

Allocations

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$2,820,086.00		\$823,589.00		\$56,289.00		\$66,537.00	\$3,766,501.00
Total		\$2,820,086.00		\$823,589.00		\$56,289.00		\$66,537.00	\$3,766,501.00

Talent

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> Recruitment and human capital pipelines | <input checked="" type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 Recruitment and Capital Pipelines: The Talent Director, supported by the Talent Office Staff through clerical duties such as assisting with non-confidential functions (Talent Office Administrative Assistant) and daily operations within the office (Talent Office Confidential Secretaries) will further enhance the district's ability to recruit, hire, and fully develop high quality teachers and administrators, including those from underrepresented populations, who are capable of effectively supporting and challenging the students of Windham Public Schools. The Talent Office positions are seeding positions which over time will be absorbed by the district in an incremental manner (e.g. 10%-20% in the 2018-19 year).
Rationale: The Talent Office Positions are essential to recruitment, hiring, and development process for highly qualified effective teachers, which research supports as the most important factor in improving student achievement and growth. Additionally, high quality and effective teachers representative of the student populations is critically important in improving student achievement and growth.

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in English Language Arts from 54.1% to 61.1% in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in Mathematics from 54.5% to 61.5% in 2018-19. By June 2019, at least 5% of teacher candidates offered employment will be from underrepresented populations using the Haberman Education Foundation Protocol.

1.2 1.2 Professional Development (School Leadership/Human Capital Pipeline): The district will continue to partner with the University of Connecticut (UConn) to provide professional learning opportunities for district administrators in building leadership capacity and creating model classrooms. The Superintendent, Assistant Superintendent and Building Administrators will implement and enhance coaching cycles focusing on specific areas of leadership development. The literacy/reading coaches will provide professional development using effective coaching practice to staff in buildings and in classrooms. UConn will provide curriculum for the teacher leaders/aspiring administrators. The Teaching Leadership Program as well as the district's continued efforts to enhance the collective efficacy of our entire teaching staff will enhance focus on building teacher capacity during their careers with emphasis in their first three years of development. Rationale: Literacy/reading coaches will be critical to providing ongoing coaching to instructional best practices in literacy and reading at all grade levels, implementing CK3LI protocols and practices and the implementation of American Reading Company Resources. Effective building leaders and teacher leaders are necessary to make lasting and significant changes as it relates to student achievement. Professional development among building leaders enhances their ability to supervise and lead school improvement. Distributive and collaborative leadership are important elements of school improvement which is support the Teacher Leadership Program's ability to build capacity throughout the schools in the district.

1.3 Professional Development: Houghton-Mifflin-Harcourt (HMH) will provide training to building leaders how to effectively supervise the implementation of Common Core Standards. Partnering with Insight Education, the district will explore components for a new teacher evaluation system for implementation in 2019-20. Rationale: In order for building leaders to effectively supervise instruction and curriculum in the classroom, training in both the standards and what it looks like in practice is crucial for improved student achievement and student growth. Research indicates that evaluation systems built around providing effective feedback towards clear achievable goals are more likely to improve practice than those built around compliance of requirements.

1.2 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in English Language Arts from 54.1% to 61.1% in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in Mathematics from 54.5% to 61.5% in 2018-19. The Teacher Leadership Program will be implemented.

1.3 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in English Language Arts from 54.1% to 61.1% in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in Mathematics from 54.5% to 61.5% in 2018-19.

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 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 type="checkbox"/> Common Core-aligned curriculum	<input type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input 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"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 SRBI/Academic Interventions: The district continues to provide Common Core aligned instruction with fidelity of planning, implementation, and assessment to improve student achievement and ensure students reach or exceed growth targets. The district will implement a K-12 intervention process providing remediation and acceleration based on assessment data. Continuing the partnership with District Management Group (DMG), the district will streamline protocols for an effective Multi-Tiered System of Supports (MTSS) district wide. Additionally, DMG will provide professional development to building leaders on best practice of implementation of MTSS. MTSS implementation requires effort from all staff (incl. ESL/EL/ Bilingual Support, specials teachers including technology, content specialists, grade k teachers, and instructional consultants) . Necessary instructional supplies will be provided. The district will continue to use i-Ready as K-8 bench marking system. Rationale: Common Core Standards are aligned to the district curriculum as well aligned instructional strategies as it widely considered best practices. Continuing partnership with DMG is found on a successful past in planning and scheduling for the district MTSS. Research indicates effective school wide intervention systems use all educators available to maximize targeted effective instruction. I-Ready is a valuable assessment system because it tracks student progress over time with a year and over years as well as provide a diagnostic item bank that aligned to Common Core Standards and the SBAC assessment.

2.1 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in English Language Arts from 54.1% to 61.1% in 2018-19. By September 2018, staff will be trained in MTSS strategies, expectations and roles. By October 2018, schools will implement MTSS. By June 2019, at least 50% of students will reach growth targets for iReady for Grades K-8 and PSAT in grades 9-11.

