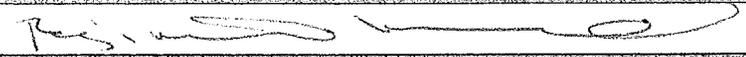
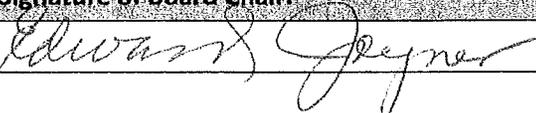


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
New Haven Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$11,792,452	\$4,467,088
Contact Person:	Contact Title:
Dr. Iline Tracey	Director of Instruction
Telephone:	E-mail Address:
475-220-1396	drmayer@new-haven.k12.ct.us
Name of Superintendent:	
Reginald Mayo, Ph.D.	
Signature of Superintendent:	Date:
	1-18-18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Dr. Edward Joyner	
Signature of Board Chair:	Date:
	1-18-18

I. 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 2017-18 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 type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	TEAM Mentoring: District will provide TEAM mentors for staff that are currently completing the TEAM modules.	In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8 in 2016-17 to 58.2 and the District DPI for Math will increase from 49.9 in 2016-17 to 51.8 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 56.6% in 2017-18 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 56.5% in 2017-18.
1.2.	Improve retention and leadership development of excellent teachers and school leaders. The Talent Office will provide opportunities for practicing teachers and school leaders to expand their sphere of influence beyond their classroom as <i>Curriculum Facilitators and Teacher Facilitators</i> . Curriculum Facilitators will lead and facilitate professional learning and development in the areas of Curriculum, Instruction, and the Integration of Technology in the classroom with a focus in Turnaround and Focus Schools. Teacher leaders will lead professional learning communities and work with Lead Facilitators to develop growth areas to be addressed within PLC's.	In alignment with ESSA goal targets, the District DPI for ELA will increase from 56.8 in 2016-17 to 58.2 and the District DPI for Math will increase from 49.9 in 2016-17 to 51.8 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 56.6% in 2017-18 and improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 56.5% in 2017-18. We will increase the retention percentage of effective teachers from 91% in 2016-17 to 93% in 2017-18. Additionally, of those educators who attend PD Sessions 85% will offer positive feedback (this is a new measure this year).

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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
Stipends for Mentor Teachers	1.1	\$500 stipends for Mentor Teachers in the TEAM Program (approximately 200 teachers in Year 1 and Year 2)	\$ 100,000.00
14 Curriculum Facilitators	1.2	Curriculum Facilitators will lead and facilitate professional learning and development in the areas of Curriculum, Instruction, and the Integration of Technology in the classroom. The curriculum facilitators will focus on training in Turnaround and Focus Schools. Curriculum Facilitators are in Category 4 and 5 Schools.	\$ 928,861.00
10 Teacher Leaders	1.2	Teacher leaders will lead professional learning communities in selected Turnaround and Focus schools. Teacher leaders will work with Lead Facilitators to discuss current topics to bring to PLC's. (teacher leaders were listed in Operations in last year's grant) Teacher Leaders are in Category 4 schools, Category 5 schools.	\$ 807,882.00
100: Personnel Services - Salaries Subtotal:			\$ 1,836,743.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			

