

Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705

Sections 10-262u and 10-266q of the Connecticut General Statutes

Date Issued: January 15, 2014

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Year 3 Alliance and Priority School District Consolidated Application

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PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to SDEAllianceDistrict@ct.gov. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

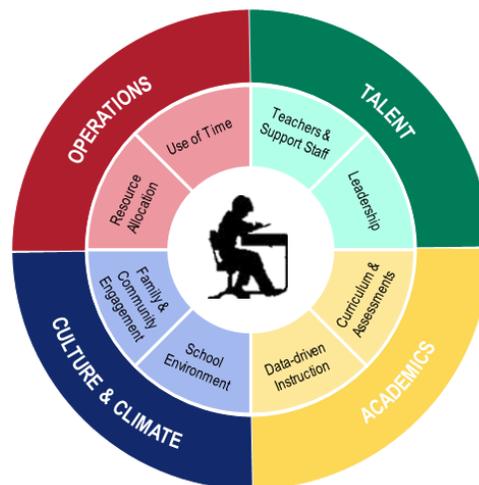
PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:



1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth
Turnaround Office Director
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: Morgan.Barth@ct.gov



PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Vernon Public Schools		
Contact Person:	Contact Title:	
Dr. Mary Conway	Superintendent	
Telephone:	Email Address:	
860-870-6000	mconway@vernon-ct.gov	
Street Address:	City:	Zip Code:
30 Park Street	Vernon	06066
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Dr. Mary Conway		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Anne Fischer		
Signature of Board Chair:	Date:	

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Coaches	To date the behavior coach has worked with 38 teachers 1-on-1 and has provided professional learning to 360 staff through various workshops. To date the three academic coaches have worked with 52 individual teachers, met with all K-5 grade level teams monthly, and have provided professional learning to all K-5 teachers in the district through various workshops.
2. Full Day Kindergarten	We have seen a significant increase in the number of students reading at benchmark level from the fall to the winter screen and we are pleased that overall achievement is significantly higher than last year, with over 80% of our students at grade level. Anecdotal evidence from kindergarten teachers and parents tells us that students are reading and writing far beyond their initial expectation. We believe that the implementation of FDK has made and will continue to make significant improvements in student achievement.
3. Collaboration	All schools have dedicated time for teachers to meet at least once a week. Grade or subject level teams have created similar or identical SLOs and are discussing instructional strategies on a regular basis.
4. Reading Recovery	In the first part of the year 11 students were placed into RR. Six of the 11 made significant progress to grade or near grade level. Three others were identified as student with disabilities and two are in the SRBI process receiving additional supports. 12 more students are currently receiving Reading Recovery interventions.

5. Math Interventionists	Teachers are benefitting from the resources the MIs are providing in the new shift towards CCSS mathematics teaching. An example is in kindergarten classrooms at NES and MSS, where 18 students achieved proficiency on baseline math task assessment in the fall and the number rose to 37 students achieving proficiency at mid-year.
6. Student Management System	The district conducted a thorough search for a new SMS, which included input from all stakeholders. We are in the implementation stage and have high expectations that the new system will enhance our capabilities to access student achievement data in the district.
7. School Governance Councils	<u>All</u> schools have created SGCs and have established regular meetings.

Growth Areas:	Explanation and Data to Substantiate:
1. Professional Learning	Vernon’s data from walkthroughs and from Bloomboard indicate that our teachers need additional training in many areas, including reader’s and writer’s workshop, collaborative learning, student-centered instruction, and engaging students in higher-order thinking.
2. Connecticut Core (CCSS)	Vernon has made significant strides in moving to the CCSS and will need to continue that work, including finishing ELA and math curricula, in the 2014-15 school year. Part of this work is aligning assessments to the SBAC.
3. Assessment & Data	A key to individualizing instruction is “knowing your student”, which means teachers understand the current level of achievement of each individual student. To this end, VPS teachers created their own benchmark and formative assessments this year but currently do not have a way to store, access and share that information easily. The goal for 2014-15 is to purchase an assessment program to standardize our practice and to utilize our new student management system to store and share data for use in data teams.
4. Technology Integration	VPS recognizes that effective teachers are the single most important factor in raising student achievement. Our goal is to provide as many tools to our teachers as possible in order to make them more effective. Our plan is to increase the level of technology integration while training teachers in its use to ensure that it is not seen as an “add-on” but rather fundamental to interactive instruction.
5. SRBI & Academic Intervention	VPS has made some progress in the past in the SRBI process. A recent review indicates that we do not have consistent practices across the district. Our goal for the 2014-15 school year is to develop a systemic and systematic SRBI process to better support Vernon students.
6. Support for Special Populations	VPS has been recognized for its support of students with disabilities. The goal for next year is to increase support for gifted and talented students in the middle and high schools.