2.2 Pre K-3 Literacy (CK3LI): Focus will continue on developing proficient readers by the end of grade 3 by continuing partnership with CK3LI, building leaders, teachers (including kindergarten teachers, EL/ESL Support Staff/Bilingual), literacy coaches and content specialists, and reading support personnel focusing on early literacy instruction that maximizes student progress based on DIBELS data. The district will continue focus on developing student ability to comprehend and respond to grade level text. The district will continue to partner with Dr. Nancy Boyles on Close Reading and Written Response in grades 2-3. The district will continue summer school for students at risk as measured by spring DIBELS sub tests. Substitute teachers will provide classroom coverage allowing staff to be trained in best practices. Instructional supplies will be provided for this work. The district has adopted the American Reading Company (ARC) resources for K-3 in order to increase reading proficiency and reading engagement. ARC professional development trains teachers and administrators in best practices in implementation. Rationale: Literacy coaches and content specialists serve as building and district experts in leading sustainable implementation of CK3LI which includes best practices in literacy instruction. Extensive research indicates grades k-3 is the critical grade range to close the gap for struggling readers. The partnership with Nancy Boyles and related professional development (pd) uses proven methodologies such as Close Reading and practices in written response to text as a crucial step to improving student performance in the area of reading comprehension. ARC's resources and pd along with successful implementation resulted in improvement among the district's bilingual classrooms and dual language program. The decision to expand the program's to all classrooms in grades k-3. Substitute coverage allows teachers to receive pd for successful implementation.

2.2 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, Windham Public Schools will improve the Average Percent of Target Achieved (PTA) in English Language Arts from 54.1% to 61.1% in 2018-19.

2.3 College and Career Readiness (CCR): In efforts to ensure students are graduating CCR, the district will continue to provide an Algebra Readiness Camp for rising grade 8 students. The camp will prepare students for Algebra I with obtainable high school credit in grade 8. Student selection will be based off of data provided by the assessment system. The work will be supported by the math content specialist and instructional consultant. In addition rising grade 9 students will participate in Algebra Readiness Camp in preparation for participation in programs such as ECO at Windham High School supported by the ECO math teacher. Windham Public Schools will identify students in grade 11 who fall below the state benchmark on the PSAT in reading and math and will provide a formal SAT Prep Course. Rationale: Along with fidelity of implementation of the course in the schoolyear, the Algebra Readiness Camp has helped prepared students with a continuing increase in the number of students earning high school credit in grade 8. The selection of students using multiple data measures in conjunction with correlations to past student performance as it relates to course performance was a means to include all students based on evidence and academic performance. Including ECO students is important because this math coursework is essential to pragmatic and practicums students will participate in as part of the program that are outside of the classroom. The work of the instructional consultant and math content specialist is necessary to facilitate this process in an efficient and effective manner. The formal SAT prep course was selected as one of several strategies to improve student achievement on the SAT by providing as many opportunities to get meaningful practice in preparation for this assessment.

2.3 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Four Year Adjusted Cohort Graduation Rate from 79.3% in 2016-17 to 81.6% in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19.

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <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 type="checkbox"/> Family engagement |
| <input type="checkbox"/> Wraparound services | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 School Climate/ Chronic Absenteeism/Behavior Management:
The district will continue to focus on improving school climate in order to reduce chronic absenteeism, reducing disciplinary referrals and identify alternatives to suspensions. Administrators, staff, and students will continue their training in 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. Rationale: The reasoning being training and continued focus on this is continue to downward trend in chronic absenteeism across the district as well the decrease in total discipline incidents and a downward trend in suspension incidents and unique suspension rates. Restorative practices are research-based and is methodology that will help us continue on trend of reduction of disciplinary incidents and suspension rates.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 In alignment with ESSA goal targets, Windham Public Schools will decrease the District Performance Index (DPI) for Chronic Absenteeism rate from 13.7% in 2016-17 to 12.4% in 2018-19.

3.2 Attendance/Chronic Absenteeism: The district continues to educate the community on the importance of school attendance. After implementing a community based school attendance campaign in 2016-17, the district has hired a District Attendance Coordinator to ensure our school based attendance teams and for family liaisons to proactively address student attendance issues and support students and their family to improve school attendance rates. A particular focus will be placed on Pre-Kindergarten and Kindergarten as well as on Windham High School. Rationale: Research indicates that attendance teams when run effectively can be a significant influence in reducing chronic absenteeism. The District Attendance Coordinator can focus the attendance teams and family liaisons implement the research-based and district prioritized strategies with consistency and fidelity. Studies on reducing chronic absenteeism have suggested addressing the issue in earlier grades can have long lasting impact on student attendance habits. The reasoning behind high school as a focus is to emphasize the urgency to reduce it currently high rates.

3.2 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Chronic Absenteeism from 13.7% in 2016-17 to 12.4% in 2018-19.

3.3 Implement and Evaluate the Advisory Curriculum (6-12): The district will continue to implement and improve our district advisory curriculum aligned to American School Counselor Associations (ASCA) standards as well as College and Career Readiness (CCR) standards. The 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 matriculation, and explicit instruction in social skills and student connection to school and staff. An emphasis will be placed on engaging our student's families in our efforts. Rationale: Effective advisory programs are proven tools and opportunities to address student social/emotional growth. Additionally addressing CCR standards with regards to career pathways provides students the opportunity to explore possible career paths and post-secondary education after graduation. Family engagement in this area is important for families so they can support students during this important decision-making process as well as be aware of the opportunities available.