			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -

500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			\$ 1,836,743.00

II. 2017-18 Academic Priorities

New Haven Public Schools

Step 1: Place an "X" beside the district's 2017-18 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	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Improve student achievement and instruction across classrooms and grades in Literacy</p> <ul style="list-style-type: none"> Strengthen assessment suite by expanding the use of Interim Assessment Blocks, implementing quarterly assessments aligned to Smarter Balanced Assessment genres, implementing and monitoring quarterly assessments aligned to SAT in Grades 9 - 12 Strengthen data driven cycles of improvement that involve students' goal setting and tracking progress in Grades K-12. Use Reading Inventory to inform interventions, accelerate students who qualify and set growth goals with students and teachers Collaboratively analyze data quarterly and annually to inform district, classroom, and individual instructional needs. Monitor the implementation of teaching strategies targeted at those varied needs. Strengthen phonics skills by monitoring the implementation and quality of instruction for Grades K-3 and providing instructional support for teachers, paras and staff to improve instruction. 	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 56.8 in 2016-17 to 58.2 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 56.6% in 2017-18.</p>
2.2.	<p>Improve student achievement and instruction across classrooms and grades in Mathematics</p> <ul style="list-style-type: none"> Implement data driven cycles of improvement that involve students' goal setting and progress monitoring. Use the Math Inventory Assessment to inform interventions, accelerate students who qualify and set student growth goals with students and teachers Strengthen the use of assessments by implementing Smarter Balanced Assessment Interim Assessment Blocks with an action plan and monitoring system, improve problem solving and conceptual understanding through the implementation of Gizmos performance assessments, Grades 3 -12 followed by examination of student work Monitor fidelity and improvement in growth areas to the curriculum through a systemic walkthrough plan which identifies specific high leverage indicators of instruction which will result in instructional support for staff aligned to curriculum. 	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) for Mathematics will increase from 49.9 in 2016-17 to 51.8 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 56.5% in 2017-18.</p>

<p>2.3. Increase the number of graduates who are college and career ready by aligning curriculum and supports</p> <ul style="list-style-type: none">● K - 12 Higher Education Alignment - College and Career Ready liaison(s) will work between local colleges and all NHP high schools to align courses and calibrate assessments; increase student access and teacher training related to AP and dual enrollment courses● Personalized Learning - Online Learning (Edgenuity) will be used to provide learner-centered, standards-based, and engaging learning experiences both within and outside of the classroom.● Post Secondary Preparation - The Naviance Curriculum will continue to be used in Grades 6-12 to expose students to a college and career path; an increased number of students will take college courses on college campuses	<p>In alignment with ESSA goal targets, the Four-Year Adjusted Graduation Rate will increase from 77.5% in 2015-16 to 78.8% in 2016-17.</p>
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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				
1 SRBI Teacher Leader	2.1	Coordinate the SRBI Process for the District	\$ 101,250.00	\$ -
5 HS Reading Support Teacher	2.1	High School Reading Interventionist to support High School Reading. Reading Teachers are in Category 4 and 5 high schools.	\$ 343,200.00	
5 Literacy/Math Coaches	2.1, 2.2	Coaches for district and High Need schools to support curriculum and instruction in literacy and math. Coaches are in central office and Category 4 schools.	\$ 408,906.00	
1 Administrator	2.1, 2.2	Alternative/Early Childhood Intervention Strategy Teachers/Montessori		\$ 105,000.00
6 Teachers	2.1, 2.2	Alternative/Early Childhood Intervention Strategy Teachers/Montessori		\$ 411,864.00
7 Teachers	2.1, 2.2	Early Childhood Full Day Intervention		\$ 442,158.00
7 Paras	2.1, 2.2	Paras participating in K-1 Classroom Intervention Teams		\$ 184,127.00
1 IT Staff	2.1, 2.2, 2.3	Staff Information Analyst for Alternative Programs		\$ 60,276.00
4 Support Staff	2.1, 2.2, 2.3	Support Staff for PSD Programs		\$ 179,962.00
5 PT Teachers	2.1, 2.2, 2.3	Part-time teachers to tutor and mentor		\$ 68,837.00
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 853,356.00	\$ 1,452,224.00
200: Personnel Services - Benefits				
SRBI Teacher Leader	2.1	Benefits for SRBI Teacher Leader	\$ 42,657.00	\$ -
HS Reading Support Teacher	2.1	Benefits for High School Reading Support Teacher	\$ 19,109.00	\$ -
All PSD Positions	2.1, 2.2, 2.3	Benefits for PSD Positions		\$ 579,347.00
Part time Teachers	2.1, 2.2, 2.3	Benefits for PSD Part Time Teachers		\$ 2,101.00
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 61,766.00	\$ 581,448.00

