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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Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
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25 Industrial Park Road
Middletown, CT 06457
860-807-2071

Year 3 Alliance and Priority School District Consolidated Application

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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:
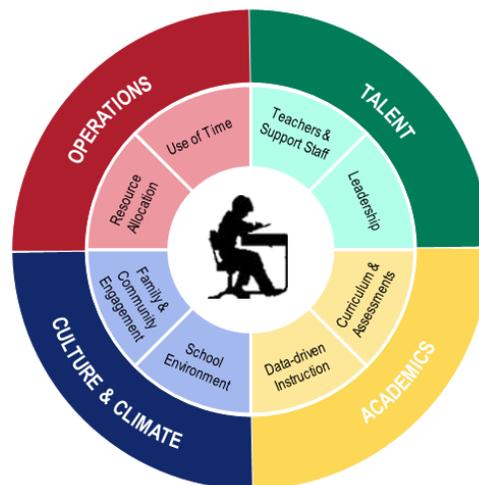
1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

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:

<div align="center">

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

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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):		
East Haven School District		
Contact Person:	Contact Title:	
Erica Forti	Assistant Superintendent	
Telephone:	Email Address:	
203-468-3262	eforti@east-haven.k12.ct.us	
Street Address:	City:	Zip Code:
35 Wheelbarrow Lane	East Haven	06513
Local Board Approval of Plan:	PSD:	
☐ Yes ☒ No May 13, 2014	☐ Yes ☒ No	
Name of Superintendent:		
Dr. Portia S. Bonner		
Signature of Superintendent:		Date:
		April 11, 2014
Name of Board Chair:		
Mr. John Finkle		
Signature of Board Chair:		Date:
		April 11, 2014

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. Ensuring all schools have a full- time math coach and reading teacher	Hiring additional math coaches and reading teachers to ensure every school has adequate support for the implementation of the CCSS
2. Benchmarking and Assessment System	East Haven has used the Amplify mCLASS benchmarking and progress monitoring system in grades K-5 for 3 years. This has provided data to drive data team meetings at all levels and monitor student growth towards indicators of early literacy success, provide definitive reading levels, and comprehension skills.
3. Comprehensive Evaluation System	East Haven developed and implemented a CSDE approved evaluation plan. 100% of our evaluators were trained and passed the online TeachScape proficiency examination. We are on track to have 100% of certified staff evaluated per plan guidelines by June 2014. The committee will meet in early May to begin revisions in order to resubmit the plan for 2014-2015 CSDE approval.
4. Retention of Top Talent	East Haven has very low teacher turnover. Of those most talented teachers, as identified through the teacher evaluation plan, we only lost one out of 318 staff members and it was due to a shorter commute based on her home location. 100% of our staff is highly qualified.
5. Positive Behavior Management	East Haven has now implemented PBIS in all 9 schools using a phase in model over the past 3 years. SET evaluations indicate all schools operating PBIS in an effective manner. However, data suggests the need to focus more on defining tier II and III behavior interventions and systematic ways in which to monitor behaviors for individual students.

6. Data-Driven Decision-Making	We established a district-level data team this year to ensure a 3-tiered system of accountability inclusive of school and instructional data teams. The district data team met monthly to monitor the progress of school based data teams and looked at student growth and progress with a focus on reading and math in grades 3-5.

Growth Areas:	Explanation and Data to Substantiate:
1. Common Core-aligned Curriculum and Academic Rigor	We have been working on revising/writing curriculum units to ensure alignment to the CT Core Standards. We have trained a leadership team to push all existing CT Core Standard aligned units/curriculum into the ATLAS system. We will be running analytic reports to ensure that there are no over or under representation of standards. Our next level of work includes the ATLAS curriculum leadership team training all staff to use this technology system to access all curriculum, plan and prepare with common lesson templates, upload resources and develop assessments. We are also in need of a more comprehensive benchmarking system that is computer adaptive as well as intervention software so that there is a layered assessment system aligned to all taught standards capturing data at all levels (district, school, classroom, student)
2. Support for Special Populations	Classroom teachers are challenged in meeting the needs of special education and ELL students in the general education classroom. The rigor of the CCSS has challenged classroom teachers to utilize differentiation and effective ways in which to close significant gaps in learning and achievement. Due to the elevated rigor of the new LAS assessment, and it being administered electronically, we anticipate fewer ELL students meeting exiting criteria thus elevating the number of ELL student requiring in classroom support and appropriate services.
3. Technology Integration	Upon the receipt of the CSDE technology grant, we will be moving to a one-to-one Chrome Book initiative in grades 3-8. It is our desire to move this model to grade 9 and continue to phase-in until we are one-to-one in grades 3-12. Staff is at different levels of technology readiness relative to appropriate integration into teaching and learning. As such, we will provide supports and training that effectively enhance learning experiences aligned to the CCSS and Smarter Balanced claims. We will also seek to begin to expand our certified media specialists to ensure all students have access to media centers under the guidance and instruction of a certified media specialist.
4. SRBI/Academic Interventions	SRBI structures and tiered behavior/academic interventions are in place at every school. However, we need to develop a common process, system for documentation, and equitable structures across grade-level bands (K-2, 3-5, 6-8, 9-12).

5. Fidelity in curriculum implementation	We have worked on providing job-embedded PD to support teachers in the key instructional shifts required under the CT Core Standards. Through evaluation experiences and related data, this must be layered with conversations around unit implementation and lesson development, via monthly grade-level meetings, as well as leadership team walkthroughs to ensure fidelity of curriculum implementation and common understanding of effective instructional practices as defined by our evaluation framework.

2. Talent Section

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.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ **Educator evaluation and support systems**	N/A – PSD funds cannot be used to support talent-related initiatives.	☐ Recruitment and human capital pipelines ☐ Hiring and placement processes ☐ Professional development/coaching ☐ School leadership development ☐ Retention of top talent ☐ Other:_____

Summary: Briefly describe the district's talent-related reform priorities, as indicated above.
- **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.

This reform priority will enable us to gather observational data around effective practice and respond to the growth area identified in the CSDE Alliance site visit related to how PD can be more effectively differentiated and embedded to meet the needs of schools, student subgroups, and individual educators.

The District utilized the TeachScape platform to assist in the management of the new evaluation plan tied to Danielson's Framework for Teaching. The evaluation system assists in monitoring the fidelity of curriculum implementation, academic rigor, and effective instructional practices. Evidence of implemented best practice and strategies are explicitly linked to components of Danielson's Framework for Teaching. The framework ensures all certified staff is held to well-defined and consistent standards of practice. The framework is used for a wide range of purposes, from meeting novice teacher needs to enhancing veterans' skills. Given teaching has so many variables and complexities; the framework becomes a roadmap structured around a shared understanding of teaching and effective practice. The framework has enabled us to establish a common language of practice, one that includes communicating about excellence. All teachers are able to receive valuable feedback from their evaluator and learn from one another to enrich their own teaching because the conversations and feedback are organized around a common framework. It is through these very serious, professional conversations around the framework components that effective practices are validated, and areas for growth are identified for any teacher in any setting.

2. Talent Section

The data generated from administrators' observations has informed professional development needs as administrators collect evidence, tag it to the framework components, and score it accordingly. Reports generated from the TeachScape platform indicate a variety of necessary professional growth experiences. Indicated below are the percentages of teachers scoring at the developing or below standard level on the following framework components:

29% - Component 3b: Using Questioning and Discussion Techniques

22% - Component 3c: Engaging Students in Learning

15% - Component 3d: Using Assessment in Instruction

The District will address the above in two ways:
1. Provide a series of monthly building-based meetings (staff/faculty) to gain a deeper understanding of the observable components within Domains 2 and 3. We will utilize the TeachScape training videos and structured facilitated conversations to review each component in Domains 2 and 3 in detail. This will include viewing classrooms with evidence at the developing, effective, and exemplary levels. Staff will identify the critical attributes at each level and understand what implementation of the component looks like at each level of identified performance.
2. Highlight these components in job-embedded PD experiences focusing on the implementation of the CCSS (lesson study, coaching/modeling sessions/co-teaching models) to ensure teachers understand how to effectively operationalize in the classroom setting.

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. Continued training of TeachScape to support the revised implementation of the evaluation plan	100% of staff evaluated per plan guidelines 85% of staff at the effective of exemplary level		X	X	X
2. Provide PD on Domains 2 (classroom environment) and 3 (classroom instruction)	80% of evidence in domains 2 and 3 scored at the effective level - Teacher participation and satisfaction with PD		X	X	

2. Talent Section

3. Conduct high-quality effective evaluations	• 100% of administrators passing TeachScape calibration test		X	X	X
4. Ensure new staff (teachers and administrators) are trained and have hardware to access electronic evaluation platform (TeachScape)	• 100% of evaluations completed • 100% of new certified staff with hardware to access platform • 100% of new staff/administrators participating in PD/passing proficiency examination	X			
5. Analyze interim and formative student data to monitor teacher progress and attainment towards SLO	• 85% of teachers (at mid-conference) adequately progressing towards IAGDs using related classroom assessments • 85% of teachers meeting their SLO • Teacher participation in monthly 1-hour evaluation PD support sessions around SLO attainment		X	X	
6. Hire Human Resources Coordinator to provide higher levels of administrative support for the management of: o human resources, systems to identify/retain high-performing teachers o secure highly-qualified teachers in physics, languages, trades, and other shortage areas o Host induction/orientation for new teachers o Define a system for talent recruitment and retention	• 100% of vacancies will be filled with highly-qualified teachers • Individualized support plans for all teachers who do not meet proficiency under teacher evaluation system • Number of new teachers hired • Participation rates during orientation		X	X	X
7. Design District-wide or school-specific PD offering for 2014-15 based on school and teacher needs	• District and school-level PD topics aligned to teacher evaluation data and needs identified from walkthroughs, culture and climate surveys and student achievement data				X

2. Talent Section

8. Provide individualized professional growth on Teachscape components 3b, 3c, 3d, through high quality feedback from classroom observations, job embedded coaching/modeling, grade-level meetings, data team meetings	5% decrease in the percentage of teachers scoring at the developing or below standard level for these components				

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:
☒ **Transition to the CCSS and next-generation assessments**	☐ Dropout prevention ☐ Alternative and transitional educational programs ☐ Kindergarten program ☒ Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) ☐ Instructional technology	☐ **Supports for special populations** ☐ **SRBI and academic interventions** ☐ High school redesign ☐ 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.

While East Haven has Reading and Math curriculum tied to the CCSS, Priority 1 will provide an opportunity to engage in the next level of work that will ensure consistency and accessibility across the district. This work includes:

- Continuing to write, revise, and sequence curriculum units and assessments in alignment with the core standards
- Utilizing the Equip Tri-State rubric to: 1. Evaluate revised/newly-developed units, 2. Create an anchor set of exemplary units and/or lessons, 3. Ensure alignment to CT Core standards and exemplary instructional practices to support the key shifts
- Publishing curriculum units to the Atlas curriculum software platform and running an analytics report to ensure we have not under or over represented standards
- Creating common lesson and performance task templates in alignment with the Equip Tri-State Rubric and using these to build exemplary models within each unit

- Providing staff with PD and access to Atlas in order to contribute resources, lessons, activities, and assessments to each of the curriculum units
- Utilizing a lesson study approach to address the necessary ELA shifts required by the CCSS and provide collaborative experiences for teachers to engage in reflective practice and vet lessons against the Equip Tri-State Rubric
- Providing job-embedded professional learning experiences around the Core Standards key instructional shifts

The monitoring of the implemented taught curriculum will be done through the evaluation process and other systematic non-evaluative learning walks/walkthroughs, and processes (such as data team meetings, grade-level meetings, and lesson-study cycles) to gather information and data that will provide teachers with feedback and support to ensure consistent curriculum implementation translating into systemic change in adult practices.

The district will continue to create a balanced system of Common Core assessments. We currently utilize the mCLASS benchmarking and progress-monitoring system to assess foundational skills and text reading comprehension. We would like to pair this assessment system with a computer adaptive benchmarking system in grades K-12 to create a more aligned comprehensive benchmarking system that assess a wider range of standards and cluster of standards. Amplify mCLASS will continue to be used for text reading comprehension and DIBELS in grades K-5 as a continued progress monitoring system. We will then layer these assessments systems with intervention software in combination with our current SRBI practices.

K-3 core (Tier I) literacy program.

Curriculum: East Haven utilizes a comprehensive reading program titled StoryTown. Parallel to this program, we have strategically integrated CCSS aligned Units of Study developed through the ACES Curriculum Consortium that are sequenced into the program. The district follows Literacy How's phonological and phonemic reading sequence as aligned to the Haskins mastering reading instruction model which correlates to the CCSS foundational skills. New units, resources, and programming will continue to be added and appropriately sequenced in to ensure proper alignment to the CCSS.

Assessment: East Haven has revised all district-level assessments to ensure a more balanced system of assessments. K-3 assessments include DIBELS and a text reading comprehension benchmarking system utilizing the mCLASS software system, performance tasks, a variety of writing prompts representative of the CCSS writing requirements, Developmental Spelling Assessment, Sight-word assessments, and common end-of-unit assessments.

Instructional Materials: Words Their Way for word sorts, Dolch word list from pre-primer through grade 3, leveled and classroom library books, paired reading selections, grammar, spelling, and writing sequence, Empowering Writers as a supplement to writing units, Literacy How: Story grammar marker, phonological/phonemic awareness sequence, phoneme graphing & mapping.

Instructional Approaches: Literacy How Strategies: word house for syllable types, say-it/move-it/spell-it, whole group or small group, Center-based reading instruction blended with guided reading, direct instruction, small group focus area instruction. We have been piloting the daily 5 instructional model in some K-2 classrooms as well.

Tier II interventions: Delivered by classroom teachers, reading specialists, and trained literacy aides. A variety of materials are used for Tier II interventions based on individual student focus skill and identified need outlined in the student's individual reading plan. Some common materials used

are the wright group decodable books, letter recognition cards, picture cards for sound sorts, object sorts, tactile letter cards, letter/word/phrase fluency exercises, blending, leveled readers and decodable books for choral/eco reading. The identified focus area for each student drives the Instructional strategies utilized; the instructional strategies dictate which materials/resources are selected to support their instructional strategy.

Frequency of interventions: Classroom Teacher: 2-4 times a week within core instructional block**;** Reading Specialist: 3-4 times per week for 30 minutes in pull out setting**;** Literacy Aide: 3-4 times per week for 20-30 minutes in pull out setting.

Intensity of interventions: All Tier II interventions are done in small group settings with 3-5 students based on the group of student's identified need or skill. It is done in uninterrupted time blocks of 20-30 minutes.

Progress monitoring: Conducted through the mCLASS software system and includes progress monitoring of appropriate DIBELS measures based on student need. We also use Dolch sight words, letter ID/Sounds, phonics element, leveled/timed word/phrase and reading passage fluency, running records and any other measure aligned to identified focus area for student.

Tier II progress monitoring: Takes place every 2-4 weeks depending on skill and focus. Tier III progress-monitoring takes place every 2 weeks. We also progress monitor students utilizing district-developed tools that align to other district assessments identified in the attached district data sheets. Students not receiving Tier II or III interventions are also progress monitored by classroom teachers to ensure adequate growth towards the attainment of benchmark targets throughout the year. Progress monitoring results are used to adjust instruction as necessary, provide data to the SRBI monitoring team, and also shared with the Early Intervention Team for additional strategies or PPT referral. We also use the data to assist in adjustments in student grouping or providing students with more intensive interventions if they are not responding adequately. The results are also used to communicate student performance to parents.

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. Monitor the implementation of the core curriculum and provide academic supports for students in need of intervention • Hire two math coaches and one reading teacher to ensure every school has one full time math and reading individual to support effective core instructional practices though modeling and co-teaching	Conduct quarterly classroom walkthroughs with leadership team with a focus on fidelity to core curriculum implementation 8-10% of students below benchmark advancing at least one level on DIBELS. (from intensive to strategic or strategic to benchmark)	X	X	X	X

• Student needs identified and tiered interventions organized, scheduled, and provided at each school.					
2. Develop clear, coherent curriculum inclusive of comprehensive system of balanced assessments Recruit curriculum teams for curriculum writing	3-5 days during the summer per content area to be led by instructional leaders and K-5 reading and math specialists and coaches Fully articulated PreK-12 curriculum writing for ELA, math, and technology will occur every summer based on the curriculum review and revision cycle. Minimum of 2 teachers per grade-level to participate during curriculum writing 2 fully articulated curriculum units for ELA and math per grade level				X
3. Develop effective instructional practices focused around the CCSS instructional shifts and intentional differentiation practices in grades 3-8. • Job embedded PD	3 cycles of the ACES lesson study model across various content areas and grade-levels 1 completed lesson or performance task per cycle aligned to corresponding unit of instruction and posted to District curriculum in ATLAS Principals will collect evidence of effective instructional practices that were highlighted in lesson study model through observations with feedback at least one time occurring within the evaluation plan guidelines.		X	X	X
4. Provide administrators, teachers and reading specialists with deep levels of job embedded PD to expand reading knowledge relative to the CCSS and foundational skills	Elicit the services of Literacy How (consultant Wendy North) to provide ELA and writing PD through 16 job-embedded sessions around CCSS foundational skills and key shifts in writing		X	X	X

3. Academics Section

5. Principal collection of evidence of effective reading/writing practices relative to PD through walkthroughs and observations	70% of the reading teacher's work providing small group instruction and modeling will be collected by principals during observations.				
6. Utilize substitutes and UNH interns to provide consistent substitute coverage for teachers so that teachers are able to participate in all cycles of lesson study and Literacy How PD	10 Interns will be hired to provide full day coverage for teachers to participate in Literacy How throughout the school year	X	X		
7. Benchmark, progress monitor, and analyze student math and reading achievement and growth Purchase and utilize comprehensive software benchmarking and progress monitoring systems, (mCLASS/STAR)	95% assessment completion rate for beginning, middle, and end-of-year benchmarks 75% of all students in need of strategic or intensive interventions consistently progress monitored 80% of students making continuous progress towards assessment growth targets/benchmark goals		X	X	X
8. Utilizing Lexia software to provide growth targets and systematic/sequential interventions for students	80% of students making usage targets and making progress towards grade-level skills		X	X	X
9. Provide additional ELL supports for non-English speaking students by hiring an ELL teacher.	Expand Rosetta Stone licenses by 10 70% of students will demonstrate an increase in their LAS scale score in at least one domain.	X	X	X	X
10. Create a balanced ELL push-in model and build instructional capacity of classroom teachers through PD on sheltered instruction strategies Scheduled SIOP training	25 teachers participating Walkthrough and observation data reflective of sheltered instruction strategies 10% increase of students exiting ELL program 65% of students meeting LAS benchmarks		X	X	

3. Academics Section

11. Increase in the number of non-evaluative walkthroughs and formal evaluations inclusive of evidence of CCSS grade-level alignment and instructional practices that demonstrate instructional shifts necessary to support the delivery of the curriculum to provide evidence of P.D. needs	Number of non-evaluative walkthroughs 80% of relative observational evidence tagged as exemplary, effective or developing	X	X	X	X

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	☐ **Dropout prevention** ☐ Alternative and transitional programs ☐ **Instructional technology** ☐ Family engagement	☐ **Positive behavior management** ☐ Wraparound strategy ☐ **Attendance** ☐ **Graduation and dropout prevention** ☐ Other:_____

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

East Haven has taken a phase-in approach to implementing PBIS in all of its schools. All nine schools are engaged in year 2, 3, or 4 implementation work. We wish to strengthen school-based PBIS team's ability to identify and provide strategies for classroom teachers and individuals managing Tier II and III behavior interventions in a proactive manner. A common goal of the PBIS programming is to develop and implement PBIS-based initiatives that support a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion.

Tuttle, Ferrara, Momauguin and Joseph Melillo Middle School were required to establish school-based governance councils. The School Governance Councils have been serving in an advisory capacity and have assisted the school administration in analyzing school achievement data and school needs as they relate to the school's improvement plan, reviewing the fiscal objectives of the school's draft budget and advising the principal before the budget is submitted to the Superintendent, as well as, assisting the principal in making programmatic and operational changes to improve the school's achievement. Further work of the councils will include assisting in developing and reviewing the school improvement plan and advise the principal before the report is submitted to the Superintendent of Schools, work with the principal to develop, conduct, and report the results of an annual survey

of parents, guardians, and teachers on issues related to the school climate and conditions.