3.3 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19. The percent of student who rate their school as being safe as compared to 2017-18 climate survey data will increase from 79% to 84%.

Operations

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|-------------------------------------------------------------|------------------------------------------------------------|
| <input 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 checked="" type="checkbox"/> Technology integration | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

4.1 Extended Learning Time (Summer, 2018): The district will continue to provide 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 summer learning in a literacy program for grades kindergarten through three, an extended school year program for students with special needs, an Algebra Readiness Camp for rising grade 8 and 9 students, credit recovery programs for high school students working to complete graduation requirements, as well as programs for high school students working to complete graduation requirements, as well as programs supporting our New Arrival students. Rationale: Summer learning loss according to many studies is greater among student populations that are high needs which emphasize the need for programs in Windham where over 80% of student population is high needs. The emphasis on kindergarten through grade three reading and literacy reinforces the district commitment and belief that addressing the deficits of struggling readers is most crucial during this time. Secondary grade level programs around preparation for high school level courses and credit recovery support the philosophy that providing students multiple opportunities and pathways to graduation in fact substantially increases their likelihood to graduate. Programs for new arrival students provide additional opportunity for students to transition prior to the start of the academic year.

4.1 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19.

4.2 Extend Learning Time at Windham Middle School: The district continues to provide high quality enrichment activities for Windham Middle School students throughout the school year in order to enhance academic and social skills. 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 Common Core Standards. 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. Rationale: Extended Learning Time supports the philosophy that time is the variable to learning not the constraint. Enrichment activities that are motivating and interesting to students while supporting learning and practice of Common Core Concepts will support the district commitment to improved student achievement. Partnership with community and external partners in this provides students with more opportunity both in number of choices and in variation of topics.

4.2 In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for English Language Arts Achievement from 59.7 in 2016-17 to 62.0 in 2018-19. In alignment with ESSA goal targets, Windham Public Schools will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 57.1 in 2018-19.

Related Documents

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 ESSA Milestones for Windham

Alliance District Grant Budget

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$1,880,856.00
200 - Personal Services > Employee Benefits	\$239,156.00
300 - Purchased Professional and Technical Services	\$540,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$65,000.00
600 - Supplies	\$95,074.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$1,880,856.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	14.0 FTE Literacy/Reading Coaches Specialists @ \$1,049,256 4 @ WMS; 2 @ SWN; 2 @ NAT; 2 @ NWS; 1 @ WCS; 1 @ Barrows; 2 @ WHS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$1,049,256.00	
Line Item Total:	\$1,049,256.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Talent Director @ \$124,937; 1.0 FTE Talent Office Administrative Assistant @ \$42,900 2.0 FTE Talent Office Confidential Secretaries @ \$90,378 All District-wide
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$258,215.00	
Line Item Total:	\$258,215.00	

Object:	100 - Personal Services > Salaries	2.0 FTE Instructional Consultants/Coaches 1/WMS; 1/WHS @ \$165,844
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$165,844.00	
Line Item Total:	\$165,844.00	
Object:	100 - Personal Services > Salaries	2.0 FTE Content Specialist- 1 Math @ WHS/1 Literacy @ WCS = \$135,558 will also provide services district-wide
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$135,558.00	
Line Item Total:	\$135,558.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Special Education Reading Teacher @ WMS = \$81,829
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$81,829.00	
Line Item Total:	\$81,829.00	
Object:	100 - Personal Services > Salaries	1.0 FTE ELA Coach/District-wide @ \$80,712
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$80,712.00	
Line Item Total:	\$80,712.00	
Object:	100 - Personal Services > Salaries	1.0 FTE ECO Math Teacher @ WHS = \$47,577
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	

Quantity:	1.00	
Cost:	\$47,577.00	
Line Item Total:	\$47,577.00	
Object:	100 - Personal Services > Salaries	Summer School Teachers (district-wide) and Teachers/Tutors for 2 day per week Enrichment Program at WMS @ \$22,000
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1 Operations Goal 4.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$22,000.00	
Line Item Total:	\$22,000.00	
Object:	100 - Personal Services > Salaries	.4 FTE District-wide Bilingual Clerical for Parent Communications @ \$15,865
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$15,865.00	
Line Item Total:	\$15,865.00	

Object:	100 - Personal Services > Salaries	.25 FTE Parent University (district-wide)/Enrichment Program Coordinator (WMS) @ \$12,500
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$12,500.00	
Line Item Total:	\$12,500.00	
Object:	100 - Personal Services > Salaries	Summer School Teachers for Algebra Readiness Camp @ \$11,500
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$11,500.00	
Line Item Total:	\$11,500.00	
Total for 100 - Personal Services > Salaries:		\$1,880,856.00
Total for all other Objects:		\$939,230.00
Total for all Objects:		\$2,820,086.00
Allocation:		\$2,820,086.00