300: Purchased Professional and Technical Services				
Contract - SCSU	2.1	SCSU Professional Development for Early Literacy Strategies	\$ 23,000.00	\$ -
Follett - Library Services	2.1	Automated system for Library Media Center that puts the Media Center as the hub for units of studies and technology	\$ 19,042.00	
AP Training provided by TAFT Educational Center	2.3	Training for AP teachers	\$ 19,950.00	
Gateway Community College	2.3	College and Career ready liaisons	\$ 45,000.00	
Contract - Edgenuity	2.3	Online learning licenses and training	\$ 35,000.00	
Contract - SCSU	2.3	SCSU support for Gear Up Program	\$ 75,000.00	
Contract - Naviance	2.3	Naviance contract for college and career planning	\$ 84,750.00	
Consultant	2.1, 2.2	Mentors to work with Science Fair		\$ 32,000.00
Professional Development - Early Childhood Instruction	2.1	Training on the Bank Street Model		\$ 65,000.00
Tech Consulting (by <i>Computer Consulting System</i>)	2.1, 2.2	Consulting on Technology in SRBI		\$ 65,000.00
ACES/Contractor	2.1, 2.2, 2.3	Program Design/Integration/Evaluation (ACES)		\$ 50,000.00
Student Parents' Daycare	2.1, 2.2, 2.3	Services for Young Parents on-site		\$ 55,000.00
Alternative Student Programs	2.1, 2.2, 2.3	High Risk Students (ACES) UYP		\$ 500,000.00
NEASC	2.1, 2.2, 2.3	Contract for NEASC Accreditation Process	\$ -	\$ 13,120.00
Summer School Community	2.1, 2.2	Little Scientist		\$ 16,990.00
Summer School Community	2.1, 2.2	Solar Youth		\$ 15,200.00
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 301,742.00	\$ 812,310.00
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 1,216,864.00	\$ 2,845,982.00

III. 2017-18 Culture and Climate Priorities

New Haven Public Schools

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Improve attendance rates and decrease chronic absenteeism: Youth Development Coordinators, Dropout Prevention Coordinator and Dropout Prevention workers will work collaboratively with schools and families to decrease chronic absenteeism through data-driven early warning prevention and intervention systems that identify students who are, or are at risk of becoming, chronically absent via better data tracking, coordinated systems of support for chronically absent students, parental communication, and a focus on improving attendance for every student at every school.</p>	In alignment with the ESSA Goal Targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 17.3% in 2017-18.
3.2.	<p>Improve and integrate Social-Emotional and Behavioral Supports through a multi-tiered, data-driven approach that includes both district-wide initiatives to include developmental guidance, restorative practices, explicit social skills instruction, and PBIS which will be brought to scale. There will be intensive supports for students with intensive behavioral challenges by creating an in-district alternative elementary classroom as well as an alternative middle school program.</p> <p>Tier I Supports:</p> <ul style="list-style-type: none"> • Provide all schools with social emotional supports through Behavior Interventionist utilizing a newly written Developmental Guidance Curriculum, explicit social skills curriculum (Second Step), and restorative practices. <p>Tier II Supports:</p> <ul style="list-style-type: none"> • Consistently monitor the implementation of PBIS, Restorative Practices, School Development Program and the integration our new NHPS SEL standards into the academic curriculum at Turnaround schools in addition to the four Second Step pilot schools. <p>Tier III Supports:</p> <ul style="list-style-type: none"> • Maintain an in-district elementary alternative classroom to provide intensive behavioral support, direct social skills instruction, and differentiated academic instruction to students who need a small student to staff ratio. • Through a contract with ACES, a middle school alternative school program (ASPIRE) will be developed which will be run by professionals with an expertise working with students with significantly challenging behaviors, can provide a high staff to low student ratio, and have the ability to incorporate systems and structures to both shape and monitor student behaviors with the goal of mainstreaming students back to their home school setting. 	In alignment with the ESSA Goal Targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 17.3% in 2017-18.

