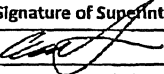
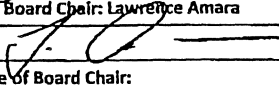


**2015-16 Consolidated Alliance and Priority School District Application**

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency: Bristol Public Schools	
FY 16 Alliance District Allocation: \$4,048,611	FY 16 PSD Allocation (if applicable):
Contact Person: Susan Kalt Moreau, Ph.D.	Contact Title: Deputy Superintendent of Schools
Telephone: 860-584-7006	Email Address: suemoreau@cl.bristol.ct.us
Name of Superintendent: Ellen W. Solek, Ed.D.	
Signature of Superintendent:	Date:
	10/19/15
Name of Board Chair: Lawrence Amara	Local Board Approval of Plan (Yes/No): Yes May 6, 2015 Meeting
	
Signature of Board Chair:	Date: 10/20/15

**2015-16 Talent Priorities**

**Step 1:** Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

Yes

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input checked="" type="checkbox"/>	Other: Validate Great Ideas

**Step 2:** Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1	<p><b>Embedded Literacy Coaching:</b> The district staffs each K-5, 6-8 and 9-12 with one literacy coach and 2 at each of the K-8's. All literacy coaches in grades K through 8 have [or will - 2 new hire coaches untrained] received a 4-week training in Readers and Writers Workshop at Lesley University. Follow-up training and implementation are provided to schools depending upon their implementation year for K-2 and 6-8. Coaches work directly with teachers observing implementation and following up with conversations about ways to improve implementation of the models. Further, literacy teachers lead the school Literacy Team discussions about fidelity of implementation and establishing student reading plans. Coverage is provided for teachers to conference with the literacy coach following coaching sessions.</p>	<p>1. K-8: Increase the percentage of students scoring at or above grade-level on the end-of-year DRA II or Benchmark Assessments from 49.28% in May 2015 to 54% in May 2016. [Disaggregate this goal into All and High Needs groups. Individual schools create student specific SMART goals to reduce the achievement gap].</p> <p>2. 3-8, 11: Utilize spring 2015 Smarter Balanced Assessment data as baseline for improving students acquisition of literacy skills across disciplines. 3.</p> <p>All coaches and administrators in K-8 schools will be trained in the Readers and Writers Workshop model. 4.</p> <p>Decrease the percentage of students scoring substantially deficit from ~ 12% May 2015 to &lt; 10% May 2016. *</p> <p>5. 100% of K-5 and gr 6-8 ELA teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching, by December 2015.</p> <p>6. Teachers will be monitored by literacy coaches for fidelity of assessment administration of the BAS and provided with targeted learning opportunities as a result of those data.</p> <p>* We are transitioning between DRA &amp; BAS. This causes a need to report two sets of data.</p>
1.2	<p><b>Transformational Literacy Leadership:</b> The district's K8 literacy teacher leader will be trained by Lesley University to serve as a "Coach of Coaches," the first step in a multi-year process to build internal leadership capacity to grow independent of the university. The talents of the "Coach of Coaches," also known by Lesley as a "District Liaison," will be used during regular meetings with with all literacy coaches to consistently identify areas of needed learning, coaching of coaches and/or personalized learning for teachers in each school. Professional learning will be designed that is 'just in time' for work with teachers during student early-release Staff Days.</p>	<p>1. Design and deliver differentiated training and coaching, based on the needs of individual coaches and their respective buildings.</p> <p>2. Review coaching logs maintained by literacy coaches to assist in planning professional learning needs.</p>
1.3	<p><b>Transformational Literacy Leadership:</b> Coach building administrators in the supervision of literacy. Maintain timely, accurate data on student literacy acquisition using the metrics for 1.1. Assist school leaders in creating building-level literacy goals and teachers in creating PPO's (Professional Performance Objectives) for purposes of teacher and administrator evaluation and School Improvement Plans. K-8 observations of practice to identify which teachers have implemented their curricula literacy standards with fidelity.</p>	<p>1. All monthly administrative meetings will include coaching/training for administrators on supervising curriculum implementation. 2.</p> <p>Percentage of PPO SMART Goals achieved by teachers and administrators related to implementation of Adult Actions in the instruction of literacy skills and knowledge.</p> <p>3. All K-8 teachers will be observed teaching Readers or Writers workshop using the 'look-fors' guide to determine fidelity of implementation no later than January 2017.</p>
1.4	<p>Provide administrative support in the elementary schools twice each month to increase the time available to school administrators to observe teacher practice.</p>	<p>All academic goals.</p>
1.5	<p>Implement co-teaching with a literacy teacher and content area [social studies and science] teacher in grades 6-8 as a model classroom for observation by other content area teachers and the first step in fully integrating literacy across content areas. [Per Feedback: One model classroom in each middle school.]</p>	<p>Develop a fidelity of implementation protocol to measure the quality of implementation of literacy skills in content areas. Train observers in the use of that protocol.</p> <p>SMART GOAL: increase the percentage of students who score at or above proficient in writing from pretest to posttest focusing upon the integration of literacy across content areas.</p>
1.6	<p>Reward great ideas that teachers or administrators share with their colleagues to encourage open conversations about best practice. [Per Feedback: As this is a new program, we will collect baseline data about the dissemination of good ideas and ways to improve sharing best practice ideas]</p>	<p>1. Maintain a log of awardees and the ideas they put forth. 2.</p> <p>Post ideas on a shared digital platform. 3.</p> <p>Discuss application of ideas at various schools during regular administrator council meetings.</p>
1.7	<p>Supervisor of Assessment and Evaluation: Provide observation calibration training, use of technological tools for evaluation and collect and manage school data as a means for planning professional learning opportunities.</p>	<p>The Supervisor of Assessment &amp; Evaluation will provide data-based input to the PDEC regarding revisions to the teacher evaluation plan, and School and District Success Plans twice per year. SMART Goal: By the end of June 2016, the Supervisor of Evaluation &amp; Supervision will analyze the aggregate teacher practice data in Bloomboard to identify overall strengths and weakness among the 4 CCT domains as a means for designing professional learning sessions for teachers to improve their instructional practices.</p>