Remaining:

\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$239,156.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for 14.0 FTE Literacy/Reading Coaches/Specialists @ \$96,059 4 @ WMS; 2 @ SWN; 2 @ NWS; 2 @ NAT; 1 @ WCS; 1 @ Barrows; 2 @ WHS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$96,059.00	
Line Item Total:	\$96,059.00	
Object:	200 - Personal Services > Employee Benefits	FICA/Health Benefits for 1.0 FTE Talent Director @ \$2,016; FICA/Health Insurance for 1.0 FTE Administrative Assistant @ \$3,529; FICA/Health Insurance for 2.0 FTE Confidential Secretaries @ \$28,658 District-wide
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$34,203.00	

Line Item Total:	\$34,203.00	
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for 2.0 FTE Content Specialists @ \$28,658 (1 AMath @ WHS/1 Literacy @ WCS)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$28,658.00	
Line Item Total:	\$28,658.00	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$28,658.00	
Line Item	\$28,658.00	

Total:		
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for 1.0 FTE ECO WHS Math @ \$14,329
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$14,329.00	
Line Item Total:	\$14,329.00	
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for 1.0 FTE Special Education Reading Teacher/WMS @ \$14,329
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$14,329.00	
Line Item Total:	\$14,329.00	
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for .25 FTE Parent University (district-wide)/Enrichment Coordinator @ WMS = \$11,460
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$11,460.00	
Line Item Total:	\$11,460.00	
Object:	200 - Personal Services > Employee Benefits	FICA/Health Insurance for .4 FTE District-wide Bilingual Clerical Support @ \$11,460
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$11,460.00	
Line Item Total:	\$11,460.00	
Total for 200 - Personal Services > Employee Benefits:		\$239,156.00
Total for all other Objects:		\$2,580,930.00
Total for all Objects:		\$2,820,086.00
Allocation:		\$2,820,086.00
Remaining:		\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$540,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	CK3LI Initiative Literacy best-practice model and training for all K-3 practitioners in WPS =\$230,000.00 provided at NAT, NWS, SWN, WCS and Barrows. Math Solutions Provide on-going professional development in areas of Math for K-5 teachers = \$70,000.00 provided within district DMG Provide professional development and program evaluation on SRBI Program = \$80,000 provided within district
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$380,000.00	
Line Item Total:	\$380,000.00	
Object:	300 - Purchased Professional and Technical Services	University of Connecticut Partnership to provide training for administrators and provide 2 teachers participation in a residency program for aspiring administrators= \$25,000.00 provided in Storrs, Connecticut Houghton-Mifflin to provide administrator training on implementation of the Common Core Learning Standards = \$85,000 provided in district; In-Sight Education to provide administrator training on implementation of the TEVAL Evaluation System = \$45,000 provided in district
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$155,000.00	
Line Item Total:	\$155,000.00	
Object:	300 - Purchased Professional and Technical Services	Chronic Absenteesism Partners Program to provide site-based training and support teams on addressing chronic absences - provided in district

Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	

Total for 300 - Purchased Professional and Technical Services:		\$540,000.00
Total for all other Objects:		\$2,280,086.00
Total for all Objects:		\$2,820,086.00
Allocation:		\$2,820,086.00
Remaining:		\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$65,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Substitute Services (i.e. Kelly) Provide substitutes to cover teacher participation in district trainings= \$5,000; Assessment/Management System/HMH1/Dibels/Sungard/iReady utilized district-wide for progress monitoring as well as continuation of Common Formative Assessment for instructional improvement and alignment= \$60,000.00
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$65,000.00	
Line Item Total:	\$65,000.00	
Total for 500 - Other Purchased Services:		\$65,000.00
Total for all other Objects:		\$2,755,086.00
Total for all Objects:		\$2,820,086.00
Allocation:		\$2,820,086.00
Remaining:		\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$95,074.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Instructional Supplies/Administrative Training Supplies Math/Reading instructional supplies for instruction; Supplies to support Administrative Training = \$52,574.00
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$52,574.00	
Line Item Total:	\$52,574.00	
Object:	600 - Supplies	For Operations: Consummable supplies for enrichment program and summer school @ 40,000
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1 Operations Goal 4.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	

Object:	600 - Supplies	Advisory Curriculum (6-12)Provide resources and supplies to support 6-12 advisory curriculum program \$2,500.00;
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$2,500.00	
Line Item Total:	\$2,500.00	

Total for 600 - Supplies:		\$95,074.00
Total for all other Objects:		\$2,725,012.00
Total for all Objects:		\$2,820,086.00
Allocation:		\$2,820,086.00
Remaining:		\$0.00

