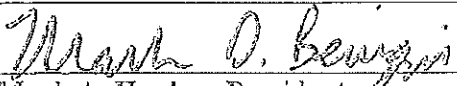
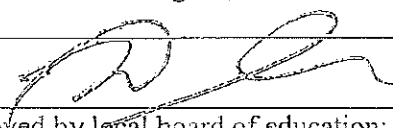


Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

Name of District:	MERIDEN PUBLIC SCHOOLS				
Name of Grant Contact:	Robert J. Angeli, Associate Superintendent				
Phone:	203-630-4185	Fax:	203-630-4417	Email:	robert.angeli@meridenk12.org
Address of Grant Contact:	Meriden Board of Education 22 Liberty Street Meriden, CT 06450				
Name of Superintendent:	Mark D. Benigni, Ed.D.				
Signature of Superintendent:					
Name of Board Chair:	Mark A. Hughes, President				
Date:					
Signature of Board Chair:					
Date:					
Please indicate if plan approved by local board of education:	<u>Pending Approval</u>				
Date of Approval:	_____				
If not, please indicate date at which plan will be presented to local board of education: Tuesday, August 21, 2012					
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.					
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.					

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

Meriden Public Schools has embraced an innovative and progressive continuous improvement system that is founded on collaboration and staff development. These initiatives were designed to improve educator practices within the district leading to improved student performance and closing the achievement gap.

Our system includes the following initiatives:

- **District and School Alliance Plans:** These plans identify and organize improvement priorities, connect student achievement to adult behaviors, support creative district and school initiatives, increase class rigor, and promote higher student expectations.
- **Meriden Assessment System:** Developed and revised by teachers and the Research and Evaluation Office, our assessment system consists of three online components: the Meriden District Assessments (MDA), Critical Reading Exercises, and Key Concepts.
- **PLC/Data Teams:** The district provides increased students' instructional time and an additional hour for teacher collaboration and data sharing.
- **Matched Vertical Score Growth Models:** These growth models measure individual student growth over time, and compare data by class, grade, school district, and state averages. Data are used to provide support and professional development for our staff.
- **Peer Coaching/Learning Walks:** This collegial model was designed for observing, collaborating, providing feedback, sharing classroom strategies, reflecting, and improving student outcomes.
- **Leadership Academy:** Capacity is built at all levels of our organization by engaging teacher leaders and aspiring administrators in a specialized training program. Conducted in collaboration with the Connecticut Association of Schools, the district is developing leaders who are prepared to address our district's goals and initiatives.
- **Teacher/Administrator Dashboard:** The dashboard displays teacher/administrator attendance, classroom discipline referrals, and student assessment data. This personalized dashboard uses the same gauges used to evaluate student performance, attendance, behavior, and academic performance.
- **Family-School Liaison Team:** Led by a Family School Liaison Coordinator with four family-school liaison staff members, the team facilitates proactive family engagement; provides creative student and staff supports; fosters positive school, home, and community relationship; and plans creative student and family engagement events.

- Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

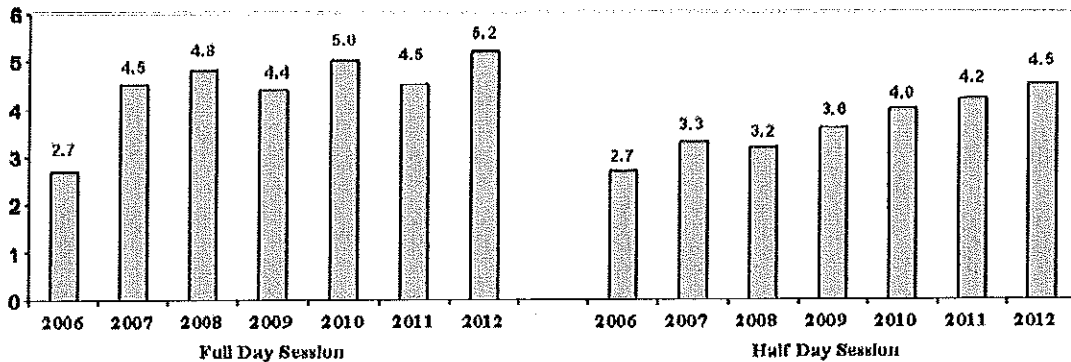
The rationale for the selection of each of the district's prioritized initiatives is described as follows:

Strengthening Fundamental Program in K-3.

We are expanding Full-Day Kindergarten from one school to all children in the district. Data from John Barry Elementary School, which was the only school with a Full-Day Kindergarten Program, show that Barry's Full-Day Kindergarten students performed higher on the DRA2 by the end of Kindergarten than any of the other elementary schools (DRA Book Level for John Barry Full-Day Kindergarten was 5.19 compared to District DRA Book Level 4.0). This is especially noteworthy since John Barry has the highest rate of poverty in the district. With implementation of Full-Day Kindergarten, it is essential that the successive grades "raise the bar" to increase rigor. To this end, we are revising curricula to incorporate the Common Core State Standards (CCSS) within the K-5 Language Arts and Mathematics curricula.