1.8	Provide small group or individualized training in the use of technology for instruction including using a SMART Board and Google Classroom.	Based upon survey results about teachers' knowledge of how to use the technological tools available to them for instruction, training will occur during the 2015-16 school year to enhance the skills of teachers self-identified for needing additional professional learning opportunities. SMART GOAL: By the end of May 2016, every teacher who has participated in self-identified needs training in technology will have evidence in at least 1 lesson per week that includes their new learning, (such as: using Google classroom to share lesson plans with like grade/content area peers, or utilizing the SMART Board to model an instructional strategy)
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Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
1 FTE x 6 K-5, 2 K-8, 2 MS and 2 HS literacy coaches. Salary assigned using the BFT pay scale commensurate with experience. Avg salary \$87,544	1:1	9.5 Literacy Coaches & Coach of Coaches	\$ 831,670
Salary determined by negotiated BAPS contract commensurate with experience. Average salary \$130,533	1:1	1.0 K-5 Elementary/Literacy Supervisor, (2) .5 K-8 Literacy Supervisors, 1.0 Supervisor of Assessment & Evaluation	\$ 391,600
60 days @ \$550/day	1:1	Part time certified administrator to assist in management of school while principal observes teacher practice.	\$ 33,000
\$3,000 per coach x 14 coaches	1:1	Stipends for literacy coaches who attend training in Boston at Lesley University.	\$ 42,000
5 subs x 6 days x 10 months x \$90	1:1	Substitutes to cover classrooms while those teachers observe literacy coach/content area co-teaching.	\$ 27,000
12 schools x 6 staff x 8 meetings x \$20/hr	1:1	School Data Team stipends for work in summer and before or after school hours.	\$ 11,520
1 elementary math coach	1:1	Provide professional learning opportunities to elementary teachers to improve their knowledge and skills in mathematics instruction.	\$ 58,109
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,394,899</b>
<b>200: Personnel Services - Benefits</b>			
health benefits, Medicare 9.5 F.T.E. staff. Average health insurance \$13,903 per teacher		benefits for literacy teachers	\$ 132,076
Medicare, FICA per diem administrator		benefits for per diem administrator	\$ 2,525
FICA & Medicare for 2 substitute teachers		benefits for substitute teachers	\$ 2,266
health, Medicare for math coach		benefits for elementary math coach	\$ 843
Health, dental, medicare for 3 F.T.E. administrators average \$23,079 each		benefits for 3 FTE administrators	\$ 69,238
FICA, Medicare for 5 subs \$572 each		5 substitute teachers	\$ 2,862
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 209,810</b>
<b>300: Purchased Professional and Technical Services</b>			
1 newly trained coach, 1 newly trained administrator, 11 coaches receiving follow-up \$5,400		Coaches and administrator training tuition at Lesley University	\$ 41,550
		Lesley Liaison site visit fees	\$ 5,400
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 46,950</b>
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>
<b>500: Other Purchased Services</b>			
\$28,020		Coaches and administrator training at Lesley University - travel expenses	\$ 28,020.00
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 28,020.00</b>
<b>600: Supplies</b>			