Alliance District Grant Budget Overview

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,880,856.00	1,880,856.00
200 - Personal Services > Employee Benefits		239,156.00	239,156.00
300 - Purchased Professional and Technical Services		540,000.00	540,000.00
500 - Other Purchased Services		65,000.00	65,000.00
600 - Supplies		95,074.00	95,074.00
Total		2,820,086.00	2,820,086.00
		Allocation	2,820,086.00
		Remaining	0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$747,435.00
200 - Personal Services > Employee Benefits	\$76,154.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$823,589.00
	Allocation \$823,589.00
	Remaining \$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$747,435.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	12- .5 FTE Kindergarten Teachers @ \$361,356 (2-.5 FTE @ NAT; 2-.5 FTE @ NWS; 2-.5 FTE @ SWN; 3-.5 FTE @ WCS; 3-.5 FTE @ Barrows)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$361,356.00	
Line Item Total:	\$361,356.00	
Object:	100 - Personal Services > Salaries	4.0 FTE ELL/ESL/Bilingual Support/New Arrivals Teachers @ NAT/NWS/WMS/SWN @ \$262,568
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$262,568.00	

Line Item Total:	\$262,568.00	
Object:	100 - Personal Services > Salaries	.9 FTE Preschool Teacher @ \$79,010
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$79,010.00	
Line Item Total:	\$79,010.00	
Object:	100 - Personal Services > Salaries	.5 FTE Technology Teacher @ SWN = \$28,635
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$28,635.00	
Line Item Total:	\$28,635.00	
Object:	100 - Personal Services > Salaries	.4 FTE District-wide Bilingual Clerical Support @ \$15,866
Purpose:	01 - Public School Activities	

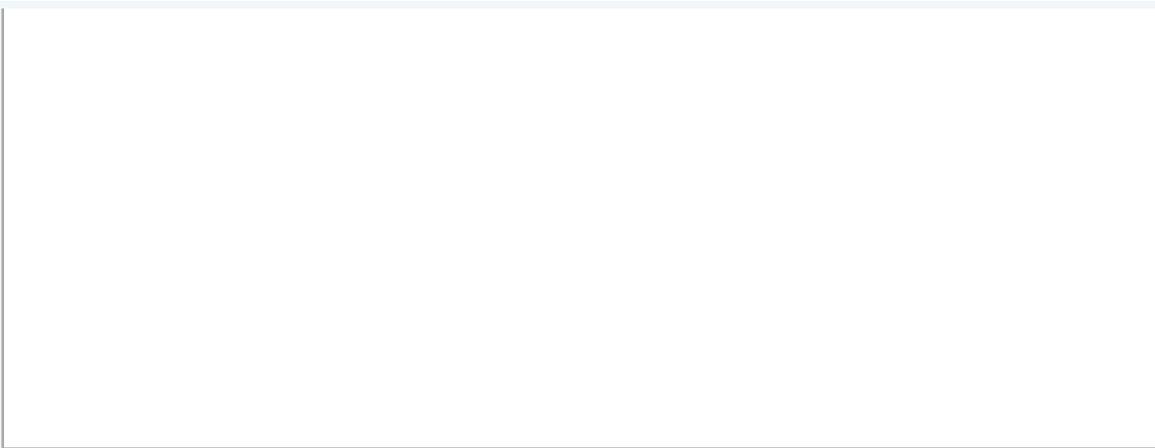
Focus Area: Climate Goal 3.2

LEA / School: Windham School District (163-000)

Quantity: 1.00

Cost: \$15,866.00

Line Item Total: \$15,866.00



Total for 100 - Personal Services > Salaries: \$747,435.00

Total for all other Objects: \$76,154.00

Total for all Objects: \$823,589.00

Allocation: \$823,589.00

Remaining: \$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$76,154.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	% of FICA/Health Insurance for 12 - .5 FTE Kindergarten Teachers (2-.5 FTE @ NAT; 2-.5 FTE @ NWS; 2-.5 FTE @ SWN; 3-.5FTE @ WCS; 3-.5 FTE @ Barrows) , 1 - .5 FTE Technology Teacher @ SWN, 4.0 FTE ESL/ELL/Bilingual Support/New Arrivals Teachers = 76,154 (located @ NAT/WMS/NWS/SWN)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$76,154.00	
Line Item Total:	\$76,154.00	
Total for 200 - Personal Services > Employee Benefits:		
Total for all other Objects:		\$747,435.00
Total for all Objects:		\$823,589.00
Allocation:		\$823,589.00
Remaining:		\$0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		747,435.00	747,435.00
200 - Personal Services > Employee Benefits		76,154.00	76,154.00
Total		823,589.00	823,589.00
		Allocation	823,589.00
		Remaining	0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Windham will offer 2 programs, **Program A** will be provided by Eastern Connecticut State University's Center for Community Engagement (CCE), providing students with academic support and cultural enrichment; **Program B** will be provided by contractual services for Windham High School Lock In Program. They are as follows:

Program A: The mission of the program is to celebrate the cultural diversity of the students and to introduce them to the college campus so that they can begin to envision higher education in their future. This student-centered learning approach is based on their own enthusiasm for their culture, music, language and education. Eastern students will provide tutoring in all homework subjects and they will incorporate social skills-building as a mentoring component to the program. Eastern students will develop activities related to self-esteem, leadership, and other personal development concepts. The enrichment activities will be taught by dance instructors, artists, musicians, and chefs from the Windham community, Windham Public School (WPS) teachers and Eastern professors, students and staff.