Full-Day Kindergarten is an integral element in strengthening our K-3 program. The extended time that a Full-Day Kindergarten provides allows the district to implement a more comprehensive and rigorous curriculum, especially in the areas of reading, writing and math. The revised kindergarten curriculum in reading consists of print concepts, phonological awareness, phonics and word recognition, and fluency. The foundational skills mapped out by month and week are taught through explicit instruction and within the context of shared reading and writing. Comprehension instruction consists of close reading of fiction and nonfiction texts, as well as explicit lessons based on social studies and science themes. Small skill groups and guided reading groups reinforce foundational skills and comprehension based on student need as evidenced by assessment data. Our kindergarten math curriculum encompasses values of numbers 0-100, addition and subtraction and geometry. By providing kindergarten students with a strong foundation in reading and math, we are ensuring their success in subsequent grades. Curriculum changes in kindergarten will lead to curriculum revisions in subsequent grades, thereby, strengthening our K-5 instructional program. This will result in raising student achievement in Meriden. See Table below: Average DRA Scores by Full and Half-Day Kindergarten

Average DRA Scores by Full and Half-Day Kindergarten



Over the past seven years, the students attending the Full-Day Kindergarten program at John Barry School consistently achieved higher DRA scores than those students who attended the districts Half-Day Kindergarten program. The students attending the Full-Day Kindergarten program also had higher percentages of minority and poverty. These data have led to expanding Full-Day Kindergarten to all children.

While Meriden's 2012 CMT scores in reading for grade 3 are the highest they have been in 5 years (48.9% at/above proficiency in 2008 compared to 57.7% in 2012) Meriden students remain considerably below the state level. Data on the 2012 CMT show that 57.7% of Meriden's third graders performed at/above proficiency

compared to 74.5% of third graders at/above proficiency on the state level. We have recently implemented an intervention block of time within the regular school day across all of our eight elementary schools. Our focus will be to monitor the fidelity of instructional practices and intervention strategies across the district with a number of common assessments.

Professional Development will be job embedded and include coaching and modeling from reading teachers, math coaches and a science facilitator. There will be ongoing follow-up by the reading teacher at grade level workshops to support strategies presented by Lesley University consultants and other experts in the field. Additionally, the CT Center for Change will provide expertise in Learning Walks. This expertise will be part of the actual experience of conducting Learning Walks and will include principals, teachers, supervisors and Central Office administrators. Our Language Arts and Math Supervisors will provide inservices on our contracted days and our five district one-hour early release Thursdays. Peer Coaching is another avenue for job-embedded professional development as peers observe each other's classrooms and gain additional insights into their teaching practices.

Additional Learning Time

The Meriden Public Schools is below the state average in instructional time as reported on the Strategic School Profiles. Based on the 2010-2011 Strategic School Profile, Meriden reported 944 hours of instruction at the elementary level compared to 968 hours at the DRG level and 987 hours at the state level. The AFT Innovation Grant for Casimir Pulaski School increases instructional time by 270 hours per year. Our Saturday Enrichment classes for 4th & 5th grade students is another way for the district to provide hands-on activities outside the normal school day. We also have submitted an EOI Time Collaborative Grant to examine staggered teacher scheduling and the feasibility of expanding staggered scheduling to other elementary schools.

Talent Strategy

The work by the district requires that teachers, in addition to administrators, assume leadership roles. We have found that previous efforts in the areas of leadership capacity-building, such as instructional associates and entry level administrative positions, have generated a number of successful internal applicants for administrative positions within the Meriden Public Schools. Looking to further increase our capacity to build leadership, we have initiated a Peer Coaching Model and a Leadership Academy. With the advent of the Leadership Academy, we have been able to hire teachers from this group into entry level administrative positions.

Provisions For Cooperation/Coordination With Early Childhood Education Providers

To ensure students enter Kindergarten with the necessary skills and knowledge, we have strengthened our collaboration with the School Readiness Program providers. From this collaboration and a needs assessment to be conducted in the fall, the Meriden Public Schools will provide inservice and on-site consultation to preschool providers in Meriden. We have also provided professional development for our head start program and our school readiness providers.

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

The Meriden Public Schools has a comprehensive system of tracking student progress using Power School, the district's student information system, and Inform, an academic data analysis software program. Inform provides immediate results to guide instruction and offers graphic representation used by teachers and administrators. Meriden's performance targets and indicators of personnel activities are listed below:

1. Meriden's Annual Performance Targets from 2012-2013 to 2016-2017 for the District Performance Index (DPI), DPI: Student with Disabilities, DPI: Eligible Free/Reduced Lunch, DPI: Black, DPI: Hispanic, DPI: ELL, DPI: Reading, DPI: Writing, DPI: Writing, DPI: Math, and DPI: Science are indicated on page 5.

Meriden Public Schools 5 Year Performance Targets

Indicator	Baseline DPI (3 Year Average)	Annual Performance Targets				
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
District Performance Index (DPI)	63.5	65.5	67.6	69.7	71.8	73.9
DPI: Students with Disabilities	30.7	33.7	36.7	39.7	42.7	45.7
DPI: Eligible Free/Reduced Lunch	55.6	58.3	61.1	63.9	66.7	69.5
DPI: Black	58.0	60.5	63.1	65.7	68.3	70.9
DPI: Hispanic	53.5	56.4	59.3	62.2	65.1	68.0
DPI: ELL	29.6	32.6	35.6	38.6	41.6	44.6
DPI: Reading	59.7	62.0	66.4	68.4	70.8	73.2
DPI: Writing	66.4	68.2	70.1	72.0	73.9	75.8
DPI: Math	69.1	70.7	72.4	74.1	75.8	77.5
DPI: Science	57.8	60.4	63.0	65.6	68.2	70.8