2. Talent Section		
<p>Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input checked="" type="checkbox"/> Recruitment and human capital pipelines <input checked="" type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input type="checkbox"/> School leadership development <input checked="" type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> • Educator Evaluation: Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS. • Professional Learning: Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS. 		
<p>VPS will revise its educator evaluation plan to reflect the recent changes issued by the CSDE. As part of the revision process the evaluation committee has endorsed a growth model for teachers that focuses on the two domains directly impacting students in the classroom. Evidence collected from walkthroughs and from informal and formal observations indicates that the professional learning focus should be on strengthening student-centered instruction and engaging students in higher-order/critical thinking skills. Our professional learning plan will incorporate district PL opportunities, such as a Teachers College workshop in the summer and outside trainers on collaborative learning strategies, as well as teacher choice in locally created and run PL workshops. In addition, some time will be set aside for teachers to grow individually or to collaborate with colleagues on topics and skills directly related to their grade, discipline or individual growth plan.</p> <p>VPS will seek to improve hiring practices and new teacher orientation to recruit top candidates and retain strong teachers. Part of our strategy will be improved “branding” of Vernon Public Schools and marketing efforts to recruit top teaching candidates. In addition, each new teacher will be part of a cohort which will have monthly trainings in classroom management and instructional techniques to ensure that that they are adequately supported.</p> <p>Vernon’s teacher-coaches have planned an entire year (2014-15) of professional learning for our teachers around the teaching strategies needed to</p>		

2. Talent Section

implement our newly revised curriculum which is based on the CCSS. Four classroom teachers will assume the stipended role of Subject Leader in ELA and in mathematics in grades K-2 and 3-5. In addition to their regular classroom responsibilities, these teachers will provide leadership after school and during professional learning time to elementary teachers to ensure consistent implementation of the CT Core Standards.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Revise the educator evaluation plan to focus on a growth model for teachers.	<ul style="list-style-type: none"> New plan will be in place for the start of the 2014-15 school year and will focus on professional growth. 	X			
2. A comprehensive, year-long new teacher indoctrination program will include positive classroom management and critical thinking as modules for all new teacher cohorts.	<ul style="list-style-type: none"> 80% Participation rate in sessions 80% of teacher utilization of classroom management strategies learned in training sessions observed in walkthroughs 90% teacher training satisfaction survey for teachers receiving training 	X	X	X	X
3. Recruit and retain the most highly qualified teachers. Create entry plan for new staff and on-going support through TEAM and regular cohort meetings.	<ul style="list-style-type: none"> 90% of teachers retained for tenure 90% of teachers at proficient on TEVAL reports 	X	X	X	X
4. Use backwards design to focus professional learning on the goals of critical thinking and student-centered instruction. PL time will include opportunities for teacher choice. PL	<ul style="list-style-type: none"> 60% of Walkthrough data will demonstrate use of critical thinking 		X	X	X

2. Talent Section					
workshops will be offered by both outside vendors and in-district personnel and through webinars. Purchase video camera to provide webinars and sample lessons to a broader audience.					
5. Continue to provide regular professional learning opportunities for teachers to work collaboratively in small teams to review assessment data and develop instructional techniques/plans to meet the needs of individual students.	<ul style="list-style-type: none"> 80% of teachers satisfied with the team 		X	X	X
6. Hire and support a turnaround principal for Maple Street School with support of CT LEAD.	<ul style="list-style-type: none"> At least once per month, engage in regular meetings with the new principal 	X	X	X	X
7. Teacher-coaches will provide professional learning opportunities for teachers regarding effective strategies in order to implement the new curriculum based on the CCSS.	<ul style="list-style-type: none"> 80% of teachers engaging in professional learning will reply on an exit survey that they learned something they can implement in their classrooms 				
8. Subject leaders in ELA and mathematics in grades K-2 and 3-5 will provide leadership and support (professional learning and observation/feedback) to ensure fidelity with the CCS.	Subject leaders will meet with 100% of grade level teams assigned twice during the school year				

3. Academics Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input checked="" type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s academic-related reform priorities, as indicated above.

- Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

The district is currently revising all of its curriculum documents using a new format which is standards based (CCSS) utilizing backwards design. All K-12 math and ELA documents will be significantly revised this summer for use in the 2014-15 school year, with monitoring and adjustment throughout the year. A checklist is used to confirm alignment to the CCSS and to district expectations before documents are brought to the BOE for approval. Vernon PS will be purchasing an online assessment tool, such as NWEA, this summer for full implementation in September 2014 to monitor students’ progress on our curricula and towards the CCSS. In addition, VPS plans to use the SBAC interim assessments once they have been released. Monitoring of the implementation of the curriculum will be conducted by the district’s teacher-coaches as well as the administrative team including central office personnel through walk-throughs and through implementation of the new district-wide standardized assessment system. Substitute teachers funded by the Alliance District Grant will provide coverage so that teachers can conduct Instructional Rounds.

One of Vernon’s goals is to have every student reading on grade level by the end of third grade. Part of this strategy is the use of universal screens and

3. Academics Section

formative benchmark assessments to monitor student progress towards this goal. Vernon has a test calendar to ensure that all teachers are delivering the same assessments at the same time, and district administration monitors these assessments. In addition, this year one SLO of all K-3 classroom teachers was focused on growth in reading levels for all students; this focus will continue next year as well. Instructional strategies to support the teaching of literacy have been centered on the reader’s and writer’s workshop model as created by Teachers College. Part of the Alliance funding will be to bring in the TC workshop instructors for a full week this summer to work with 50 of our K-5 teachers. The expectation for these teachers is that they will become the “trainers” for their colleagues who were unable to attend the summer workshop. The goal of the district is continuous improvements in this area rather than rely on one workshop to change practice.

To support the adoption of the R/W workshop model the district will dedicate significant funds to purchase a large quantity of books at the elementary level and many at the middle school level. Many of our classrooms currently do not have enough leveled readers or non-fiction texts to support the new model. The goal of the district is to have a rich environment for our students. The district will also continue to fund and support reading interventionists and Reading Recovery teachers to ensure that we are targeting interventions for our neediest of students. Additionally, a new after-school program targeting gifted/talented students at the middle school will provide enrichment and extension of learning.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue to fund all-day kindergarten teachers (2 teachers moved to local budget).	<ul style="list-style-type: none"> 80% of students reaching Reading and math benchmarks. 		X	X	X
2. Continue to fund teachers who offer Reading Recovery interventions to meet the needs of Tier II and Tier III students. Monitor the success of Reading Recovery on individual students through district assessments.	<ul style="list-style-type: none"> 80% of students who are served exit the program 90% of Reading Recovery students do not need additional intervention one year after exiting the program 		X	X	X
3. Continue to fund mathematics interventionists to appropriately intervene with students based on need.	<ul style="list-style-type: none"> < 15% of individual students needing intervention <5% of students referred to special education for mathematics 		X	X	X

3. Academics Section					
4. Continue to provide academic support to at-risk high school students through blended learning opportunities (e.g., Aleks Math and GradPoint).	<ul style="list-style-type: none"> #credits recovered and/or earned through blended learning. <15% of students failing Algebra. 		X	X	X
5. Create rich classroom libraries to support literacy at the elementary and middle school levels.	<ul style="list-style-type: none"> 100% of books purchased and distributed to all classrooms. 	X			

6. Purchase and implement an online assessment tool to provide data for teachers to make decisions which enables the individualization of instruction.	<ul style="list-style-type: none"> Program purchased and implemented. Minimum of three formative assessments administered and results reviewed by teachers, building admin, and CO admin Set baseline targets through initial implementation of new standardized assessments 	X	X	X	X
7. In certain departments not supported by the assessment tool continue creation and implementation of pre/post assessments based on CCSS which will increase teachers' ability to target instructional strategies based on individual student needs.	<ul style="list-style-type: none"> The development of pre/post assessments in Family & Consumer Science, Technology Education, Art, Music, PE and Health, and World Languages 	X	X	X	X
8. Provide after-school activities for gifted and talented students and provide bus transportation.	<ul style="list-style-type: none"> determine baseline number of students attending afterschool activities. 		X	X	X
9. Provide on-site, intensive, collaborative, and job-embedded professional learning to improve Tier I instruction. Teacher-	<ul style="list-style-type: none"> 90% of K-5 classroom teachers will work individually or in small 		X	X	X

<p>Coaches will observe teachers; provide feedback on curriculum implementation and the use of effective teaching strategies; and Connecticut Core State Standards alignment and shifts.</p>	<p>groups with teacher-coaches to improve instruction</p>				
<p>10. Continue leadership structures for administrative and teacher teams to regularly analyze academic and behavioral data to identify the most effective teaching practices to inform adult actions. Implement calendar for data review cycle. Identify strategies to improve student achievement.</p> <p>11. Each school will conduct Instructional Rounds within the school to observe implementation of Vernon's Strategy for Improvement and the Connecticut Core Standards</p>	<p>12. 50 % of walkthrough data which identifies the use of the district's Strategy for Improvement</p> <ul style="list-style-type: none"> 50% of teachers will participate in Instructional Rounds either as observers or those whose classrooms are observed 	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

4. Culture and Climate Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input checked="" type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.