Program B: The Literacy and Young Adult Social/Health Awareness Program is for Windham High School students. The primary academic supports for this initiative are focused on literacy. Students will receive peer and staff support in reading self-chosen texts and writing responses to those texts throughout the school year. This programming will resemble an after-school book-club for support in reading the texts. In addition, the writing center will extend its after-school hours on a regular basis to specifically scaffold students in their creation and revision of a writing response in a supportive and low-pressure atmosphere. Student's hard work and diligence to this program will be celebrated with the Lock-In as a culminating activity. The new Windham High School GSA (Gay-Straight Alliance) will also take an active part in the planning and facilitation of the Lock-In, as well as some of its featured activities. The library would also integrate some of the texts into their book club, bringing more interest and scaffolding student participation as needed.

2. Description of the type of health and recreational activities offered.

Program A: The program described above will provide active learning opportunities which will combine academic enrichment and social skill building. The program's cultural arts component will provide instruction in folkloric dances, music, poetry, art and cooking from the various cultures represented in WPS. Program leadership will be provided by student volunteers and content-related experts.

Program B: On an ongoing basis throughout the school year, professionals will come in to hold workshops with students on relevant and important adolescent topics: some possibilities are distracted driving, dangers of drugs and alcohol, pregnancy prevention, healthy relationships, yoga for the body and mind, nutrition and sleep, etc. By taking part in these relevant and enriching workshops, students will be better equipped to make physically and emotionally healthy choices that will impact their lives in important ways. In addition, the culminating event for the school-year exploration—an overnight "Lock in"—will echo many of these themes through purposeful activity design and many recreational activities such as dance lessons, spoken word poetry, henna tattooing, Zumba, skincare workshops, etc.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Program A: Participants in the academic year programming will be enrolled through the New Arrival and the ESOL program teachers and referrals from Windham Middle School (WMS) staff. The students will meet twice per week for a period of two hours each day.

Program B: The initiative will be open to every student at Windham High School. To participate students must order a preselected book (they will not have to pay for it) they must read the book (reading and ELL support will be offered), they must create a written response (also supported). As long as these steps are completed and students have handed in the required permission slip, cleared their school accountability (owed uniforms, detentions, etc.) and are eligible (i.e., are not suspended) then they are eligible to participate.

4. Description of how the district will ensure the program supports the regular school curriculum.

Program A: Teachers from the New Arrivals and ESOL program will be hired to ensure there is a tie between the regular school day and the program's homework and enrichment activities. For students in the WMS after school program, the coordinator will ensure the communication with teachers. While students are encouraged to participate fully, they may also join in the activities that interest them most. In the event that students have irregular participation, they will be able to join in the activities at any time.

Program B: Reading and writing are key aspects of the regular school curriculum across all content areas, and the choices from which students create their written responses connect directly to the common core standards—they may choose from narrative, expository, or argumentative writing and their responses consider point of view, theme, etc. In addition, much of the content of the workshops will echo and connect to the Health curriculum, as well as psychology and sociology.

5. Description of how the program provides for community involvement (40 percent of funding must support community partners).

Program A: Eastern tutoring and mentoring programs coordinate activities during the school year in all WPS. This particular program will coordinate activities with the Windham Middle School after school program.

The **Eastern Connecticut State University's (ECSU) Center for Community Engagement (CCE)** will incorporate 50-100 additional volunteers for this specific purpose during the school year – 5-10 on a daily basis. These volunteers will help with homework completion, learning enrichment activities, games, etc.

Program B: The community is heavily involved in this event. Eastern Connecticut State University and the UCONN "W" Writing Center provide us with volunteers who work with students throughout the year and who staff the year-end Lock In with mentors and "activity buddies" who help the event run smoothly. The school-year, after-school workshops would be delivered by community partners who are specialists in their areas. Some community partners, such as DJ Lex, Hennatize Me, Grasshopper Arts, Northeast Family Federal Credit Union, and the Willimantic Police Department also provide students with goods or services at the Lock In.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

Program A: As mentioned in the previous answer, ECSU tutoring and mentoring programs coordinate activities during the school year in all WPS. The program will coordinate activities with the WMS after school program. University volunteers will be providing additional academic support. Many of these volunteers are interested in pursuing careers in education and, while developing some of the necessary skill sets, are very excited to have the opportunity to work with students in a real academic setting. The Windham Before and After School Program (BASP) & Enrichment Coordinator will ensure fidelity to the program goals.

Program B: The program coordinates heavily with the English program, since it is literacy-based. It makes writing and reading more appealing to our students by virtue of NOT being mandatory—students absolutely choose whether or not to participate. They are doing authentic work for an authentic purpose and so they are willing to work hard. More than a third of our school has historically signed up for books, and nearly twenty percent of our students actually attend the Lock In. The year-long immersion in teen issues would be spearheaded by the student tutors in our peer-tutored writing center, who design the learning experiences and actively support their peers from beginning to end. Other important partners are our Family Liaison, and our Library Media Center.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Program A: Parents will also be encouraged to share in the cultural component of the program by providing information about food, dances, music, tradition and customs. Parents' feedback and suggestions for improvement will always be welcomed. Parents will be invited to participate in community celebrations and performances. In addition to the above, ECSU and the BASP & Enrichment Coordinator will make available to all parents a program handbook that outlines all policies and regulations related to the successful execution of the program.

