: <u> School Climate </u>

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.	School Climate/Chronic Absenteeism/Behavior Management: Improve school climate in order to reduce chronic absenteeism and reduce disciplinary referrals and identify alternatives to suspensions. Administrators, staff, and students will be provided a two-day training in the basic introduction to school climate followed by a two-day professional development around restorative practices. Staff will be identified to continue with the advanced training in school climate with the purpose of creating a cohort of teacher leaders.	By June 2017, the percentage of students identified as chronically absent will decrease from 18% to 13%. By June 2017, the percentage of students referred for disciplinary actions will decrease from 35.3% to 30.0%. By June 2017, the percentage of unique students suspended will decrease from 15.8% to 13.0%. There will be an increase in the percent of students, staff, and parents who rate the school climate as being safe and welcoming as determined by the fall, 2016 to spring, 2017 administration of a school climate survey.
3.2.	Attendance/Chronic Absenteeism: Educate the community on the importance of school attendance. Create a community campaign to make attendance a priority. Implement best practices, specifically those of Attendance Works and strategies being used in New York, Baltimore, and Los Angeles. Create a specific focus on preschool and kindergarten attendance utilizing the family liaisons at each school to work with families. Implement a case management approach for chronic absenteeism. Site-based administrators and school attendance teams will utilize attendance data to address individual cases. Family liaisons will work closely with families to address issues, incentives for attendance will be established within the community, a mentorship program will be established to provide guidance for students in danger of chronic absenteeism. School and district policies and procedures will be reviewed to identify roadblocks to attendance.	By June 2017, the percentage of students identified as chronically absent will decrease from 18% to 13%. By June 2017, the percent of kindergarten students chronically absent will decrease from 9.2% of all chronically absent students to 6% of all chronically absent students. By June 2017, the percent of preschool students chronically absent will decrease from 8% to 5% .

3.3.	<p>Implement an Advisory curriculum (6-12): District will design and implement a district advisory curriculum that is aligned to the ASCA (American School Counselor Association) Standards as well as the College and Career Readiness (CCR) standards. The newly developed advisory curriculum will be employed in grades 6-12 with a variety of topics that address Student Success Plans, Naviance mandates, graduation rate, graduation/college matriculations, and explicit instruction in social skills and student connectedness to school and staff.</p>	<p>By June 2017, student responses on the Panorama School Climate Survey will increase their favorable responses from 53% to 63% for the statement "At my school, bullying is not acceptable." and from 55% to 65% for the statement "Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability." By June 2017, the high school graduation rate will increase from 77.3% (June, 2016) to 82.3% (June, 2017).</p>
3.4	<p>Family engagement: The district will staff a bi-lingual secretary to address all non-confidential/confidential facets of the bilingual department. This will be a key individual in the office with the recruitment of families to different schools/agencies. This individual will be a liaison between the families and the bilingual programs, including Compañeros, to ensure families have the opportunity to participate in the process of choosing a bilingual program.</p>	<p>By September, 2016 a bi-lingual secretary will be hired to support parents and students in the bi-lingual program. By March, 2017, 75% of respondents to a survey regarding communication of bilingual choice programs will be favorable.</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				
0.8 ESOL/World Languages/Bilingual District-wide Secretary	3.4	Addresses non-confidential/confidential matters for district office, district contact person for ESL/ELL/ESOL parents and students. Anticipated salary \$32,022/.8 FTE	\$ -	\$ 32,022.00
0.5 Parent University/Enrichment Program Coordinator	3.2	District-wide Parent University Coordinator providing training programs for parents as well as Enrichment Coordinator for WMS Extended Hours Enrichment Program Anticipated salary \$22,279/.5 FTE	\$22,279	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 22,279.00	\$ 32,022.00
200: Personnel Services - Benefits				
.8 ESOL/World Languages/Bilingual District-wide Secretary	3.4	FICA/Health Benefits for Secretary Anticipated benefits \$10,303/.8 FTE	\$ -	\$ 10,303.00
0.5 Parent University/Enrichment Program Coordinator	3.2	FICA/Health Benefits for Coordinator Anticipated benefits \$11,382	\$ 11,382.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 11,382.00	\$ 10,303.00
300: Purchased Professional and Technical Services				
Chronic Absenteeism Partners Program	3.2	Provide site-based training and support teams on addressing chronic absenteeism	\$ 10,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 10,500.00	\$ -