Over the past three years, an average of 15% of students are not earning 5 or more credits during grade 9. East Haven has had a 37% failure rate over the last three school years. Sixty percent (60%) of students who did not earn 5 credits in grade 9 in 2010-2011 have since withdrawn from EHHS. Previous 2 years -- approximately 30 failures per year. Many of these failures are due to chronic absenteeism. A Credit Recovery program was developed for grades 6-12 to assist students in restoring up to 2 credits lost from absences. Twenty (20) grade 8 students in need of more guided supports were identified and placed in a co-taught double-integrated SS/ELA block in grade 9. Students earn 2 credits for this course and we have all students on track for acquiring a social studies and ELA credit for this school year.

We currently have a freshman seminar in place for ELA and math in addition to the double block SS/ELA course. We offer after school credit recovery for both attendance and failure (only up to 2 credits in core areas) and have found this program to be successful. It was created as a result of a summer school program not addressing the level of rigor and alignment to the expectations defined in the school-wide rubric. The after school credit recovery has allowed students to remain accountable for demonstration of meeting standards aligned to the school-wide rubric through identified critical student work products specifically developed for the courses they take and may be failing. I just met with the ELA instructional leader to discuss her progress on her SLOs and her data set indicated that there will only be 15 freshman students not obtaining credit; eleven of which are due to excessive absences. This is down significantly from an average of 32 over the past three years.

The East Haven Public Schools intends to deploy Chrome OS devices as an integral part of ensuring that our students are college and career ready. Successful funding of the technology grant has allowed us to expand the scope of our deployment to include all students and certified staff, grades 3-8. This initiative will capitalize on our existing robust network infrastructure, existing systems for managing users and devices within Google, and our knowledge gained through administering Common Core Assessment pilot test last spring. Our expectation for device deployment is twofold: to have all students grade 3-8 +11 successfully participate in the Smarter Balanced Assessment this year, and in future years, and to drive the transition in classroom instruction to match the new set of research-based, globally competitive K-12 expectations defined by the CT Core Standards. The East Haven Public Schools adopted Google Apps for Education as the preferred system for document collaboration, sharing, and storage for students and staff. Pilot programs, coaching, and numerous professional development activities helped cultivate the "Google Culture" within our school buildings.

Our District has planned for rigorous, curriculum-aligned conversations between students and trained the teacher as a facilitator releasing the responsibility of learning on students so they meet the CCSS goal of independence. The goals of the new and enhanced experiences around teaching and learning below are designed to help students develop the skills of collaboration and presentation so that they can enact these skills independently through the use of technology:

1.   Implement online learning environments for all students in grades K through 12. These online learning environments will be hosted through our current Google Apps for Education deployment to enhance collaborative blended-learning that exposes and manages academic content, interactive/inquiry-based CCSS aligned curriculum.

4. Culture and Climate Section

2. Create opportunities that encourage students to think analytically, communicate clearly, and present appropriately in preparation to be college and career ready. The chrome books will ensure technology remains intentionally integrated into teaching and learning so students have opportunities to access and evaluate complex topics, write for a variety of audiences and purposes, and engage in inquiry-based investigations. In addition, students will develop digital portfolios that will demonstrate their mastery and understanding of curricular content and capture their growth along the CCSS learning progressions.

3.   Provide each student with complex and differentiated assessments coupled with clear, specific, and timely feedback. Effective and efficient assessment practices are required to provide meaningful instruction. We will use STAR and Reading 3D's advanced analytics to evaluate student comprehension and engagement in order to inform teachers of learner strengths and areas of improvement. These digital assessments will be computer adaptive (for selected response), include short and extended written response, include formal writing tasks, be technology enhanced, and mirror the complexity levels required by the Smarter Balanced Assessment.

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. Enable parents, school staff, students (where appropriate) and community leaders to work together to improve student achievement in the State's lowest performing schools	Established School governance councils 3 councils that meet on a regular basis. 65-70% of students meeting benchmark targets for ELA and Math.		X	X	X
2. Improve student academic and behavior outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes.	Implemented PBIS operational framework in all 9 schools. Decrease in behavior referrals by 20% at each school. All schools meeting 80% SET evaluation benchmark		X	X	X
3. Provide more consistent and equitable behavior supports and strategies to PBIS school-based teams	Hire Behavior Analyst		X	X	X