Program B: Parents are actively involved in this initiative. Parents will be asked if they have any areas of specialty from which they could draw in order to provide students with the school-year workshops, and if so, they will be invited to present a workshop after school. In addition, parents historically are energetic supporters of the Lock-In itself, providing activity planning, picking up supplies, helping to set up and clean up, and offering ideas for the Lock In itself.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

Program A: The Superintendent is already looking forward to the collaboration between Windham schools and ECSU. The program during the school year will provide a bus for the students to meet at the University. Staff will continue to work collaboratively with the school administration and teachers to ensure the success of the program

Program B: The superintendent has always been an avid supporter of our students broadening their knowledge and experience, and she has always been very enthusiastic about our Lock In for Literacy and Culture, and our Communications Officer gives us extensive support, from arranging for media coverage to providing reminders and encouragement on our websites (district as well as social media) and scheduling radio interviews. In addition, our building administration has always shown avid support, from reserving space for after-school workshops to providing security and custodial support, and even chaperoning the event itself.

Projected School And Student Participation

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
Program A @ WMS	6	15	T/TH 3:00-5:00 PM	37
Program A @ WMS	7	15	T/TH 3:00-5:00 PM	37
Program A @ WMS	8	10	T/TH 3:00-5:00 PM	37
Program B @ WHS	9	20	M-TH 2:45-5:00 PM	28
Program B @ WHS	10	20	M-TH 2:45-5:00 PM	28
Program B @ WHS	11	20	M-TH 2:45-5:00 PM	28
Program B @ WHS	12	20	M-TH 2:45-5:00 PM	28

Program Evaluation

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Informally, the continuous communication between the ECSU program coordinator and the BASP & Enrichment Coordinator will be a great way for the program to make adjustments in order to better suit the needs of the students. The focus of enrichment projects and other activities can be aligned to the skill sets that students need additional practice with. These projects and activities can be changed throughout the year as students begin to achieve mastery level in previously indicated areas of weakness.

Additionally, students' progress will be tracked through the collection of their marking period grades in the core areas of mathematics and language arts. Just as communication with classroom teachers informs program staff about their progress, these measures will indicate where students are experiencing difficulty and will help to advise them on what skills to incorporate when planning daily activities.

Lastly, the ECSU program will track student attendance and behavior infractions. The desired outcome for this data is that with increased participation in structured programming during out of school time will work to decrease the frequency of disciplinary interventions due to poor behavior. Attendance will be reported daily to the school district's Quality Advisor and a report with regard to behavior will be conducted on a monthly basis during the school year.

Program B: Student performance will be assessed on an ongoing basis: first, in completing the assigned reading, which will be evidenced by a completed written response that demonstrates the competencies delineated by the parameters of the assignment. In addition, student progress will be measured by participation in workshops, and by completion of surveys administered post-workshop that examine the relevance to the student, the student's understanding of the workshop content.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Program A: The ECSU Program Coordinator will be in frequent communication with teachers at WMS. In addition, the results of the first and third Marking Period Grades will be compared to ensure the students are maintaining or improving as the year progresses. Additional assistance will be sought for those students who are lacking progress in an effort to help them achieve their academic goals by the end of the year or in preparation for the upcoming school year.

Program B: 1. Attendance at workshops will be tracked and compiled (ongoing throughout school year)

2. Student book orders will be tracked and compiled (November 2018), which indicates engagement with the literacy initiative

3. Student attendance at book club/reading support and at Writing Center Extended Hours will be tracked by sign-ins. Participation will be noted in both cases (ongoing throughout the school year)

4. Student Lock-In writing assignments will be tracked and assessed using the rubrics for the prompts (by April 2019)

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$0.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$47,039.00
600 - Supplies	\$9,250.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$47,039.00

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Program A ECSU Contract for Services Provided @ \$46,289 Program B WHS Lock In - Author Fees @ \$750	
Purpose:	01 - Public School Activities		
LEA / School:	Windham School District (163-000)		
Quantity:	1.00		
Cost:	\$47,039.00		
Line Item Total:	\$47,039.00		
		Total for 500 - Other Purchased Services:	\$47,039.00
		Total for all other Objects:	\$9,250.00
		Total for all Objects:	\$56,289.00
		Allocation:	\$56,289.00
		Remaining:	\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$9,250.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Consummable supplies for Program B/WHS Lock In
Purpose:	01 - Public School Activities	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$9,250.00	
Line Item Total:	\$9,250.00	
		Total for 600 - Supplies: \$9,250.00
		Total for all other Objects: \$47,039.00
		Total for all Objects: \$56,289.00
		Allocation: \$56,289.00
		Remaining: \$0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
500 - Other Purchased Services		47,039.00	47,039.00
600 - Supplies		9,250.00	9,250.00
Total		56,289.00	56,289.00
		Allocation	56,289.00
		Remaining	0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

Summer School will be offered to all K-3 students required by statute to attend, as well as those students identified as substantially deficient in reading in grades 4-8. K-3 students will be identified by their January and May Dibels and ELA Benchmark Assessment scores, as well as the growth demonstrated throughout the year on their pre and post curriculum map assessments. Students in grades 4-8 will be identified by their 2018 ELA SBAC scores, January and May Benchmark Assessments and the growth demonstrated on their pre and post curriculum map assessments. Our ultimate goal is to increase literacy proficiency rates for those students performing in the lowest 10-15% of our classrooms, K-8.

2. Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Summer School position openings are posted as per the WPS teacher's contract. The posting is written to recruit highly qualified elementary teachers with strong literacy backgrounds. While the program runs in one, consolidated location, teachers are selected from each school and are generally assigned to serve students from their own school - boosting student/teacher connections. Preference is given to teachers with demonstrated skill in literacy in the K-3 grade span. Additionally, special education, ELL and instructional support positions are hired to support summer school teachers. These professionals are hired based on their demonstrated skill in our schools. A limited number of non-WPS teachers are hired through a rigorous interview process based on their background and skill. Once hired, all summer school teachers and paraprofessionals will receive a full day of professional development in preparation for the summer program. In addition to understanding the implementation of the curricular expectations, student data, including the personal reading plans, will be reviewed in a data team format to ensure that all students will receive the appropriate instruction.

3. Criteria for establishing the curricula for the summer program

The summer curriculum is developed under the direction of the Assistant Superintendent for Teaching, Learning, and Leadership. In order to reach our goal of improving grade literacy (reading, writing, speaking and listening) proficiency rates, we will provide interdisciplinary and engaging units of study that naturally incorporate science, math and social studies, and address culturally and geographically relevant topics. There will be a strong foundational literacy component, as well as an emphasis on close, or analytical reading. The units of study covered at each grade level will be supported by leveled text and multiple genres and will be modeled after our district's curricular map format. Each map, or unit, will require students to take a pre assessment, at least one formative check on progress and a post assessment. Each unit of study will also have a culminating performance based projected that will serve as an additional data point in measuring overall student growth. All teachers and paraprofessionals will receive a full day of professional development in preparation for the summer program. In addition to understanding the implementation of the curricular expectations, student data (including the personal reading plans) is reviewed in a data team format to ensure all students will receive the appropriate instruction.

Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved

assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
C.H. Barrows STEM Academy	K-8	M-Th/8:00-12:30	4
Windham Middle School	6-8	M-Th/8:00-12:30	4
Natchaug School	K-5	M-Th/8:00-12:30	4
North Windham School	K-5	M-Th/8:00-12:30	4
Sweeney School	K-5	M-Th/8:00-12:30	4
Windham Center School	K-5	M-Th/8:00-12:30	4

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Student performance is regularly assessed in the Windham Public Schools. Students take part in pre and post assessments for each ELA and Math curriculum map, or unit, as well as formal and informal checks of mastery throughout the units of study. Curriculum maps range in length from 4-6 weeks and are grounded in the grade level standards. Student performance is also measured three times a year by the district's Benchmark Assessments, as well as on the annual state assessments. Summer school will be an extension of our district's plan to close the achievement gap for our most struggling students.

PSD - Summer School Budget

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$66,360.00
200 - Personal Services > Employee Benefits	\$177.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$66,537.00
	Allocation \$66,537.00
	Remaining \$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$66,360.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	2 K-8 Summer School Team Leaders/Coordinators, Stipends of \$4,500 each = \$9,000; 24 Teachers @ \$25/hr x 5 hours x 16 days - \$48,000; 9 Aides @ \$13/hr x 5 hours x 16 days = \$9,360
Purpose:	01 - Public School Activities	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$66,360.00	
Line Item Total:	\$66,360.00	
Total for 100 - Personal Services > Salaries:		\$66,360.00
Total for all other Objects:		\$177.00
Total for all Objects:		\$66,537.00
Allocation:		\$66,537.00
Remaining:		\$0.00

Budget Detail

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

200 - Personal Services > Employee Benefits - \$177.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	% of FICA for Summer School staff funded using PSD-Summer School funds = \$177.00
Purpose:	01 - Public School Activities	
LEA / School:	Windham School District (163-000)	
Quantity:	1.00	
Cost:	\$177.00	
Line Item Total:	\$177.00	
Total for 200 - Personal Services > Employee Benefits:		\$177.00
Total for all other Objects:		\$66,360.00
Total for all Objects:		\$66,537.00
Allocation:		\$66,537.00
Remaining:		\$0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		66,360.00	66,360.00
200 - Personal Services > Employee Benefits		177.00	177.00
Total		66,537.00	66,537.00
		Allocation	66,537.00
		Remaining	0.00

Windham School District (163-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)	<p>(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 jobrelated 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.</p>
(c)	<p>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.</p>
(d)	<p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p>
(e)	<p>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.</p>
(f)	<p>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.</p>

(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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/22/2018 