<p>3.3. Improve and integrate Health and Wellness of staff, students, and families: School Health Coordinator, Health Curriculum Coordinator, Health and Wellness Aides and Health and Wellness Teachers will work collaboratively with school staff through a multi-tiered, data-driven approach to foster and reinforce a positive learning environment, support high-quality teaching and learning, and improve the physical fitness and health of all students and staff.</p> <p>District Tier:</p> <ul style="list-style-type: none"> • School Health Coordinator will lead comprehensive planning, professional development, the annual Summit, and all student, staff and family Health and Wellness initiatives for the district and serve as Co-Chair of the District Wellness Committee, expanding to include student representation. <p>District and School Tier:</p> <ul style="list-style-type: none"> • Health Curriculum Coordinator will lead the implementation of the evidence-based Healthy Schools Program district wide, expand the Healthy Schools Program in order to serve all 32 K-8 schools and a minimum of 6 high schools, establishing their School Wellness Committees. • School Health Assistants, primarily under the supervision of the School Health Coordinator or other appropriate designee will implement health and wellness initiatives, provide triage/administrative support to school nurses and the Student Health Clinic and Dental Clinics; assist and support the review of student health records for medical compliance with School Nurses, collaborate with the City Health Dept. on mandated vision, hearing and postural screenings in order to reduce absenteeism and improve student achievement; and support families and students with medical compliance for registration/enrollment. <p>Individual School Tier:</p> <ul style="list-style-type: none"> • The School Health Coordinator and Health Curriculum Coordinator will partner with the Coordinator of the PE/Health Department, to continue the implementation of the Michigan Model for Health (MMH) curriculum to 32 K-8 schools and one high school. • Three (3) Dual-Certified Health and PE Instructors will engage K-8 students in MMH curriculum with a pass/fail grade. 	<p>In alignment with the ESSA Goal Targets, Chronic Absenteeism will decrease from 18.3% in 2016-17 to 17.3% in 2017-18.</p>
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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				
4 Teachers for Alternative Setting	3.2	Teachers will work in Alternative Settings- Riverside, New Horizon, New Light, Therapeutic Classroom	\$ 268,389.00	\$ -
5 Social Emotional Learning Specialist	3.2	Social Emotional Learning Specialists will be providing additional school based support for high need schools. Social Emotional Learning Specialist are in Category 4 and 5 schools.	\$ 280,628.00	
39 Behavior Interventionist	3.2	Behavioral interventionist will focus on the social emotional needs of students using a developmental guidance curriculum. Behavioral interventionists are in all Category 3, 4, 5 schools and in Conte/West Hills, Davis, John Daniels, Mauro Sheridan, Nathan Hale, Hooker and Co-op.	\$ 2,754,657.00	
2 Paras for Alternative Classroom	3.2	Para for Alternative Classroom - salary and para pension 2%	\$ 44,193.00	
2 Parent Liaisons	3.2	Parent liaisons will coordinate and expand parent involvement in high need schools - salary and para pension 2%	\$ 66,939.00	
School Health Coordinator	3.3	Coordinator of School Health will lead the Health and Wellness initiative for the district and oversee School Health Centers	\$ 19,458.00	
Health Curriculum Coordinator	3.3	Health Curriculum Coordinator will lead the health curriculum development and implementation	\$ 44,885.00	
7 Health and Wellness Aides	3.3	Health and Wellness aides will assist with the implementation of school health initiatives in all schools	\$ 179,685.00	
3 Health and Wellness Teachers	3.3	Health and Wellness teachers will work collaboratively with all K-8 schools to deliver the health curriculum - schools are clustered to cover all schools in 3 cycles	\$ 148,842.00	
5 Youth Development Coordinators	3.1	Work to ensure that all students have appropriate supports to address their needs		\$ 248,544.00
1 Coordinator, 12 Dropout Prevention	3.1	Work to increase student absenteeism and drop out		\$ 592,604.00
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 3,807,676.00	\$ 841,148.00