2. The DRA2 is administered twice a year (winter/spring) to Kindergarten students. Kindergarten students attending Full-Day Kindergarten, on average, will increase two DRA2 book levels over the previous year's half-day Kindergarten students.
3. The modified DRA Word Analysis Tasks are used for progress monitoring in Kindergarten. The tasks measuring Letter Identification, Letter Sounds, and Sight Words are administered three times during the school year. Each of the three administrations has its own cuts scores for achievement levels. All beginning Kindergarten students will move from the lowest achievement level to the highest for achievement levels during the school year.
4. The Meriden District Assessment (MDA), which has progress monitoring scale scores within each grade level, is administered two times in Grade 2 and three times in Grade 3. It is expected that 10% of students in Grades 2 and 3 will increase across levels of proficiency bands based on September to May student performance.
5. The DRA2 is administered three times in grades 1, 2, and 3. All students in grades 1, 2, and 3 will increase on their DRA2 book levels by 10% over the previous year.
6. The district will implement a rigorous and viable K-12 curriculum with instructional strategies incorporating the CCSS. Curricula documents appear online.
7. The district has a three-tiered data team structure with a District Data Team, School-wide Data Teams and Instructional Level Data Teams. The District Data Team, chaired by the Associate Superintendent for Instruction, meets monthly to review student achievement data. Liaisons from the District Data Team attend School-wide Data Team meetings and report on their progress. This Data Team structure is the primary mechanism for monitoring our Alliance District Improvement Plan.
8. The district will oversee the implementation of leadership development strategies.

9. The Teacher/Administrator Dashboards will display data which show the impact that staff members have had on student achievement. The same gauges we use for our students, attendance, discipline/referrals, and academic achievement, will be used for our teachers.

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

Reform initiatives will interact/coordinate with other funding as follows:

Title I, Part A funds Meriden's K-5 Language Arts Supervisor, partially funds K-12 Math Supervisor, several elementary reading teachers and two math coaches. Title II A, Part A funds several class size elementary teachers as well as partially funding technology support. Title III, Part A funds the support of an ESOL teacher who works in one of our review schools. Priority School District Grant partially funds Instructional Associates who work with our Data Teams as well as reading teachers and additional technology support. Our Extended School Hour Grant supports tutoring efforts in our elementary schools and enrichment activities held after school. Summer School funds both an existing Kindergarten Summer School for at-risk students and a mandated DRA Summer School for existing students in grades 1, 2, and 3 who are below the benchmark in reading proficiency.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

The District Data Team is comprised of teachers and administrators from elementary, middle, and high school levels including representatives from the Meriden Federation of Teachers (MFT), the Meriden Association of Administrators (MAA) along with Central Office administrators. A subcommittee from the District Data Team was formed to rewrite the District Improvement Plan. This subcommittee met monthly throughout the year to review, discuss and revise the District Improvement Plan. This plan became the basis of our Alliance District Plan. The Meriden Federation of Teachers has been consulted about the district's Alliance District Plan and strongly supports our plan.

To promote collaboration, the MFT and MAA leadership are invited once a month to meet with the Central Office team, and monthly meetings are held with both elementary and secondary administrators where these initiatives were discussed. Central Office building level administrators and MFT teachers attended together the conference by AFT on Expanded Learning Time which led to Casimir Pulaski's Elementary Schools Expanded Learning Time model. Similarly, a team from Central Office, the Board of Education and MFT recently presented at the joint U. S. Department of Labor/U. S. Department of Education Conference in "Collaborating to Transform the Teaching Profession" in Cincinnati, Ohio. The Board of Education approved the expansion of Full-Day Kindergarten and has been kept informed of other initiatives through presentations at sub-committees and regular Board meetings.

MERIDEN PUBLIC SCHOOLS

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: Option #1: Strengthening fundamental program in K-3.

The Meriden Public Schools is committed to strengthening fundamental K-3 programs in reading and mathematics. Our purpose is to have students performing within the goal range on the CMT in reading and math by the end of third grade and to close the gaps between subgroup populations. Meriden is a high needs urban district with two-thirds of students entering school unprepared for kindergarten. Key strategies to be implemented in this initiative will be the expansion of Full-Day Kindergarten, increasing K-3 curriculum rigor, providing professional development to improve reading achievement of K-3 students; engaging parents in the education of their children and implementing school redesign plans for Hanover, John Barry and Roger Sherman Schools. These strategies have proven effective in improving reading achievement scores on DRA2 and CMT. Data results show that kindergarten students in the only elementary school with Full-Day Kindergarten significantly outperformed their peers on the DRA2. This reform will be measured by performance targets #1, 2, 3, 4, and 5 listed on pages 4/5.

Five Year Strategies and Implementation Steps:

1. Implement Full-Day Kindergarten across seven elementary schools
2. Revise K-3 curriculum in reading and math to increase rigor and relevance
3. Provide professional development in reading and math to improve instruction
4. Engage parents in home-school activities facilitated by the Family School Liaison Department
5. Refine SRBI to ensure appropriate tiered interventions
6. Continue to improve data collection and analysis
7. Monitor the fidelity of implementation of instructional strategies within the classroom.
8. Continue work with ACES CCSS Collaborative
9. Develop and implement school redesign plans for Hanover, John Barry and Roger Sherman Schools

Year 1 Implementation Steps Description:

1. Implementation of Full-Day Kindergarten:
 - A. Rewrite kindergarten curriculum to incorporate CCSS(reading and math)
 - B. Provide professional development in instructional reading strategies with Lesley University consultants
 - C. Hire: 14 FTE(s) kindergarten teachers, 14 FTE(s) paraprofessionals, .5 FTE reading teacher, and 1 FTE math coach
 - D. Purchase Smart Boards, instructional materials, furniture for all 34 Full-Day kindergarten classrooms
2. Implement new K/1 reading and math curricula
3. Continue to revise K-3 curriculum in reading and math to incorporate CCSS
4. Establish appropriate home-school activities through Family School Coordinator and principal collaboration
5. Provide Professional Development with Lesley University consultants for K-3 teachers
6. Contract with Center for School Change to provide training in Learning Walks
7. Improve data team work by providing CALI in-service for instructional data teams
8. Implement school redesign plan for Hanover Elementary School

Years of Implementation: Year 2 Year 3 Year 4 Year 5

MERIDEN PUBLIC SCHOOLS

Key District Initiative				
Please copy/paste template on the following pages for each additional reform initiative.				
New or Existing Reform?	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Existing		
Overview: Option #2: Additional Learning Time				
<p>The Meriden Public Schools and The Meriden Federation of Teachers (MFT) collaborated to receive an American Federation of Teachers (AFT) Innovation Grant to expand learning time at Casimir Pulaski School for the entire school population. Beginning in 2012-2013, the school day will be extended 90 minutes to include three components: Nutrition and Fitness, Literacy, and STEM. A healthy breakfast will be provided for all students. MFT teachers, as well as staff from non-profit community agencies, will provide instruction and programming. A Planning Committee will be researching and planning for the implementation of staggered teacher scheduling as a more cost effective option with the expectation that this staggered scheduling will be extended into other schools. Expanded learning time for instruction will result in increased student achievement as measured by performance targets #1, 4 and 5 listed on pages 4/5.</p>				
Five Year Strategies and Implementation Steps:				
<ol style="list-style-type: none"> 1. Implement expanded learning time at Pulaski School for entire school population. 2. Establish Planning Committee to study and research staggered scheduling as a more cost-effective option with technical assistance requested from the National Center on Time and Learning. Planning Committee will consist of the Superintendent and Central Office team, MFT President and 12 teachers which include MFT Executive Board Members, Pulaski teachers and three teacher liaison representatives from other Meriden schools. 3. Implement staggered scheduling model at Pulaski for the entire student population as a pilot to determine if any modifications are needed. 4. Establish School-based Planning Committees at John Barry and Roger Sherman Schools to plan how to tailor staggered scheduling to their respective schools. 5. Implement similar staggered scheduling models at two to three other elementary schools, namely John Barry and Roger Sherman Schools 6. Expand Saturday STEM Academy for 4th and 5th graders for two sessions to 3rd, 4th, and 5th grade students for four sessions. 7. Expand Enrichment program for 8th graders located at Middlesex Community College for two sessions to 6th, 7th, and 8th grade students for four sessions. 				
Year 1 Implementation Steps Description:				
<ul style="list-style-type: none"> • Implement expanded learning at Casimir Pulaski Elementary School • Establish a Planning Committee to study and develop a staggered schedule for implementation in 2013-2014 • Expand Saturday STEM Academy and Middlesex Community College Enrichment Program 				
Years of Implementation:	<input checked="" type="checkbox"/> Year 2	<input checked="" type="checkbox"/> Year 3	<input checked="" type="checkbox"/> Year 4	<input checked="" type="checkbox"/> Year 5

MERIDEN PUBLIC SCHOOLS

Key District Initiative	
Please copy/paste template on the following pages for each additional reform initiative.	
New or Existing Reform?	<input type="checkbox"/> New <input checked="" type="checkbox"/> Existing
Overview: Option #3: Talent Strategy	
<p>The Meriden Public Schools is committed to professional development of teachers and administrators to build leadership quality within the district to advance programming in a significant way. To this end, the Meriden Public Schools has implemented a Peer Coaching Program, a Leadership Academy and an informal Principal Mentor Program. Positive feedback from the Meriden Federation of Teachers and the Meriden Federation of Administrators has led to expansion and revision of these and other programs. Increased focus on developing instructional leaders and sharing best practices, will lead to improve student achievement as measured by performance targets 1, 2, 3, 4 and 5 listed on pages 4/5.</p>	
Five Year Strategies and Implementation Steps:	
<ol style="list-style-type: none"> 1. Redesign new hired Teacher Orientation to provide more support during first year of teaching 2. Refine Peer Coaching model for teachers and administrators to provide time for more feedback and collaboration 3. Refine Leadership Academy to make inservice more relevant and effective 4. Establish a new Principal/Mentor Program 5. Provide Instructional Associates with training tailored to their position/needs 6. Refine Administrators' Retreat 7. Rewrite Teacher Evaluation Plan (PEAC) during year two 	
Year 1 Implementation Steps Description:	
<ol style="list-style-type: none"> 1. Provide administrators with professional development at two day Administrators' Retreat in August 2012 2. Implement New Teacher Orientation 3. Refine Peer Coaching with training to start earlier for both teachers and administrators 4. Refine Leadership Academy related to project work starting earlier 5. Collaborate with Connecticut Center for School Change to develop and implement a new Principal/Mentor Program 6. Collaborate with Connecticut Center for School Change to develop a specialized training program for Instructional Associates 	
Years of Implementation:	<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 3 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 5

MERIDEN PUBLIC SCHOOLS

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: Option #4: Provisions for cooperatlon/coordination with early childhood education providers

The revision of the Full-Day Kindergarten to incorporate CCSS, along with increased instructional time, has resulted in a more rigorous Kindergarten Program. The Meriden Public Schools has strengthened collaboration with preschool providers to ensure that students entering kindergarten have the necessary skills and knowledge to be successful in kindergarten. Last spring, the Meriden Public Schools held two inservices; one for Headstart and one for School Readiness Program providers which laid the foundation for future collaboration. Improved preschool programming will be measured by performance targets 2 and 3 listed on pages 4/5.

This collaboration will foster increased articulation between the district and preschool providers. By providing inservice, an outreach literacy team, visitations, and peer coaching (kindergarten teachers paired with preschool teachers), we will enhance the preschool curriculum to address those skills necessary for preschoolers to be successful upon entering Full-Day Kindergarten.

Five Year Strategies and Implementation Steps:

1. Meriden Public Schools will conduct needs assessments in collaboration with the School Readiness Program
2. Director of Curriculum, Language Arts Supervisor and Math Supervisor in collaboration with the School Readiness Program will establish workshop topics and schedule
3. An Early Literacy Instructional Team consisting of the Language Arts Supervisor and two Reading Teachers will be established to provide on-site consultation to providers
4. Our Special education staff and family school liaison team will also be available to support Preschool providers
5. Establish Preschool/Kindergarten Peer Coaching Model

Year 1 Implementation Steps Description:

1. In the fall, the Meriden Public Schools will develop and conduct a needs assessment in collaboration with the School Readiness Program
2. The Meriden Public Schools will organize and conduct a minimum of three workshops related to early literacy strategies and kindergarten expectations
3. An Early Literacy Instructional team will be established to provide on-site consultation

Years of Implementation: Year 2 Year 3 Year 4 Year 5

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p>Thomas Hooker School</p>	<p>SPI 85.7</p>	<p>Leadership: *Experienced principal</p> <p>Instruction/Teaching: District inservices</p> <p>Effective Use of Time: * SRBI intervention block *Literacy block of time *Math block of time</p> <p>Curriculum: Revising K-5 curriculum to incorporate CCSS</p> <p>Use of Data: *CALI training for Data Teams *Continuing weekly release day for Data Team collaboration *Common assessments</p> <p>School Environment: District implementation of Climate Surveys for students, staff and parents</p> <p>Family and Community: Family School Liaison Coordinator and four staff members provide outreach to parents</p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>Benjamin Franklin School</p> <p>Nathan Hale School</p> <p>Casimir Pulaski School</p> <p>Israel Putnam School</p> <p>Lincoln Middle School</p> <p>Washington Middle School</p> <p>Maloney High School</p>	<p>SPI 65.6</p> <p>SPI 66.5</p> <p>SPI 66.6</p> <p>SPI 65.2</p> <p>SPI 66.2</p> <p>SPI 61.4</p> <p>SPI 55.4</p>	<p>Leadership: Principals will participate with CT Center for School Change in Leadership Training. Leadership Training will be differentiated based on Tier 2 and 3 school needs.</p> <p>Instruction/Teaching: Math coaches will provide support to Tier 2 schools in specific weak areas; Tier 3 schools will receive more time for coaching across whole schools. Additional Literacy support will be provided to Tier 3 schools. Learning Walks will be conducted quarterly in Tier 2 schools and monthly in Tier 3 schools.</p> <p>Effective Use of Time: Extended School Hours Grant funds for Saturday Academy will be allocated on a tiered basis.</p>

			<p>One of our review schools received a state K-3 Literacy Grant to strengthen intervention strategies to improve reading for subgroups of ELL and special education. Best practice as a result of this model will be disseminated to elementary schools in Tier 2 and Tier 3. Literacy block of time and SRBI intervention. Math block of time. AFT Innovation Grant awarded to Pulaski for extended learning time will serve as a model for possible dissemination to other schools in Tier 3.</p> <p>Curriculum:</p> <p>*Revising K-5 curriculum to incorporate CCSS *Grade 8-12 curriculum restructured from 5 to 2 levels at the high schools and from 3 to 2 at the middle schools *Common assessments include key concepts and critical reading exercises</p> <p>Use of Data:</p> <p>Disaggregated data provided by district related to increased rigor of the college preparatory courses (academic and accelerated at both levels) CALI Training for Data Team</p> <p>School Environment:</p> <p>District implementation of Climate Surveys for students, staff and parents. Results analyzed to provide support where needed.</p> <p>Family and Community:</p> <p>Family School Liaison Coordinator and four staff members provide parent outreach</p>
<p>Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the</p>	<p>Hanover School John Barry School Roger Sherman School Orville Platt High School</p>	<p>SPI 61.2 Focus School SPI 54.9 Review School SPI 62.4 Review School SPI 56.8 Review School</p>	<p>Leadership: _____</p> <p>Instruction/Teaching: _____</p> <p>Effective Use of Time: _____</p> <p>Curriculum:</p>

CSDE (as measured by the School Performance Index and 4-year graduation rates).	School	Review School	Curriculum: <input type="text"/> Use of Data: <input type="text"/> School Environment: <input type="text"/> Family and Community: <input type="text"/> Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.
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A. Interventions in Low Performing Schools