400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Advisory Curriculum (6-12)	3.3	Provide resources and supplies to support 6-12 advisory curriculum program	\$ 7,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 7,500.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -

800: Other Objects Subtotal:	\$	-	\$	-
Talent Subtotal:	\$	51,661.00	\$	42,325.00

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 checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input 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.	Extended learning time: Providing extended learning opportunities for students to enhance growth, achievement and retention of skills. Summer programs will be designed to reinforce skills acquired during the school year and meet state requirements. The district will provide a K-3 Literacy program, and extended school year program for students with special needs, an algebra readiness camp for rising 8th and 9th grade students, credit recovery program for high school students to complete graduation requirements, as well as a new arrivals program to work with the increasing number of students whose primary language is other than English.	By August 2017, the number of K-3 students meeting the state standard for foundational reading skills will increase from <u>72%</u> to <u>76%</u> . By January 2017, the percentage of students who attended algebra readiness camp achieving a passing grade for first semester in Algebra 1 will increase from <u>90%</u> to <u>100%</u> . By June 2017, the four year graduation rate will increase from <u>83%</u> to <u>86%</u> .
4.2.	Extended learning time at Windham Middle School: Provide high quality enrichment activities for students to broaden the range and scope of academic and social related activities for WMS students. Embedded within each academic activity will be a focus on the speaking and listening standards as well as supporting core literacy/numeracy skills outlined in the CCSS. Programs will be provided by a combination of teachers and external agencies or providers. The middle school administration will take an active role in the supervision of all extended school day programs.	By June 2017 students in each grade will increase the Riverside Benchmark Scores in ELA and Math from the fall administration to the spring administration by 10%.
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.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Summer School Staff	4.1	Provide teachers and tutors for Algebra Readiness Camp for 8th and 9th grade students	\$ 11,500.00	\$ -
Enrichment Staff for WMS	4.2	Provide teachers/tutors for 2 day per week Enrichment Program provided at WMS Students for extended day activities Anticipated wages of \$35,000/FY16-17 Program	\$ 35,000.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 46,500.00	\$ -
200: Personnel Services - Benefits				
Summer School Staff	4.1	FICA for Teachers/Tutors for Algebra Readiness Camp Anticipated benefits of \$880	\$ 880.00	\$ -
Enrichment Staff for WMS	4.2	FICA for Teachers/Tutors for WMS Enrichment/Extended Hours Program Anticipated benefits of \$2,678	\$ 2,678.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 3,558.00	\$ -
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				
Consumable Supplies	4.1	Consumable supplies for Enrichment/Summer School Programs	\$ 10,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 10,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 60,058.00	\$ -

Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

FY 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	\$ 323,419.00	\$ 1,306,730.00	\$ 791,155.00	\$ 22,279.00	\$ 32,022.00	\$ 46,500.00	\$ -	\$ -	\$ 1,698,928.00	\$ 823,177.00
200: Personnel Services - Benefits	\$ 50,105.00	\$ 348,500.00	\$ 121,700.00	\$ 11,382.00	\$ 10,303.00	\$ 3,558.00	\$ -	\$ -	\$ 413,545.00	\$ 132,003.00
300: Purchased Professional and Technical Services	\$ 57,000.00	\$ 205,000.00	\$ -	\$ 10,500.00	\$ -	\$ -	\$ -	\$ -	\$ 272,500.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 10,000.00	\$ 55,000.00	\$ 33,191.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,000.00	\$ 33,191.00
600: Supplies	\$ 5,000.00	\$ 39,754.00	\$ -	\$ 7,500.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 62,254.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 445,524.00	\$ 1,954,984.00	\$ 946,046.00	\$ 51,661.00	\$ 42,325.00	\$ 60,058.00	\$ -	\$ -	\$ 2,512,227.00	\$ 988,371.00

Appendix A - Statement of Assurances

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

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

THE APPLICANT: Dr. Patricia García HEREBY ASSURES THAT:

Windham Public Schools

(Insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical



disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on



Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

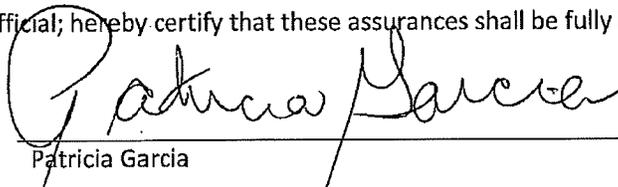
(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:



Patricia Garcia

Name: *(typed)*

Superintendent

Title: *(typed)*

August 8, 2016

Date: