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

Connecticut State Department of Education

Stefan Pryor
Commissioner of Education

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 3 Alliance and Priority School District Consolidated Application

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PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

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

2. Alliance District Program Overview

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

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

3. Priority School District Overview

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

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

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

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

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

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

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

5. Application Instructions

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

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

6. Timeline Summary

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

7. Year 3 Reform Priorities

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

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

2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.

3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.
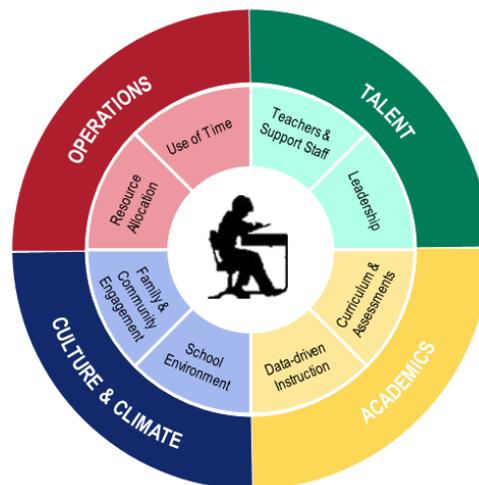
The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

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

8. Quarterly Monitoring Process

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

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;

2. **Quarterly Implementation Trackers:** Progress updates on the district's Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and

3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.

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

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

9. Questions

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

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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):		
Windsor Public Schools		
Contact Person:	Contact Title:	
Mary Anne Butler	Assistant Superintendent for Instructional Services	
Telephone:	Email Address:	
860-687-2000 extension 231	mbutler@windsorct.org	
Street Address:	City:	Zip Code:
601 Matianuck Avenue	Windsor	06095
Local Board Approval of Plan:	PSD:	
☐ Yes ☒ No	☐ Yes ☒ No	
Name of Superintendent:		
Craig A. Cooke, Ph.D.		
Signature of Superintendent:		Date:
		April 11, 2014
Name of Board Chair:		
Ms. Cristina A. Santos		
Signature of Board Chair:		Date:

2. Needs Analysis

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

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;

- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;

- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and

- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

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

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Talent	Completed 8 District Leadership Team calibration sessions on the new evaluation system, completed 9 administrators' PLCs to foster professional dialogue, completing year 2 of Windsor Leadership Academy with 12 district leaders, expanded Windsor University offerings in the areas of technology and instruction. 32 devices were purchased and distributed to administrators to support implementation of SEED.
2. Academics	BOE approval of 12 new CCSS aligned curriculums with 16 addition courses under construction and awaiting approval by June 2014. By the end of the academic year all K-12 core LA and mathematics courses will have been written, aligned and approved by the BOE as evidenced in year 1 and 2 Alliance Grant reports. Active monitoring of the implementation of curriculum data using a district wide trend tool at monthly DDT meetings with each classroom in core areas visited twice a month. Two hour embedded "Look Ahead Sessions" at the K-5 level every month in reading, writing and mathematics to facilitate curriculum delivery. (calendar on local drive)
3. Culture and Climate	PBIS technical support from EASTCONN delivered in a differentiated manner at all 6 buildings. Benchmarks of Quality Ratings Across Schools collected in fall and winter show advancement in implementation of PBIS. Current implementation indices OE at 59.3%, Clover at 78.6%, JFK at 69.2%, Poquonock at 79.9%, SPMS 94.7% and WHS at 36.5%.

4. Operations	Purchase and deployment of devices 126 to support instruction and assessment K-12. A minimum of two Professional Learning Community meetings per month at the elementary level in addition to monthly collaboration meetings. Weekly professional development blocks newly designed this year at the high school. After school homework clubs at the middle and high school levels.