20 x 12 Schools/Programs = 240 Gift Card @ \$25 each	1:1	Staff "Great Thinking!" gift card incentive	\$	6,000.00
			\$	-
<b>600: Supplies Subtotal:</b>			\$	<b>6,000.00</b>
<b>700: Property</b>				
			\$	-
			\$	-
			\$	-
<b>700: Property Subtotal:</b>			\$	-
<b>800: Other Objects</b>				
			\$	-
			\$	-
			\$	-
<b>800: Other Objects Subtotal:</b>			\$	-
<b>Talent Subtotal:</b>			\$	<b>1,685,679</b>

**2015-16 Academic Priorities**

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	Provide Tier II intervention in early literacy for students in kindergarten - grade 3	Sixty-nine percent of students in kindergarten through grade 3 will score at or above the Bristol benchmark on the May 2016 administration of the Benchmark Assessment. An increase of 10% from the spring 2015 performance of 62.8%. [Fountas & Pinnel Benchmark Assessment System BAS]
2.2.	Identify Common Core Leaders in each school to provide professional learning opportunities and serve as a conduit to the Office of Teaching & Learning to teachers in their school.	Reference provided as Appendix A - Bristol Accountability Plan. The District Data Team will create a plan inclusive of the newly identified Non-High Need and High Need subgroups if those terms are approved in the Federal waiver.
2.3	Provide a full day kindergarten program to all students who are 5 years old before January 1, 2016 and those who are ages 6 who have never been enrolled in school.	Seventy-four percent of kindergarten students will score at an instructional level 8 or above on the Benchmark Assessment May 2016 administration. Data to be disaggregated into Non-High Need and High Need subgroups. Targets to be determined in each school based upon students enrolled as of October 1, 2016.
2.4	Provide an alternative grade 9 experience for up to 45 students who have demonstrated math and/or literacy achievement that puts them at risk for failure in algebra and/or English 1 as a means for improving those students opportunity to graduate with their 4-year cohort. Learner knowledge gaps have been exacerbated by CCSS curriculum revisions in mathematics and literacy. Bristol does not have the financial resources to hire additional intervention staff in mathematics and literacy at the secondary level for its 2 high schools and 4 middle school programs.	Ninety percent of students enrolled will demonstrate growth in specific mathematical concept knowledge from pretest to posttest indicating their readiness for an academic algebra course. Ninety percent of students enrolled will demonstrate more than 1 years growth in reading as measured by the SRI from fall 2015 to spring 2016.
2.5	Provide a high-quality NAEYC accreditation preschool experience for our most at-risk learners. [See appendices for the preschool application. At-risk indicators include: single parent household, qualification for free/reduced lunch, English language learners, special needs, and developmental delays.]	All kindergarten students will be assessed using the Benchmark Assessment System - Early Reading Behaviors assessment components to establish baseline data during the 2015-16 school year. Students will be disaggregated by the preschool program they attended.
2.6	Provide Tier II intervention to students scoring below the Bristol benchmark in reading.	The percentage of students exited from Tier II reading intervention, because they have achieved on grade level performance, in grades K-2 will increase from 54.3% in the 2014-15 school year to 59% in 2015-15. [Students exited due to qualifying for special education will be eliminated from this data set].
2.7	Provide Tier II interventions in mathematics to middle school and high school students where staff is available. [Each high school offers a math foundations course to students whose class and assessment data indicates they require knowledge gap support. Middle school students receive math intervention based upon prior CMT scores and/or course grades. We have no direct service elementary math support. Instead we use a coaching model to improve the knowledge and strategy toolkit of our teachers].	90% of students receiving math intervention at the middle and high school level will receive a passing grade on their mid-year and end-of-year common assessments and in their current math class.