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Hanover Elementary	Grades Served: K-5	# of Students: 625
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div data-bbox="245 1037 1312 1157" style="border: 1px solid black; padding: 5px;"> <p>Based on local assessment data and standardized data, students categorized as English Language Learners, Hispanic students and Economically Disadvantage students underperform compared to the rest of the students. Specifically, Grade three ELL students substantially underperform compared to the school and district average.</p> </div> <p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div data-bbox="245 1226 1312 1318" style="border: 1px solid black; padding: 5px;"> <p>Students in this subgroup are underperforming due to limited growth in English language development and basic mathematic content retention. Recent 2012 CMT data show that only 6.8% of ELL students were at proficiency in Reading in grade 3, and no ELL student met goal at this grade level.</p> </div>		
Performance Targets¹		
<p>a. How will the district measure the success of the intervention?</p> <div data-bbox="245 1381 1312 1535" style="border: 1px solid black; padding: 5px;"> <p>With the new positions aimed at supporting the students in these subgroups, supplemental curriculum benchmarks and assessments will be created to monitor the growth of these students. Common assessments will be established to assess language development. Intervention and support aimed at accelerating the learning of these students will take place with the expectation that they can master the grade level content and perform better on standardized tests.</p> </div> <p>b. How will the district monitor school progress?</p> <div data-bbox="245 1604 1312 1778" style="border: 1px solid black; padding: 5px;"> <p>Several strategies will be used to monitor school progress. Monthly meetings will take place between the Director of Curriculum and Content Supervisors in Mathematics and Language Arts to ensure fidelity of implementation of the plan and provide ongoing support. Further, student performance data will be monitored and disaggregated by Dr. Alvin Larson, Research and Evaluation Specialist. The district data team liaisons to Hanover Elementary School will attend school and instructional data team meetings. Additionally, teams of teachers and administrators will conduct learning walks.</p> </div>		

¹Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

Areas of School Redesign

What actions will the district and school take to ensure:

- a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

Hanover School has been under the direction of CT's 2012 National Distinguished Principal, who also has a degree in Bilingual/Bicultural Education. The supports in place also include ongoing collaboration from the Bilingual Supervisor and other key Central Office Supervisors who have collaborated in the plan for Hanover's school redesign. This plan focuses on three areas: Restructuring service delivery, providing teacher training and support, and revisiting benchmark assessments.

- b. That teachers are effective and able to deliver high-quality instruction?

Reallocation of staff provided two new full time certified positions to work with the Bilingual and Special Education students. These positions will focus on the needs of the students and teachers within the program. Teachers will receive ongoing support and coaching. One of the positions will also focus attention on providing professional development in research-based effective teaching strategies including Sheltered Instruction Observation Protocol. A newly created math coaching position will be assigned part-time to Hanover.

- c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

Hanover School will continue to offer an extended day program until 6PM for these targeted students under the 21st Century Community Learning Center (CCLC). Intervention blocks scheduled within the school day and data facilitator meeting time during the school day will be increased in the 2012-2013 school year. Teachers will have weekly Professional Learning Community (PLC) time for data team work, professional learning, and instructional conversations aimed at addressing student disparities.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

K-3 curricula are being revised to incorporate the Common Core State Standards (CCSS). A full day kindergarten curriculum will be implemented as the new program is rolled out in the district. Curricular enhancements aimed at supporting ELL students will be developed with the support of the district ILA, Math and Bilingual Supervisors.

- e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

Weekly PLC blocks for teachers will continue to focus on student performance, teacher professional learning, and data analysis. The Literacy Team will also meet monthly to monitor the progress of these subgroups. The existing School Wide and grade level instructional teams will continue to meet to assess instructional strategies aimed at addressing the performance of the ELL, Special Education, Hispanic, and Economically Disadvantaged students. Grade level facilitators will have an additional 1.5 hours of collaboration time weekly to address the underperformance of students and implement strategies to support their growth. Staff will receive the updated CALI training for data teams.

- f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Hanover has implemented Positive Behavior Intervention Supports (PBIS) for seven years and participates annually in the district parent, student, and teacher climate survey. Recent data suggests that the climate at Hanover School is positive and conducive to student learning. Specifically, office referral data are promising and shows signs of effective classroom management.

- g. That ongoing mechanisms are in place which provide for family and community engagement?

A Bilingual Family School Liaison staff member is home-based at Hanover School. Additionally, a Parent Partnership Data Team exists to support and enhance the work of the Parent Teacher Organization. Regularly scheduled events such as the First Day Celebration, Multicultural Celebration, Senior Buddy Readers and parent open houses contribute to the partnership with families and the community.

Funding

- a. How much funding will be made available for the interventions in this school?

The equivalent of 2.5 teachers and one Special Education paraprofessional will be allocated to support the efforts under this application.

- b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Alliance District funding, BOE funding, and Title 1 funding will be used for this purpose.

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools

- Please list the subset of low performing schools that will be part of the Phase II cohort.

Hanover Elementary School, John Barry Elementary School, Roger Sherman Elementary School and Orville Platt High School

Data Examination

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?

Office of Research and Evaluation will meet with administrators and teachers to identify data sources required and facilitate the analysis and interpretation of data. Liaisons from the District Data Team will work with principals from low performing schools, regularly attend their Schoolwide and Instructional Data Team meetings and help identify resources needed to improve data team practices. There is an expectation that each of the schools will send a team of staff members to the CALI Data Team module. These teams will provide professional development and support their respective faculties.

Diagnosis

- What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

The district uses Climate Surveys for 1) students, 2) staff (teachers and administrators) for 3) parents. These surveys are attached. The "Meriden School Climate for Students" is an online survey and is opened twice a year (this year it will be mid September to early October) and again in Mid-April through May. Students in grades 3-12 are offered an opportunity to participate.