200: Personnel Services - Benefits				
Teachers - Alternative Setting	3.2	Benefits for teachers who will work in Alternative Settings	\$ 105,162.00	\$ -
Social Emotional Learning Specialist	3.2	Benefits for Social Emotional Learning Specialist	\$ 118,229.00	
Para - Theraputic Classroom	3.2	Benefits for Para for Theraputic Classroom	\$ 20,939.00	
Parent Liaisons	3.2	Benefits for Parent Liaisons	\$ 31,717.00	
Coordinator of School Health	3.3	Benefits for Coordinator of School Health	\$ 2,423.00	
Health Curriculum Coordinator	3.3	Benefits for Health Curriculum Coordinator	\$ 21,693.00	
Health and Wellness Aides	3.3	Benefits for Health and Wellness Aides	\$ 85,139.00	
Health and Wellness Teachers	3.3	Benefits for Health and Wellness Teachers	\$ 62,707.00	
Youth Development and Dropout	3.1	Benefits for PSD Staff		\$ 406,527.00
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 448,009.00	\$ 406,527.00
300: Purchased Professional and Technical Services				
Contract - Integrated Wellness	3.1	Integrated Wellness contract to improve attendance and chronic absenteeism. Contract will cover Mentoring VETTS program, mental health support, Social Emotional Reading Accelerations programs for high risk students.	\$ 200,000.00	\$ -
Contract - New Haven Family Alliance	3.1	Youth Stat outreach for high risk students in alternative programs	\$ 100,000.00	
Contract - ALIVE	3.2	ALIVE programs provide trauma-informed, prevention-based support to students and schools	\$ 50,000.00	
Contract - School Development Program	3.2	Monitor the implementation of the Comer process in SDP schools	\$ 75,000.00	
ACES - Building Bridges	3.2	Contract with ACES for an Elementary Alternative Classroom	\$ 274,820.00	
ASPIRE	3.2	Contract for Theraputic Middle School Program -Alternative programming for students with significant academic and behavioral challenges	\$ 900,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 1,599,820.00	\$ -

400: Purchased Property Services						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
400: Purchased Property Services Subtotal:			\$	-	\$	-
500: Other Purchased Services						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
500: Other Purchased Services Subtotal:			\$	-	\$	-
600: Supplies						
			\$	-	\$	-
			\$	-	\$	-
600: Supplies Subtotal:			\$	-	\$	-
700: Property						
			\$	-	\$	-
			\$	-	\$	-
700: Property Subtotal:			\$	-	\$	-
800: Other Objects						
			\$	-	\$	-
			\$	-	\$	-
			\$	-	\$	-
800: Other Objects Subtotal:			\$	-	\$	-
CULTURE AND CLIMATE SUB-TOTAL:			\$	5,855,505.00	\$	1,247,675.00

IV. 2017-18 Operations Priorities

New Haven Public Schools

Step 1: Place an "X" beside the district's 2017-18 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 checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Increase district capacity in monitoring student achievement by improving the structure for utilizing a data-driven cycle of continuous improvement. In collaboration with district leadership team, the Coordinator of Research, Assessment and Student Information, and IT Personnel, will work to build schools' capacity to implement a collaborative cycle for data analysis through ongoing district and site-based professional development. Strengthen data-driven cycles of improvement to include students' goal setting and tracking progress in Grades K - 12. The team will also work in-depth with an identified Cohort of 13 schools that are implementing the data- driven cycle well to strengthen their work, which will then expand in 2018-19 school year to add an additional 13 schools, and to the remainder of district schools during the 2019-20 school year.	In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 56.8 in 2016-17 to 58.2 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 56.6% in 2017-18. In alignment with ESSA goal targets, the District Performance Index (DPI) for Mathematics will increase from 49.9 in 2016-17 to 51.8 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for Mathematics from 52.9% in 2016-17 to 56.5% in 2017-18.
4.2.	Improve Technology Integration through Media & Information Literacy instruction. Classroom teachers and Library Media Specialist will work collaboratively to use the school curriculum to provide students with what they need to know which is guided by a standard of excellence set by their classroom teachers in collaboration with the school librarian. Students need to learn about all Literacies: information literacy, computer literacy, media literacy, data literacy and digital citizenship. School libraries provide flexible and equitable access to all in both physical and digital spaces.	In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 56.8 in 2016-17 to 58.2 in 2017-18. Under the Smarter Balanced Growth Model, the District will improve the Average Percentage of Target Achieved for ELA from 53.0% in 2016-17 to 56.6% in 2017-18.