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
17 x \$2,000	1:1	Common Core Leader Stipends	\$ 34,000	\$ -
1.5 teachers 1.5 paraprofessionals	1:1	1.5 Preschool teachers and 1.5 paraprofessionals	\$ 166,075	\$ -
Average cost per teacher = \$93,952	1:1	5.3 Instructional Support Teachers	\$ 497,946	
Average Salary = \$60,189	1:1	16 FTE kindergarten teachers [increase of 4 teachers]	\$ 963,019	\$ -
1 middle school mathematics intern	1:1	1.0 math intern	\$ 12,000	
3 literacy interns X \$12,000	1:1	2 literacy interns [at least a BA in Elem Ed.]	\$ 36,000	
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,661,040</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
Average benefit \$8,437 x 3		1.5 Preschool teachers and 1.5 paraprofessionals Health, dental, Medicare	\$50,619	\$ -
average benefits = \$12,320 x 16		16 kindergarten teachers benefits [increase of 4 teachers]	\$197,126	\$ -

average benefit cost = \$19,435 x 5.3		5.3 Instructional Support Teachers benefits	\$103,008	\$	-
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 350,753</b>	<b>\$</b>	<b>-</b>
<b>300: Purchased Professional and Technical Services</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>400: Purchased Property Services</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>500: Other Purchased Services</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>600: Supplies</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>600: Supplies Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>700: Property</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>800: Other Objects</b>					
			\$ -	\$	-
			\$ -	\$	-
			\$ -	\$	-
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>Talent Subtotal:</b>			<b>\$ 2,011,793.00</b>	<b>\$</b>	<b>-</b>

## 2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	Graduation/Dropout prevention
<input type="checkbox"/>	Behavior management	Family engagement
<input type="checkbox"/>	Wraparound services	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Determine why individual students are chronically absent and create plans to reduce the number of chronically absent students. The percentage of students who are not proficient on common assessments is nearly the same as the chronic absentee rate at the secondary schools. Therefore, a theory of action is: If we increase the attendance of chronically absent students, we may increase the course passing rate in core courses. Per Feedback: a strategy to reduce the drop out rate is to improve student attendance and credit attainment.	1. By the end of September 2015, all schools will have identified students who were chronically absent in 2014-15. 2. Each school will then identify reasons why these students were absent no later than November 15, 2015. 3. Each school that identifies 10% or more of their students as having or having had a chronic attendance problem, in the previous year, will develop a plan for improving student attendance no later than November 30, 2015. 4. Each school program will reduce the number of absences by chronically absent students, individually, by 10% from e-o-y 2015 to e-o-y 2016. 5. Students identified as having a chronic attendance problem for which a plan of action is developed, will demonstrate improved academic performance on a grade level appropriate measure of literacy performance [Benchmark Assessment, SRI, Common Assessment, SBA] from spring 2015 to spring 2016.
3.2.	Provide assistance to schools to intervene with families of students with chronic attendance problems related to mental health. An increasing number of students are being identified as having school attendance anxiety at such a level that school accommodations have been identified in a 504 Plan. School refusal, increased number of requests to go to the nurse's office as an anxiety accommodation.	1. Gather baseline data on students with 504 plans whose mental health issues have and are causing chronic absenteeism. Compare 2014-15 to 2015-16.
3.3.	Continue utilizing the PBIS training as a whole school climate initiative.	All Bristol schools will use the SWIS system to input discipline referrals and formulate plans to reduce infractions, identify training needs and celebrate successes. SMART GOAL: Each school will reduce the number of office referrals from end-of-year 2014-15 to e-o-y 2016 by 5%.
3.4.	Utilize the skills of a clinical social worker as an ad hoc member of each school's SRBI team to create action plans to improve the attendance of regular education students.	SMART GOAL: Following the identification of the most chronically absent students by October 2015, each school will utilize the parent and student version of the School Refusal Assessment scale to determine reasons for this attendance pattern. Post-testing on the questions that correlate to the attendance issue(s) will be completed by May 2016.

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>			
1 FTE Clinical Social Worker/Psychologist	Experienced clinical psychologist in the area of school avoidance and pervasive anxiety.	\$ 55,000.00	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>		<b>\$ 55,000.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>			
1 FTE health insurance, FICA, Medicare		\$ 26,535.00	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>		<b>\$ 26,535.00</b>	<b>\$ -</b>

<b>300: Purchased Professional and Technical Services</b>			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>		\$ -	\$ -
<b>400: Purchased Property Services</b>			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>		\$ -	\$ -
<b>500: Other Purchased Services</b>			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>		\$ -	\$ -
<b>600: Supplies</b>			
\$500 per elementary school (8), Middle School (2 @ \$250, 1 @ \$500, 1 @ \$1,000),	funds for each of 12 school programs plans to reduce chronic absenteeism	\$ 8,500	\$ -
\$300 per school X 10 schools	access to the SWIS on-line recording of discipline aligned to the PBIS program used in all schools.	\$ 3,000.00	\$ -
		\$ -	\$ -
<b>600: Supplies Subtotal:</b>		\$ 11,500	\$ -
<b>700: Property</b>			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>700: Property Subtotal:</b>		\$ -	\$ -
<b>800: Other Objects</b>			
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>800: Other Objects Subtotal:</b>		\$ -	\$ -
<b>Talent Subtotal:</b>		\$ 93,035.00	\$ -



**2015-16 Operations Priorities**

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	Grants Financial Management

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Provide just-in-time technological support during assessment windows and for use of technology in each classroom.	1. K-8: Increase the percentage of students scoring at or above grade-level on the end-of-year DRA II or Benchmark Assessments from 49.28% in May 2015 to 54% in May 2016. [Disaggregate this goal into All and High Needs groups. Individual schools create student specific SMART goals to reduce the achievement gap]. 2. 3-8, 11: Utilize spring 2015 Smarter Balanced Assessment data as baseline for improving students acquisition of literacy skills across disciplines. 3. All coaches and administrators in K-8 schools will be trained in the Readers and Writers Workshop model. 4. Decrease the percentage of students scoring substantially deficit from ~ 12% May 2015 to < 10% May 2016. * 5. 100% of K-5 and gr 6-8 ELA teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching, by December 2015. 6. Teachers will be monitored by literacy coaches for fidelity of assessment administration of the BAS and provided with targeted learning opportunities as a result of those data. * We are transitioning between DRA & BAS. This causes a need to report two sets of data.
4.2.	Maintain accurate accounting of Alliance Grant dollars. Per Feedback: The Alliance Grant is one of many grants received by the district, we allocated a percentage of each grant to the total cost of grants management. These staff do not manage general fund dollars.	
4.3.	Provide Chromebooks for use in daily instruction and for administration of various assessments including BSA.	1. K-8: Increase the percentage of students scoring at or above grade-level on the end-of-year DRA II or Benchmark Assessments from 49.28% in May 2015 to 54% in May 2016. [Disaggregate this goal into All and High Needs groups. Individual schools create student specific SMART goals to reduce the achievement gap]. 2. 3-8, 11: Utilize spring 2015 Smarter Balanced Assessment data as baseline for improving students acquisition of literacy skills across disciplines. 3. All coaches and administrators in K-8 schools will be trained in the Readers and Writers Workshop model. 4. Decrease the percentage of students scoring substantially deficit from ~ 12% May 2015 to < 10% May 2016. * 5. 100% of K-5 and gr 6-8 ELA teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching, by December 2015. 6. Teachers will be monitored by literacy coaches for fidelity of assessment administration of the BAS and provided with targeted learning opportunities as a result of those data. * We are transitioning between DRA & BAS. This causes a need to report two sets of data.
4.4.		

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
\$55,310	1:1	Instructional Technologist	\$ 55,310	\$ -
\$43,320	1:1	Grant manager, grant clerks	\$ 43,320	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 98,630</b>	<b>\$ -</b>

<b>200: Personnel Services - Benefits</b>				
\$22,998	1:1	Health Benefits, FICA, Medicare for instructional technologist	\$ 22,998	\$ -
\$16,572 for partial allocation to 3 staff in the grants office	1:1	.2, .35, .15 Health Benefits, FICA, Medicare for grant management staff	\$ 16,572	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ 39,570	\$ -
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -	\$ -
<b>400: Purchased Property Services</b>				
Bristol Preparatory Academy		rent for the Bristol Preparatory Academy drop out prevention high school program site		\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
300 Chromebooks @ \$280 each and 10 carts @ \$1500 + shipping \$1394		Chromebooks to aid in instruction and assessment	\$ 100,394.00	\$ -
				\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 100,394.00	\$ -
<b>700: Property</b>				
Portable sink for Bristol Preparatory drop out prevention program required by Health Board			\$ 1,200.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ 1,200.00	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 239,794.00	\$ -

## Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -

<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ -

**FY 16 AD and PSD Budget Summary**

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,394,899	\$ 1,661,040	\$ -	\$ 55,000	\$ -	\$ 98,630	\$ -	\$ -	\$ 3,209,569	\$ -
200: Personnel Services - Benefits	\$ 209,810	\$ 350,753	\$ -	\$ 26,535	\$ -	\$ 39,570	\$ -	\$ -	\$ 626,668	\$ -
300: Purchased Professional and Technical Services	\$ 46,950	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,950	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 28,020	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,020	\$ -
600: Supplies	\$ 6,000	\$ -	\$ -	\$ 11,500	\$ -	\$ 100,394	\$ -	\$ -	\$ 117,894	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,200	\$ -	\$ -	\$ 1,200	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 1,685,679</b>	<b>\$ 2,011,793</b>	<b>\$ -</b>	<b>\$ 93,035</b>	<b>\$ -</b>	<b>\$ 239,794</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,030,301</b>	<b>\$ -</b>



**Appendix A. Statement of Assurances**

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

**PROJECT TITLE:** 2015-16 Alliance and Priority School District Consolidated Application  
Ellen W. Solek, Ed.D.  
**THE APPLICANT:** \_\_\_\_\_ **HEREBY ASSURES THAT:**  
Bristol Public School District  
\_\_\_\_\_  
(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)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is



shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual





orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

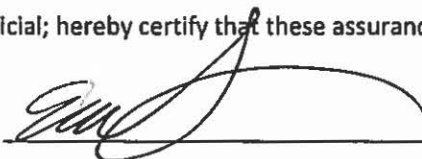
(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:



Name: *(typed)*

**Ellen W. Solek**

Title: *(typed)*

**Superintendent of Schools**

Date:

**October 28, 2015**