Access to computers is provided for parents who do not have computers at home. There is a special feature on the Student Climate Survey which alerts district staff to potential harmful situations.

To coincide with the increase in rigor and the collapsing of the secondary class levels, the Meriden Public Schools has contracted with the College Board to provide PSATs for all 10th and 11th grade students. We utilize the test results to actively identify and recruit students for enrollment in AP courses. Beginning in the 2012-13 school year, we will use College Board's new assessment tool, ReadStep, to help determine college readiness of our 8th grade students.

• Which person(s) will be responsible for conducting the needs assessments?

Dr. Alvin Larson, Director of Office of Research and Evaluation, will be responsible for conducting the needs assessment. Meriden's School Climate Surveys (Student, Staff and Parent) have been piloted and revised over the past two years. Most of our research has been with the student survey data which has demonstrated construct validity and sub-scale reliabilities of over .70. This unique student measure has three purposes: (1) a measure of school climate, (2) a behavioral screen and (3) a rapid response to critical student psychological problem through "trigger emails". We are already partnering with UCONN on the student survey and a research manuscript is in development (Gage, N. A., Larson, A., Sugai, G., & Chafouleas, S. (2013 proposed). *Student perceptions of school climate as predictors of office discipline referrals: A latent class Poisson regression analysis*). Two of the primary exploratory factors of the student survey are (1) Teachers Motivate & Care and (2) Expectations of Caring Adults. The staff survey has similar demonstrated reliability and validity and the primary factors are (1) Well-Behaved Students and (2) Supportive Administration. The primary factors of the parent survey are (1) Caring School Promoting Academics and (2) Home Support. These three surveys have common themes of "caring adults" and "academic expectations". The second demonstrated factor of the Staff Survey (Supportive Administration) could be utilized as one measure of administrator effectiveness. The primary factor of the Parent Survey (Caring School Promoting Academics) could also be utilized as a measure of school success by the community. The School Climate Survey for Students was piloted in June 2011. Based on these data, the survey was slightly revised and shortened. The survey is on-line and will take about 10-15 minutes for students to complete.

STAFF

- Factor 1: Well-Behaved Students
- Factor 2: Supportive Administration
- Factor 3: Major Student Problems
- Factor 4: Teachers Care & Work Hard
- Factor 5: Fair Discipline Policy
- Factor 6: Parental Support
- Factor 7: ---

STUDENT

- Teachers Motivate & Care
- Expectations of Caring Adult
- Home Support for Schoolwork
- Students (not) Mean to Me
- Respect Differences
- Friends to Talk About Problems
- Students (not) Being Mean to Others .

PARENT

- Factor 1: Caring School Promoting Academics
- Factor 2: Home Support
- Factor 3: Student (not) Behavior Problems
- Factor 4: Parental Involvement

Goal Setting

- How will you provide support for schools in the goal-setting process?

The district will share its Alliance District Plan online with district staff and will be reviewed during the Administrators' Retreat in late August. The Central Office team will continue to meet with principals and appropriate committees to review and discuss appropriate goals to meet the needs of students to improve achievement levels.

Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

- Interventions must be scientifically research based
- Interventions must meet the needs of the targeted student populations
- Interventions should be timely and cost effective
- Interventions should address adult practices

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

Curriculum Supervisors will work with administrators and staff to identify these interventions with the potential to lead to increased students performance. Central Office administrators will assist in the monitoring of fidelity of implementation.

Planning for Implementation

- How will you support schools in the development of comprehensive implementation plans?

Schools will identify the necessary resources for implementation and review these resources with Central Office administrators. The district will provide support through release days, substitutes and appropriate materials.

Monitoring

- How will you monitor schools to ensure that interventions are implemented?

Central Office and the District Data Team will review the School Intervention Plans and meet monthly with the principal and appropriate groups to discuss and gather feedback. Teams of administrators and teachers will be established and will receive training in learning walks.

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

Meriden's Online Assessment system provides both benchmark and interim common assessments that can be used to measure student growth over time. Meriden uses a vertical scale growth model which depicts student growth by school, classroom and teacher. These data results will also be analyzed to determine improvement in student achievement.

Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Spring 2012 – Inform principals of status as a review school
September 2012 – Principal of Roger Sherman and John Barry School will establish committee to develop a School Redesign Plan
Sept/Oct 2012 - Review School Climate Surveys and additional academic assessments to determine needs of school
Nov/June 2013 – Development of initial School Redesign Plan for Roger Sherman and John Barry School
Jan-June 2013 - Final Redesign Plan for Roger Sherman and John Barry School
Fall 2013 - Begin School Redesign Plan for Platt High School to be completed by June, 2014