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
1 Coordinator of Research, Assessment and Student Information	4.1	Coordinator will work with the Supervisor of Research, Assessment and Student Information to collect, analyze and disseminate student assessment data	\$ 95,000.00	\$ -
1 Technology Staff	4.1, 4.2	IT Personnel that will lead data systemization and curriculum technology integration	\$ 78,814.00	\$ -
32 Instructional LMS/Technology Facilitators	4.2	Salary for 32 Instructional LMS/Technology Facilitators who will take on enhanced roles with 21st Century Instructional technology in schools. They will be trained to work with hard to reach students and serve as experts working with teachers to engage such students through technology	\$ 2,553,285.00	
4 Support Staff	4.1, 4.2	Staff for strategic communication function within central office	\$ -	\$ 171,035.00
100: Personnel Services - Salaries Subtotal:			\$ 2,727,099.00	\$ 171,035.00
200: Personnel Services - Benefits				
1 Coordinator of Research, Assessment and Student Information	4.1, 4.2	Benefits for Data and Assessment	\$ 45,600.00	\$ -
1 Technology Staff	4.1, 4.2	Benefits for Technology staff	\$ 31,137.00	\$ -
4 Support Staff	4.1, 4.2	Benefits for Support Staff	\$ -	\$ 82,662.00
200: Personnel Services - Benefits Subtotal:			\$ 76,737.00	\$ 82,662.00
300: Purchased Professional and Technical Services				
Contract - Consultant on Data Team Process	4.1	Strengthen the Data Team process for schools with a focus on a cohort of schools for the 2017-18 school year and expanding it in the 2018-19 school year	\$ 50,000.00	\$ -
Contract - Data Driven Cycle Professional Development	4.1	Professional Development on Data Driven Cycle	\$ 29,504.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 79,504.00	\$ -
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
Indirect Costs on Salaries and Benefits		Indirect costs on salaries and benefits of PSD staff	\$ -	\$ 119,734.00
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ 119,734.00
OPERATIONS SUB-TOTAL:			\$ 2,883,340.00	\$ 373,431.00

V. 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:			\$ -
NON-REFORM SUB-TOTAL:			\$ -

VI. FY '18 AD and PSD Budget Summary

New Haven Public Schools

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

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,836,743.00	\$ 853,356.00	\$ 1,452,224.00	\$ 3,807,676.00	\$ 841,148.00	\$ 2,727,099.00	\$ 171,035.00	\$ -	\$ 9,224,874.00	\$ 2,464,407.00
200: Personnel Services - Benefits	\$ -	\$ 61,766.00	\$ 581,448.00	\$ 448,009.00	\$ 406,527.00	\$ 76,737.00	\$ 82,662.00	\$ -	\$ 586,512.00	\$ 1,070,637.00
300: Purchased Professional and Technical Services	\$ -	\$ 301,742.00	\$ 812,310.00	\$ 1,599,820.00	\$ -	\$ 79,504.00	\$ -	\$ -	\$ 1,981,066.00	\$ 812,310.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,734.00	\$ -	\$ -	\$ 119,734.00
TOTALS:	\$ 1,836,743.00	\$ 1,216,864.00	\$ 2,845,982.00	\$ 5,855,505.00	\$ 1,247,675.00	\$ 2,883,340.00	\$ 373,431.00	\$ -	\$ 11,792,452.00	\$ 4,467,088.00

STATEMENT OF ASSURANCES

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

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: New Haven Public Schools HEREBY ASSURES THAT:
New Haven Public Schools
(insert LEA 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, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies,

patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a

result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:



Name: *(typed)*

Reginald Mayo, Ph.D.

Title: *(typed)*

Interim Superintendent of Schools

Date:

1/17/18