Vernon Public Schools understands that in order for children to learn, schools and classrooms need to be safe and orderly. We know that teachers must promote student engagement through facilitating a positive learning community. To help create this environment the district will continue to fund related service providers to help maintain positive classroom and school climates and to focus on attendance for many of our neediest children.

Vernon will continue to fund behavior coach to provide 1-on-1 coaching to classroom teachers at Maple Street School in classroom management and to provide workshops to the new teacher cohort.

Truancy/Residency counselor, building staff, and CO staff monitor attendance monthly at building and district level. The truancy officer provides much needed support to families and students in order to be in school and on-time every day. He monitors the data and ensures our attendance policy is implemented with fidelity and works with the elementary attendance counselor to ensure K-12 continuity with families.

Vernon will continue to fund Center Road School Assistant Principal to provide intervention. Center road School continues to house district-wide programs for children with special needs. The assistant principal oversees these intensive programs enabling the principal to attend to teaching and learning throughout the school.

Vernon will continue to fund social workers to provide mental health support in the district’s neediest schools.

4. Culture and Climate Section

. Vernon will continue to fund psychologists to provide mental health support in the district’s neediest schools.

Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue to fund behavior coach to provide 1-on-1 coaching to classroom teachers at Maple Street School in classroom management and to provide workshops to the new teacher cohort.	<ul style="list-style-type: none"> • 10% Reduction in # of student referrals • 90% of teachers being supported by the behavior coach will have positive impact on student engagement as measured by the behavior coach. 		X	X	X
2. Truancy/Residency counselor, building staff, and CO staff monitor attendance monthly at building and district level. The truancy officer provides much needed support to families and students in order to be in school and on-time every day. He monitors the data and ensures our attendance policy is implemented with fidelity and works with the elementary attendance counselor to ensure K-12 continuity with families.	<ul style="list-style-type: none"> • Continue to monitor and report on student attendance monthly with a goal of 95% for all schools. 		X	X	X
3. Continue to fund Center Road School Assistant Principal to provide intervention. Center road School continues to house district-wide programs for children with special needs. The assistant principal oversees these intensive programs enabling	<ul style="list-style-type: none"> • 5% decrease in behavior and academic interventions provided. 		X	X	X

4. Culture and Climate Section					
the principal to attend to teaching and learning throughout the school.					
4. Continue to fund social workers to provide mental health support in the district's neediest schools.	<ul style="list-style-type: none"> # of behavior and support structures implemented. 		X	X	X
5. Continue to fund psychologists to provide mental health support in the district's neediest schools.	<ul style="list-style-type: none"> # of behavior and support structures implemented. 		X	X	X

5. Operations Section		
<p>Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Extended learning time <input checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input checked="" type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____
<p>Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.</p>		
<p>The newly acquired student management and assessment systems will be in place by August 1. With these new systems the district will look to streamline processes and make student achievement data more accessible. One of the conditions of purchasing a new assessment system is that it is interoperable with our new student management system and will improve our teachers and administrators access to student data. The district will continue to advance a data review cycle at the district, school, and grade/subject levels with a focus on staff collaborating and analyzing data to inform instruction to meet the needs of individual students. The new system will also enable the district to better analyze the enrollment of new students, transferring students, and students movement to and from magnet schools and the impact on student achievement.</p> <p>Common planning time is scheduled for all elementary and middle school classroom teachers with a goal of increasing the opportunity to plan collaboratively at the high school level as well. Teachers will meet during that time in inquiry teams to discuss assessment results, student work and ultimately determine the strategies they will use to improve student learning.</p> <p>Vernon Public Schools recognizes the need for technology as an instructional tool and is striving to increase accessibility for our students. As part of this plan we have created a tiered system of appropriate technologies and are working on a 5-year plan of implementation. A key aspect of this plan is to install wireless network/internet access in all of our buildings, with the middle school planned for 2014-15 and the elementary schools in 2015-16. We currently have a BYOD program at our high school, which has a robust wireless system, and are working on developing teachers’ capacity to utilize this capability to the fullest. Our tiered plan calls for iPads in grades K & 1, SmartBoards in grades 2-5, a mix of SmartBoards and LCD projectors in the middle school, and primarily LCD projectors in the high school. The district is currently considering a 1-1 program at the high school, with an implementation date within two to three years. A key piece of this plan is to ensure that teachers are appropriately trained and supported in the use of these technologies to enhance teaching.</p>		

5. Operations Section					
Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Implement new student management system and assessment system.	Installation by mid-August, 2014	X			
2. Professional learning on new systems.	# of opportunities for hands-on workshops, training of trainers model, and webinars for teachers to support their use of the new student management system.	X	X	X	
3. Wireless installed in Vernon Center Middle School.	Completed by June 2015	X			
4. Continue with common planning periods at all schools to promote collaboration among grade levels and departments at all levels.	<ul style="list-style-type: none"> • 90 % of teachers who teach the same grade level or course with common planning time will meet a minimum of once per week 		X	X	X
5. Monitor magnet school enrollment. Publicize district improvements and create marketing strategy.	<ul style="list-style-type: none"> • Decreasing magnet school enrollment. • Survey students/parents leaving and returning from magnet schools. 	X	X	X	X
6. Purchase and/or distribute 5 iPads for every K-1 classroom. Train teachers in the use of iPads in a “centers” model. Review and install math and ELA apps which support literacy and numeracy and can be customized to the needs of individual learners.	100% of iPads distributed. Ten (10) additional PL opportunities offered. Admin observation and data collected on 80% of teachers using the technology	X			

5. Operations Section					
<p>7. Purchase and install 41 Smartboards to ensure that every 2-5 elementary core classroom has one.</p>	<ul style="list-style-type: none"> 100% of Smartboards installed and used by teachers on a regular basis. Walkthrough data on themes observed regarding Instructional techniques/lesson plans 	<p>X</p>			



6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School B	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

Each fall, the Vernon Public Schools engage in a collaborative process to revise the district improvement plan. Likewise, each of our seven schools develops a school improvement plan which is completely aligned with the three goals set by the Vernon board of Education. The three goals encompass family and community engagement, increasing academic achievement and supporting all learners to achieve at high levels, and ensuring the physical, emotional, and mental well-being of all children. The Alliance District grant plan is completely aligned with the Board's three goals. Every initiative included in the Alliance District grant plan is included in the district and/or school improvement plans.

This past year, in addition to the one elementary school that had a well-established School Governance Council, each of our other six schools developed and implemented a School Governance Council (principal, teachers, parents, and community members). It is the job of each Council to review and provide input into each school improvement plan as well as to review the results of the plan throughout implementation. Information from the Council meetings is shared with the district's senior leadership team and informs decisions about the Alliance District grant plan. The high school principal has a parent advisory group that also provides feedback on the progress towards achievement of the school improvement plan, again aligned with the Alliance District grant plan.

Each school's building leadership team met this winter to generate ideas for new initiatives and to determine the continuity of current initiatives in the Alliance District plan for 2014/15. These ideas were presented to the district's Administrative Council, a group of twenty administrators, who discussed the viability and the alignment of each initiative to determine what would be proposed to the Board of Education for discussion, approval, and inclusion in the Year 3 Alliance District Plan.

Throughout the implementation of the Alliance District grant plan all of the above named groups, councils, and teams will be involved in ongoing monitoring (and adjusting, if necessary) of the Alliance District grant plan. The quarterly updates provided to the CSDE on Vernon's progress are shared and discussed and many people have input into the writing of those quarterly updates.



PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
1.3. Educator evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
1.4. Professional development/coaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
1.5. School leadership development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
1.6. Retention of top talent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.3. Comprehensive assessment system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.4. Data-driven instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.6. SRBI and academic interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
3.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
3.3. Wraparound strategy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
Operations:					
7.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
7.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
7.3. Scheduling and extended learning time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
7.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	L
7.5. Technology integration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
7.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L

B. Statement of Assurances

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

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “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.

2) (a) 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, mental retardation 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. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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



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

Superintendent Signature:

Name: *(typed)*

Title: *(typed)*

Date:

C. PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

Briefly describe the district's proposed approach to extend school hours. Please answer the questions 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.

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

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

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

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

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

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

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.

Projected School and Student Participation:

Instructions: Pursuant to 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 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect 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, CMT, 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:

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

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$

CODE	OBJECT	Amount
890	<p>OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.</p> <p>UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.</p>	\$
940	<p>INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.</p> <p>UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.</p>	\$
	TOTAL	

D. PSD Summer School Grant

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

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)

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

3. **Criteria for establishing the curricula for the summer program**

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered

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.

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	\$



CODE	OBJECT	Amount
	UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	