Growth Areas:	Explanation and Data to Substantiate:
1. Talent	Work on calibration of administrators needs to continue as evidenced by a review using a protocol of formal observations from all schools and the difficulty administrators are having in meeting observation target deadlines with only 1 out 6 principals meeting deadlines.
2. Academics	Performance assessment development to align with CCSS and SBAC demands needs to continue. Curriculum development needs to continue based upon the lack of approved curriculum in specialty areas and also core science and social studies at the secondary level... Improved supports for under-performing subgroups of students including disabilities and English Language Learners need to be addressed. A revision of the reading program and use of LA block for grades 9 and 10 are planned at WHS. As evidenced by: subject area data: SPI for WHS in reading 62.3 with a target of 64.6, students with disabilities 33.7 with a target of 43.8 and overall subgroup performance of 42.1 with a target of 44.8 ELL performance at SPMS at 55.9 with a target of 60.6.
3. Culture and Climate	Continued technical assistance in the implementation and sustainability of PBIS at all 6 buildings based upon data collected by UConn specific to implementation. Current implementation Indices: OE at 59.3%, Clover at 78.6%, JFK at 69.2%, Poquonock at 79.9%, SPMS 94.7% and WHS at 36.5%.
4. Operations	This year 126 devices were secured through Alliance Grant funds to improve instruction. This afforded teachers to maximize use of computer based resources including ST Math, Raz Kids, Lexia, Discovery Education. Additional devices will be needed to support instruction and administration of SBAC during the 2014-2015 school year.

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.

Educator Evaluation: The district is providing professional development on a monthly basis to the entire administrative team on teacher evaluation. Several of the monthly sessions are calibration exercises using videos of Windsor teachers where administrators practice the collection of evidence to support their assessment of various indicators of teacher performance. Other professional development sessions center on targeted feedback through conversations with teachers at all performance levels. In Year 3 of the Alliance Grant this work will continue to ensure evaluators are providing timely and specific feedback to teachers to improve teaching and learning, especially in the areas of student discourse and critical thinking as documented in the new K-12 language arts and mathematics curriculums.

Professional Learning: The evaluation system informs the district about trends in professional development needs specifically in the promotion of student discourse, development of critical thinking skills in students, reading and writing instruction and effective use of embedded technology. The system allows evaluators at the building level to suggest personalized professional development to staff be it "in house" options, Windsor University sessions or outside opportunities.   The district currently has Professional Learning Communities operating at the elementary level and data teams operating at the middle school level which provide embedded professional development opportunities. The high school has a combination of structures including Professional Learning Communities and bi-weekly Thursday large group professional development meetings specific to school improvement goals around development of literacy skills across the content areas.

2. Talent Section

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. Continue administrative calibration training with UConn and through the use of protocols as proposed in the SEED document. Monthly exercises with the district team and random sampling by Central Office administrators of written observations for demonstration of use of evidence and specific feedback in 100 % of written evaluations.	By December 2014, 75% of observations will be graded highly calibrated and demonstrate effective use of evidence in written feedback. By May 2015, 95% of observations will be graded highly calibrated and demonstrate effective use of evidence in written feedback.	X	X	X	X
2. Establish timelines for administrative and teacher compliance with components of the evaluation system. Superintendent and Assistant Superintendent review principals' status on compliance with evaluation timelines through Protraxx reports and provide in person feedback every 6 weeks.	100% building principals being in compliance with the evaluation deadlines.	X	X	X	X
3. Training for new teachers	All new certified teacher hires will participate in training on teacher evaluation during the New Teacher Orientation, August	X			

	19, 2014.				
4. Assess status of teachers (proficient/exemplary versus developing/below standard for evaluation planning purposes Distribute 2014-2015 data for each building on teachers proficient/exemplary versus developing/below standard to assist in supervision and support of those scoring in developing/below standard ranges.	80% of those teachers scoring developing will move to proficient by June 2015.	X	X	X	X
5. Refresher training for teachers and administrators on goal setting (flexibility options)	Initial District Leadership calibration meeting in September will review flexibility guidelines and goal setting to ensure 100 % staff set appropriate goals by October 31, 2014.		X		
6. Recruit second cohort of mentors and mentees for Windsor Leadership Academy	Distribute applications and select 20 members for second cohort of the Leadership Academy with a developed program planned		X	X	X
7. Expand Windsor University offering to include Technology Camp and Google Certification cohorts at elementary and secondary levels.	Continued Windsor University offerings and add Tech Camp and Google certification options. Twenty secondary teachers and twenty elementary teachers are registered for Tech Camp and 90 % of those registered will complete the training. Twenty additional teachers will be funded for successful completion Google Certification.	X	X	X	X

2. Talent Section

	90 % PD satisfaction rate.				

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: behavioral and academic interventions at Sage Park Middle School and Clover Elementary School

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.

Common Core Strategy: By 2014 all K-12 LA core curriculum and three electives written and aligned to CCSS. Trend data to track curriculum implementation. Look Ahead Sessions will continue 2014-2015 with a focus on performance based assessments and integrated on embedded technology into the core program. English Language Learners will benefit from additional staffing at all buildings to support language acquisition and access to the CCSS aligned curriculums. Programming for students needing support in reading at the high school level, including students with disabilities, will be redesigned under the direction of a reading specialist from the University of Connecticut. The reading specialist will provide technical assistance to the reading teachers and grade 9/10 Language Arts teachers throughout the year to ensure fidelity of implementation of the new structures.

K-3 Literacy: For Year 3 of the Alliance Grant the Tier 1 vocabulary program in K will continue for the third year with targeted interventions at the Tier 2 level designed by the UConn reading specialists and administered by trained tutors. The Readers/Writers Workshop model is used K-3 and the CCSS aligned curriculum will be in the second year of implementation. All students (K-8) take the Measure of Academic Progress (MAP) test in the fall, winter and spring to track growth in language arts and

3. Academics Section

mathematics.   The literacy strategy employed K-3 provides more individualized instruction, additional time and increased expertise for students who are at risk of not meeting district benchmarks. The process is recursive and includes monitoring achievement in reading through district benchmark assessments, identifying student need levels based on specific criteria, collaboratively diagnosing reading areas of need and providing targeted instruction for students in small groups of 3-5 students for at least 30 minutes 3-5 times per week. This is in addition to the 90 minute Tier 1 ELA instructional block in an effort to accelerate student learning in 1-2 years. Areas of reading addressed in this process include print concepts, phonological awareness, phonics, fluency and comprehension including vocabulary development. Students are matched with an interventionist and appropriate resource(s) that will individualize instructional and practice opportunities. Through the use of aligned progress monitoring tools students can flexibly move between levels and exit the process. High school (9-12) student growth in reading is measured by the Accucess assessment administered in the fall, winter and spring. Results inform instructional practices as well as placements in core courses and placement in the Learning Lab for academic support. As of January 2015 two additional courses offered through the Air Force ROTC program will be available for high school students. Students who are in grades 9 and 10 have access to enrollment in a General Military course and upperclassmen in grades 11 and 12 will have a Professional Officer course and Leadership Lab available to them. Exact staffing and scheduling is still under development at this time.

The STEAM (Science, Technology, Engineering, Arts and Math) Initiative will be added to strengthen academic offerings and career connections district wide. The STEAM Coordinator will plan and implement programs/projects with a minimum of 200 students at the intermediate level beginning January 2015. Between January 2015 and May 2015, three projects will be completed.

The English Language Learners will receive increased direct instruction from certified TESOL teachers at the elementary and middle school levels. The teachers will be deployed more heavily at schools with higher numbers of ELLs (Sage Park Middle School and Oliver Ellsworth Elementary School) although an exact schedule has yet to be determined as staff has not been hired and end of year testing (LAS links/MAP) has not been reviewed to assess exact programming needs to accelerate language acquisition and academic vocabulary development.

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. UConn partnership with WHS to provide technical support to grade 9 and 10 teachers of English to implement the Readers Workshop model into the block. Contract secured with UConn for work for technical assistance with services continuing throughout the year.	Accucess results (grades 9 and 10) will show a 20% increase in students at goal from fall to spring. End of semester failures in LA grades 9 and 10 will decrease by 10 % from the academic year 2014.	X	X	X	X
2. UConn partnership with WHS to rework the reading classes that many students with disabilities are enrolled in. Contract secured with UConn for technical assistance with services	Accucess results (9-11) will show an increase of 20% of students at goal in each grade level from fall 2014 to	X	X	X	X

continuing throughout the year.	spring 2015.				
3. Expand after school targeted homework assistance at Sage Park Middle School. Additional hiring and scheduling of certified staff to assist students in the Summit program (intensive intervention after school by invitation) and homework club (open to all students).	Funding will provide over 400 hours of additional supplemental instructional support for students after school, three days a week beyond the existing program with 90% perfect attendance.	X	X	X	X
4. Continue after school homework club at WHS. Hiring and scheduling of certified staff and students for homework/tutoring after school 3 days a week.	Increase in student participation in after school tutoring by 10 % each quarter from fall to spring.	X	X	X	X
5. Hire 1.5 TESOL teachers to increase ELL services at Sage Park Middle School and all four elementary schools.	Hiring of additional 1.5 TESOL teachers will improve the subgroup performance on MAP with 90 % students showing growth from September to May. 80% of ELL students will meet performance targets and 100% will demonstrate growth.	X	X	X	X
6. Continue curriculum development in social studies, science and non-core areas with alignment to CCSS.	Approval of secondary curriculums in social studies, science. Approval of a minimum of 20 curriculums in non-core areas.	X	X	X	X
7. Continue development of performance based assessments 3-11 to align with CCSS.	Completion and implementation of a minimum of one performance based task grades 3-11 to align with CCSS and prepare students for SBAC.	X	X	X	X
8. Continued refinement of LA and mathematics curriculums at Look Ahead Sessions, team meetings and PLCs at all grades	Implementation will be monitored monthly by building and district	X	X	X	X

levels. Modifications to the dynamic components of curriculum documents to reflect continual improvement.	administrators through use of the trend tool. Data shared monthly at the DDT will demonstrate 100 % of the approved curriculum is being implemented.					
9. Implementation of Air Force ROTC program and curriculum at WHS.	Contract with ROTC contact and implementation of the program, January 2015. Student enrollment commencing in the spring of 2014 with current enrollment at 12 students and all student successfully passing the courses in the spring of 2015.				X	X
10. Technical support at the elementary level in area of special education instruction and articulation with general educators	One year Teacher on Special Assignment K-5 will monitor and provide guidance on the development of standard based goals and objectives in 100 % of IEPs. Improved specialized instruction will be evident through trend visits using the district trend tool demonstrating 100 % implementation of the approved curriculum.	X	X	X	X
11. Commence STEAM initiative to strengthen academic offerings and career connections district wide. STEAM coordinator position to plan and implement STEAM programs/projects commencing at the intermediate level in January 2015. 3 projects completed by May 2015 at the intermediate level with a minimum of 200 students participating.	90% of students will successfully complete the appropriate grade level STEAM project meeting guidelines set forth by the STEAM coordinator.	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.

Positive Behavioral Interventions and Supports
UConn professors (EASTCONN contract) will provide maintenance and sustainability for universal (Tier 1) PBIS efforts across all six schools. Some individualized supports to improve systems, practices and Baseline of Quality Scores at Tier II/III for Sage Park and Clover Street schools. Support for SPARK (alternative program) will continue to focus on developing and improving practices, systems and data-based decision making within the program.

Public Relations
The district retained First Experience Communications firm in the winter of 2014 to improve the public relations and the perception of the Windsor Public School System. Services are planned to continue in the upcoming year and include the preparation of quarterly district newsletters, rebranding of the school system, and the expansion of media communication including a district Facebook page.

Secure Equity/Excellence Technical Support
The district will set forth a Request for Qualifications to provide professional development and technical support in the area of accelerating student learning for all students PreK-12 by creating an environment of high expectations for all. The RFQ invites organizations with a proven track record of accelerating achievement for all students by training and supporting teachers in the use of culturally-relevant pedagogy and practices to develop positive relationships with all students while maintaining high expectations and enhancing achievement for all students.

Study Circles at Windsor High School
Windsor High School will begin using a Study Circles protocol developed by Montgomery County Schools in Maryland to address issues raised in the Equity and Excellence Review. The Study Circles Program addresses racial and ethnic barriers to student achievement and parent involvement by

4. Culture and Climate Section

engaging diverse staff, parents, and students in dialogue and problem solving. Groups of 12-15 participants work through a 12 hour process (in a variety of formats) to confront perceptions and beliefs, develop a shared understanding of the problem, and collaborate on actions that will impact attitudes, practices and policies. This is a new initiative to improve school and community communication and school climate.

Social Worker for SPARK Program
An on- site social worker will continue to provide support services and counseling to Windsor High School students enrolled in the SPARK program, an alternative education setting at the L.P. Wilson Center.

Wrap Around Services
A community service coordinator will continue to secure appropriate wrap around services including mentor matches to the most at-risk students at Windsor High School.

Community Based Transition Academy (CBTA)
Additional supports will be provided for the CBTA for young adults (8-21 years old) to engage in local work experiences outside of the educational setting. Alliance Grant funds will allow for transportation of students to the work place and for modest payments for their work there.

Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue contracted services through EASTCONN to provide differentiated technical support in all schools for the successful implementation of PBIS, including consistent practice in identifying minor versus major behaviors.	Decreases in major and minor referrals as collected monthly and reviewed by the DDT monthly. At least 80% teacher fidelity to PBIS as measured by office referrals and distribution of rewards.	X	X	X	X
2. Improve public relations and inform the community and general public about academic opportunities, programs, sports and student/staff achievements within Windsor Public Schools. Contract with First Experience Communications for services during the 2014-2015 school years.	Publication of quarterly district newsletters, updating/rework of the district/school websites. 30% increase in family participation in conferences and climate survey participation.	X	X	X	X

4. Culture and Climate Section

3. Secure a contract with an organization TBD to begin to address the Equity and Excellence recommendations through implementation of a professional development plan to create a K-12 learning environment with high expectations for all students.	Improved scores on the District Climate Survey in the social/emotional categories. 10% decrease in course failures.	X	X	X	X
4. Implement Study Circles to address recommendations outlined in the Equity and Excellence Study at WHS. Contract with Everyday Democracy for 2014-2015 school year.	80% participation rate in survey. Increased parent/family participation and improvement in ratings from 2013 as measured by the District Climate Survey in 2015.	X	X	X	X
5. Continue the services of an on-site social worker to counsel students enrolled in the alternative education setting known as SPARK.	20% decrease in discipline referrals to the program facilitator from spring 2014 to spring 2015.	X	X	X	X
6. Continue to provide wrap around services to "at risk" WHS students.	Review of attendance logs and behavioral/academic data for students receiving wrap around services to demonstrate 100 % making growth in behavioral/academic areas.	X	X	X	X
7. Provide additional supports for young adults through the CBTA program to provide additional work experiences in the community.	Provide transportation and stipends with a tracking of events and 100 % student participation in school/community work experiences.	X	X	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.

Efforts will continue to build the infrastructure to improve the use of technology to improve instruction, assessment and basic operations within the schools. Year 3 Alliance Grant funds will be used to add devices to the primary schools to accelerate student learning, streamline the administration of online assessments including MAP and maximize the access by students to brain based instructional tools including ST Math. Additional devices will allow teachers and curriculum specialists to enhance the new CCSS aligned curriculum and create new performance based assessments to prepare students for the live administration of the Smarter Balanced Assessment next spring.

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. Secure more devices for the primary schools to improve instruction and assessment. Purchase of 1 additional iPad cart with devices for each primary school.	Tracking of iPad use by sign out sheets to demonstrate 100 % of primary classrooms using the devices.	X	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
School C	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.

8. Stakeholder Engagement

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

The increased information from the State and early grant application has facilitated stakeholder engagement throughout the planning process this year. Windsor has been able to share its thoughts on the continuing Alliance grant with stakeholders throughout the district and seek detailed input. The following engagement has occurred to date or is scheduled to occur:

- The building leadership team discussed the grant during its deliberations on the preparation of the Superintendent's budget.
- The Interim Superintendent met with leadership of the Windsor Administrators and Supervisors Association on March 10, 2014 to discuss the grant. Input was sought and received.
- The Interim Superintendent met with the leadership of the Windsor Education Association on January 22, 2014 and February 24, 2014 to discuss the grant. Input was sought and received on both occasions.
- The Interim Superintendent and Assistant Superintendent for Instructional Services presented an overview of the Alliance grant to the Board of Education at its March 18, 2014 meeting.
- The Interim Superintendent met with the PTO Presidents on March 24, 2014 to discuss the Alliance grant and receive input.
- The Interim Superintendent, Board President and Chair of the Finance Committee met with the PTOs of five schools and the Windsor High School Governance Council to discuss the 2014/15 budget proposal and the 2014/15 Alliance grant. Feedback was sought at these meetings. Windsor High School does not currently have an active PTO.
- The Interim Superintendent, Board President and Chair of the Finance Committee presented an overview of the Alliance grant initiatives as part of their April 2, 2014 budget presentation to the Windsor Town Council.
- The Windsor High School Governance Council met on January 21, 2014 and February 24, 2014 to discuss the current year's Alliance grant and how it is supporting initiatives. The Windsor High School Governance Council will meet on April 21, 2014 to discuss the contents of the 2014/15 year application and how the Alliance grant will continue to support WHS. Input was and will be sought.
- Clover Street Elementary School Governance Council will meet on April 21, 2014 to discuss the current year's Alliance grant and the contents of the 2014/15 year application. Input will be sought.
- The district's previous Superintendent blogged detailed information on the Alliance grant on September 26, 2014 when it was approved.
- The Interim Superintendent will blog detailed information regarding the 2014/15 year application as soon as it is finalized.
- Windsor High School students have been surveyed as to what new courses they would desire. This has provided us with a direction to write additional curriculum which has been funded through the Alliance Grant.
- Students throughout the district have been engaged in PBIS work and have been involved in the decision making process for PBIS design in their building.

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	☐	☐	☒	☐	medium
1.4. Professional development/coaching	☐	☐	☒	☐	high
1.5. School leadership development	☐	☒	☐	☐	high
1.6. Retention of top talent	☐	☒	☐	☐	high
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	☐	☐	☒	☐	high
2.4. Data-driven instruction	☐	☐	☒	☐	high
2.5. Support for special populations	☐	☒	☐	☐	high
2.6. SRBI and academic interventions	☐	☒	☐	☐	high
Culture and Climate:					
3.1. Positive behavior management	☐	☒	☐	☐	high
3.2. Family engagement	☐	☒	☐	☐	high
3.3. Wraparound strategy	☐	☒	☐	☐	medium
3.4. Attendance	☐	☐	☒	☐	low
3.5. Graduation and dropout prevention	☐	☐	☒	☐	medium
Operations:					
4.1. Budgeting and financial management	☐	☐	☒	☐	low
4.2. School operations (e.g., facilities, transportation, food services)	☐	☐	☒	☐	low
4.3. Scheduling and extended learning time	☐	☐	☒	☐	low
4.4. Collaborative staff planning time	☐	☐	☒	☐	low
4.5. Technology integration	☐	☐	☒	☐	high
4.6. 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: **Craig A. Cooke, Ph.D.,** HEREBY ASSURES THAT:

Superintendent

Windsor 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)*   Craig A. Cooke, Ph. D.

Title: *(typed)*   Superintendent of Schools

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.	$
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. **Summer School funding cannot be used for Tuition and Travel.**	$
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	$
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.	$

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