and SRBI teams to respond to difficult student behaviors in the general education classroom	Reduced number of behavior referrals by 20% at each school. 10% reduction in in/out of school suspensions				
4. Expand blended-learning platforms and course offerings by implementing a hybrid honors physics course.	15 students will enroll in hybrid honors physics course. 1 student will enroll in a blended-learning courses offered 90% of students successfully completing blended learning courses		X	X	X
5. Improve successful completion of 9th grade	80% of students entering credit recovery for attendance will restore credit through Attendance Recovery program		X	X	X
6. Decrease chronic absenteeism rate	Hire 1 Attendance/Truancy officer 20% decreased in chronic absenteeism rate		x	X	x
7. Increase staff knowledge on effective and intentional integration of technology into teaching and learning The ATLAS Leadership Team has completed training through webinars on the different functions of the program. The leadership team has already had initial PD on the program.	2 two-hour breakout sessions at district level professional development related to technology Quarterly data will be collected as a result of walkthroughs relative to integration of technology.		X	X	
8. ATLAS Leadership Team to provide PD on accessing curriculum for all certified staff	90% of certified staff utilizing ATLAS system		X	X	

5. Operations Section

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.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☐ **Extended learning time** ☐ **Use of technology** ☐ NEASC accreditation	☐ Budgeting and financial management ☐ School operations ☐ **Technology integration** ☐ Student enrollment and registration ☐ Other:_____

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

All East Haven schools will provide students with extended-day opportunities to expand the number of days, hours, and scope of services (inclusive of ELL support and behavior interventions) provided to students in a before- or afterschool setting. The program will target students in need of academic, language, and social/emotional interventions so that we can reach more students at a frequency and intensity level that makes a dramatic impact on their targeted needs at an accelerated pace. This will also include extended-day opportunities for ESL students to help accelerate their English language and literacy skills while ensuring content is comprehensible. Additionally, the extended-day will support a more student-centered approach of responsible decision-making through developing students' use of empathy and compassion. The extended-day program will serve as an extension to the regular school day and will support what students are expected to master in their regular school-day classrooms. This priority will enable us to coordinate our wraparound services to ensure a strong alignment with our reform strategies.

We will utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who need more academic or behavioral supports in an extended-day program. The principal, classroom teachers, support staff (reading teachers, math coaches), school psychologist and other key individuals will be part of the EIT that examines multiple measures of data to determine the students who participate in the extended-day program. This team will also assist in identifying the skills and content students will need the greatest support with.

We will use a collection of data sets such as high-stakes summative performance data and individual student performance indices, internal district assessments, and DIBELS next data to identify students in need of academic support. This data will pinpoint those students in need of skill-based literacy and math interventions (such as phonemic awareness, decoding, fluency, phrasing, fact fluency, number sense, counting & cardinality), as well as, interventions related to comprehension, writing, and problem-solving as aligned to the Common Core State Standards. While we will target students in most need of additional supports outside of the traditional school day, we will not discourage interested students who are performing at high levels from participating, as we remain committed to moving students across all performance bands.

5. Operations Section

Each school will have the opportunity to serve up to as many students as their school-based budget will support. Each school will get a set budget to organize the hiring of their coordinator and staff their program based on the number of students in attendance and supports/interventions needed to promote academic growth. Staff will be paid the homebound rate of $28.78 per hour. Programs will run 1.5-2 hours in length and 2-4 times per week.

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. All schools providing extended-day opportunities through a before- or afterschool program. • Program adequately staffed with hired personnel to work with students • Teachers utilizing necessary instructional materials, software, and resources to support student needs	• One extended day program in each of our 9 schools will be staffed with a coordinator • 75% of students who participate in the extended day program will make academic growth based on pre-/post-intervention data sets		X	X	X
2. Utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who need more academic or behavioral supports in an extended-day program • Students grouped based on identified need and making academic growth	• 10% increase in the beginning of year number of students who participate in extended-day program • Quarterly meetings between EIT team and extended-day coordinator		X	X	X
3. Maximize the number of students in attendance through offering transportation	• Attendance will increase by 75 students when compared to data from 2013-2014 due to the offering of transportation. We hope that of those		X		

5. Operations Section					
	students who attend, their attendance in the program is at 90%				
4. Develop data collection and reporting tools to monitor student attendance and academic/social or emotional growth	25% increase in student attendance. 15% decrease in student behavior referrals		X	X	X

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	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
School B	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☐ Alliance District Funding ☐ PSD Grant
Ferrara Elementary	Review	☐ Commissioner's Network ☐ High School Redesign Competition ☒ Alliance District Funding ☐ PSD Grant

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.