1. Key Initiative Budget Summary

8/31/2012

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Strengthening Fundamental program in K-3		\$0	Full Day K: Rewrite CCSS (reading and math curriculum) (#1A)	\$6,500	\$6,500
2. Strengthening Fundamental program in K-3		\$10,000	Professional Development K-3 (#1B,5,6,7)	\$18,500	\$28,500
3. Strengthening Fundamental program in K-3	Full Day K: Additional Staffing: 15.5 Teachers and 7 Paraprofessionals (#1C)	\$1,398,650	Full Day K: Additional Staffing: 7 Paraprofessionals (#1C)	\$154,000	\$1,552,650
4. Strengthening Fundamental program in K-3	Full Day K and Grade 1: Purchase Smartboards and Instructional Materials (#1D)	\$125,000		\$100,000	\$225,000
5. Strengthening Fundamental program in K-3		\$0	Revise K-3 Curriculum with CCSS (reading and math) (#3)	\$3,750	\$3,750
6. Strengthening Fundamental program in K-3	Family School Coordinator: Establish Appropriate Activities (#4)	\$3,000	Family School Coordinator: Establish Appropriate Activities (#4)	\$3,000	\$6,000
7. Strengthening Fundamental program in K-3		\$0	Implement School Redesign Plan: Hanover Elementary School Extended Day (#8)	\$40,000	\$40,000
8. Strengthening Fundamental program: Focus School Hanover Elementary School	Focus School Redesign Plan : 0.5 Reading Teacher Special Education Teacher 0.5 Math Specialist .35 Bilingual/ESOL Teacher	\$188,705	Focus School Redesign Plan: Hanover Elementary School .65 Teacher Positions (#8)	\$52,195	\$240,900
7. Strengthening Fundamental program:		\$0	Turnaround Support Literacy Support Specialists; (1)Platt HIS and (1)Roger Sherman	\$50,000	\$50,000
9. Additional Learning Time	Expand Saturday STEM Academy and Middlesex Community College Enrichment Program	\$3,556	Expand Saturday STEM Academy and Middlesex Community College Enrichment Program	\$5,000	\$8,556
10. Additional Learning Time		\$0	Expanded Learning: Casimir Pulaski Elementary School	\$150,000	\$150,000
11. Talent Strategy	New Teacher Orientation Program (#2)	\$12,000		\$0	\$12,000
8. Talent Strategy	Peer Coaching (#3)	\$9,000		\$3,500	\$12,500
12. Talent Strategy	Leadership Academy (#4)	\$20,000		\$10,000	\$30,000
13. Talent Strategy		\$0	Administrators' Retreat (#1)	\$20,000	\$20,000
14. Talent Strategy		\$0	Principal/Mentor Program (#5)	\$30,000	\$30,000
15. Talent Strategy		\$7,500	Instructional Associates' Training (#6)	\$4,500	\$12,000
16. Provisions for cooperation/coordination with early childhood education providers	Organization and conduct a minimum of three workshops (#2)	\$0		\$3,500	\$3,500
	Total	\$1,777,411		\$654,445	\$2,431,856

2. Key Initiative Budgets for Alliance District Funding

8/31/2012

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Strengthening Fundamental Program in K-3

Element	Positions	Amount
Personal Services-Salaries	24.85	\$1,088,955
17.85 Teachers; 7 Paraprofessionals		
Personal Services-Benefits	24.85	\$498,400
17.85 Teachers; 7 Paraprofessionals		
Purchased Professional Services	0.00	\$10,000
Lesley University		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$3,000
Property	0.00	\$125,000
Grade 1 SmartBoards		
Other Objects	0.00	\$0
Total	49.70	\$1,725,355

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$1,110,734	\$1,132,949	\$1,155,608	\$1,178,720
Personal Services-Benefits	\$538,272	\$581,334	\$627,840	\$678,068
Purchased Professional Services	\$10,000	\$10,500	\$11,025	\$11,576
Purchased Property Services	\$0	\$0	\$0	\$0
Other Purchased Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$129,375	\$133,903	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,788,381	\$1,858,686	\$1,794,473	\$1,868,364

2. Key Initiative Budgets for Alliance District Funding

8/31/2012

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Additional Learning Time
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Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$3,556
Middlesex Community College		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$3,556

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$105,000	\$107,100
Personal Services-Benefits	\$0	\$0	\$45,000	\$48,600
Purchased Professional Services	\$4,556	\$5,556	\$6,556	\$7,556
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$4,556	\$5,556	\$156,556	\$163,256

2. Key Initiative Budgets for Alliance District Funding

8/31/2012

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Talent Strategy

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$28,500
CCSC and CAS		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$8,000
Property	0.00	\$12,000
IPADS		
Other Objects	0.00	\$0
Total	0.00	\$48,500

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$29,498	\$30,530	\$31,598	\$32,704
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$8,000	\$8,000	\$8,000	\$8,000
Property	\$12,420	\$12,855	\$13,305	\$13,770
Other Objects	\$0	\$0	\$0	\$0
Total	\$49,918	\$51,385	\$52,903	\$54,475

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	0.00	\$0	

4. Budget for Total Alliance District Funding

District: 080

Town Code: 080

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	\$1,088,955
200	Personal Services/Employee Benefits	\$498,400
300	Purchased Professional and Technical Services	\$42,056
400	Purchased Property Services	\$0
500	Other Purchased Services	\$0
600	Supplies	\$11,000
700	Property	\$137,000
890	Other Objects	\$0
	TOTALS	\$1,777,411

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: MERIDEN PUBLIC SCHOOLS ALLIANCE DISTRICT PLAN

THE APPLICANT: Mark D. Benigni, Ed.D. HEREBY ASSURES THAT:

Meriden Public Schools

(insert Agency/School/CBO Name)

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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: Mark D. Benigni

Name: *(typed)* Mark D. Benigni, Ed.D.

Title: *(typed)* Superintendent of Schools

Date: August 3, 2012

Addendum to Meriden Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring: The district will work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Training session attendance: The district will deploy central office staff to attend periodic CSDE training and support sessions related to Alliance District implementation.

Signed,


Superintendent of Schools