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.

The District consulted with the following stakeholder groups during the Year 2 Alliance application writing. Meetings and review of meeting minutes were used to review key initiatives and strategies outlined in the Year 2 Alliance application and feedback was gathered on the next level of work that could appear in the Year 3 application.

- **Building Principals** – Full-time math coaches and reading teachers to support math and reading instructional shifts, continuation of the lesson study model and expanding to other grades/content areas, continued use of Amplify mCLASS with revised text set for reading comprehension, revision of curriculum to reflect CCSS writing standards. More efficient and timely ways to conduct benchmark assessments

- **Director of Pupil Services** – Working with general education teachers to meet the needs of special education students in the general education setting. A bigger focus and training around co-teaching models.

- **Teachers** – Time to meet and plan collaboratively, more voice in the development of PD activities, continued development of a standards-based report card, opportunities for observing other teachers was valuable and would like to continue the lesson study model. District-wide grade level meetings

- **BOE** – Periodic updates regarding the monitoring of the strategic plan, stronger communication with parents and community, more frequent updates and presentations regarding programs and systems in place to move the District forward.

- **ELL Facilitator** –Hiring additional ELL teachers, helping to educate general classroom teachers on how to effectively differentiate for ELL students. PD on the Sheltered Instruction Observation Protocol

- **Instructional leaders** – Curriculum mapping, revised curriculum documents and cohesive assessment schedule, increased technology for higher levels of engagement, moving evaluation documents to electronic platform to collect data about instructional strategies and practices.

- **Reading and Math Coaches** – Time to meet with grade-level teachers, more effective ways to model for more than one teacher at a time, better qualified interventionists, more effective data teams, better ways to assess students use data, full-time math coaches in all buildings.

- **District PTO Committee** – Make report cards clearer and more comprehensive, provide information in English and Spanish, give parents more information on CCSS and how to support their children at home, positive feedback on the Wireless Generation reports, parents like the red, yellow, green coding and would like to know more about assessments and what they assess.

- **Teachers' Union** – Establishment of a District PD committee, a tool to make cross content connections, particularly in those areas that are departmentalized, more technology/software to support the before- and after-school programs

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	☒	☐	☐	☐	medium
1.2. Hiring and placement processes	☐	☒	☐	☐	medium
1.3. Educator evaluation	☐	☒	☐	☐	high
1.4. Professional development/coaching	☐	☐	☒	☐	high
1.5. School leadership development	☐	☐	☒	☐	medium
1.6. Retention of top talent	☐	☐	☒	☐	low
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	☐	☒	☐	☐	high

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	☐	☒	☐	☐	high
2.3. Comprehensive assessment system	☐	☐	☒	☐	medium
2.4. Data-driven instruction	☐	☐	☒	☐	low
2.5. Support for special populations	☐	☒	☐	☐	medium
2.6. SRBI and academic interventions	☐	☐	☒	☐	low
Culture and Climate:					
3.1. Positive behavior management	☐	☐	☒	☐	low
3.2. Family engagement	☐	☒	☐	☐	medium
3.3. Wraparound strategy	☐	☐	☒	☐	low
3.4. Attendance	☐	☒	☐	☐	high
3.5. Graduation and dropout prevention	☐	☐	☒	☐	medium
Operations:					
6.1. Budgeting and financial management	☐	☒	☐	☐	medium
6.2. School operations (e.g., facilities, transportation, food services)	☐	☐	☒	☐	low
6.3. Scheduling and extended learning time	☐	☐	☒	☐	low
6.4. Collaborative staff planning time	☐	☐	☒	☐	low
6.5. Technology integration	☐	☒	☐	☐	medium
6.6. Student enrollment and registration	☐	☐	☒	☐	low

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: **East Haven Public Schools**   HEREBY ASSURES THAT:

East Haven 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: _____

Name: *(typed)*   Dr. Portia S. Bonner _____

Title: *(typed)*   Superintendent _____

Date: April 11, 2014 _____

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	**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. **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	

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.	$
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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	