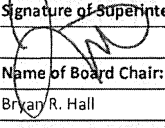

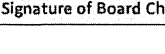


**2015-16 Consolidated Alliance and Priority School District Application**

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.

<b>Local Education Agency:</b>	
East Hartford	
<b>FY 16 Alliance District Allocation:</b>	<b>FY 16 PSD Allocation (if applicable):</b>
\$7,852,667	\$1,111,577
<b>Contact Person:</b>	<b>Contact Title:</b>
Anne Marie Mancini	Assistant Superintendent
<b>Telephone:</b>	<b>Email Address:</b>
860-622-5094	mancini.am@easthartford.org
<b>Name of Superintendent:</b>	
Nathan D. Quesnel	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	10/5/15
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No): Yes</b>
Bryan R. Hall	
<b>Signature of Board Chair:</b>	<b>Date:</b>
	10/5/2015

**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)

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

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.	<b>Professional Development:</b> EHPs will use Alliance 4-PSD funds to pay for professional development. The workshops offered for the district's full and half-day programs will be based on teacher needs that are identified through the teacher evaluation process. Funding will be used to pay for external consultants to present sessions as well as identified EHPs staff (prep. time only) who demonstrate expertise in a designated area of need. In determining the strategy for professional development, the Instructional Service Team (elementary level) and department heads (secondary schools) will identify one to two areas of focus for the 2015-16 year based on the review of data from the 14-15 academic year. For example, in an effort to improve reading and increase the level of academic conversations in social studies classes in the middle and high school, teachers will receive training and follow-up coaching from the Great Books Foundation on the shared inquiry strategy. (Other examples: Reading to learn, intervention, NGSS Practices, student motivation, reading/writing across content areas, health curriculum writing and assessment.) Finally, Alliance 4 funds will be leveraged to develop programming for the district's annual new teacher orientation program. The sessions offered will provide new hires will information about the curriculum, assessments and instructional expectations.	EHPs will increase the percentage of teachers reporting satisfaction with district professional development offerings on annual survey from 84% to 86%. In alignment with the district's plan for educator evaluation, each teacher and administrator develops a SLO that addresses student outcomes. Professional development supports the district's work around math and literacy. As such, EHPs has developed that following SMART goals: By June 2016, EHPs will increase student performance in reading by 5% (from 48-53%) as measured by the STAR assessment. By June 2016, EHPs will increase student performance in math by 5% (56-61%) as measured by the STAR assessment.
1.2.	<b>Evaluation:</b> EHPs will leverage Alliance 4-PSD funds to support its work around teacher and administrator evaluation. Funding will also be used to train new teachers and administrators. This may include paying for them to attend specific trainings, using funds to design trainings, and paying for an external consultant to work with professional staff around calibration.	100% of teachers and administrators will receive training on the EHPs Educator Evaluation Plan; 80% of teachers will report satisfaction with the teacher evaluation process
1.3.	<b>Embedded Literacy and Math Coaching:</b> EHPs will use Alliance 4-PSD funds to support the salaries of instructional coaches who have been hired to work in the district's Turnaround, Focus and Review elementary schools. These positions are not new ones, as these coaches were hired during Alliance 1, 2 and 3. For the last two years, EHPs has utilized coaches to provide professional development, work in classrooms with teachers, and to coordinate school-based intervention programs. The district continues to refine its model so that the roles of each school-based coach aligns with the district's vision and student needs.	EHPs will increase the percentage of students scoring at or above grade-level on the end-of-year STAR reading assessment from 50% in 2015 to 55% in 2016. Increase the percentage of students meeting or exceeding STAR math assessment growth goals from 60% in 2015 to 65% in 2016.
1.4.	<b>District &amp; School Leadership Development:</b> EHPs will use Alliance 4-PSD funds to support the leadership development of its teachers and administrators. More specifically, the district will continue to implement a Teacher Leadership Academy in cooperation with CAS for those educators who aspire to be leaders. Additional teacher leadership opportunities will come in the form of presenting workshops to their colleagues during the district's "day of choice" and New Teacher Academy, for which we will pay educators to develop presentations. Alliance 4 funds will also be used to provide professional development around leadership to district administrators. This includes running regular programs for EHPs' assistant principals. This also includes using funds for the district's annual leadership retreat.	100% of teachers enrolled in EHPs' Teacher Leadership Academy will complete and present a capstone project.

Step  
3.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
8 Math Coaches	1.3	1 FTE x 8 Math Coaches at Elementary & Middle Schools,	\$ 616,353.00
14 Literacy Coaches	1.3	1 FTE x14 Literacy coaches Elementary (Split) & Middle Schools Progressive, Focus & Review @ \$74,376 FTE Average Salary	\$ 1,072,163.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,688,516.00</b>
<b>200: Personnel Services - Benefits</b>			
Employee Benefits for Line 100	1.3	Employee Benefits and Payroll Taxes	\$ 354,483.00
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 354,483.00</b>

<b>300: Purchased Professional and Technical Services</b>			
Leadership Retreat	1.4	Administrative Retreat	\$ 3,000.00
Leadership Academy	1.4	Program for District Leadership	\$ 9,900.00
Netchemia	1.2	Talent Ed Program for Staff Evaluations	\$ 9,500.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 22,400.00
<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>			
Leadership Retreat	1.4	Supplies for Admin. Retreat	\$ 3,000.00
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ 3,000.00
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ 2,068,399.00

## 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 checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" 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 checked="" type="checkbox"/>	College and career access	<input 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.	<b>Common Core-aligned Curriculum Transition:</b> The district has transitioned its mathematics and ELA programs to the Common Core State Standards. To further support its work in mathematics, EHPS has developed a curriculum that utilizes materials and resources from <i>enVision Mathematics</i> . To this end, the district proposes the use of Alliance 4-PSD funds to purchase consumable materials that will allow the teachers to continue to use this resource as it is intended to deliver high-quality instruction in mathematics in alignment with the district's Common Core-aligned curriculum.	EHPS will increase the percentage of elementary school students scoring at or above grade-level on the end-of-year STAR math assessment from 58% in 2015 to 63% in 2016.
2.2.	<b>Assessment Systems:</b> EHPS will leverage Alliance 4-PSD funding to continue the use of Renaissance Learning's STAR Assessments for literacy and mathematics. These tests are computer-adaptive and aligned to the Common Core. They are administered to students three times during the school year as a universal screen and can also be used to progress monitor students who are receiving interventions.	EHPS will increase the percentage of students scoring at or above grade-level on the end-of-year STAR reading assessment from 50% in 2015 to 55% in 2016. Increase the percentage of students meeting or exceeding STAR math assessment growth goals from 60% in 2015 to 65% in 2016.
2.3.	<b>Supports for Special Populations:</b> EHPS will continue to use Alliance 4-PSD funds to support the academic needs of students with special needs. An audit conducted in May 2014 revealed a need for additional special education teachers to accommodate teacher caseloads, to fully implement the co-teaching model, and to accommodate the needs of students on the EL team at EHMS. Additional money from Alliance 4-PSD will be used to fund EL and Bilingual instructors who will provide support to students. Students identified as being need of "urgent intervention" is a designation that is provided through the Renaissance Learning system using the results of the STAR assessment.	Decrease the percentage of special education students who are in need of urgent intervention in literacy from 32% to 27%. Decrease the percentage of EL students who are in need of urgent intervention in literacy from 25% to 20%.
2.4.	<b>SRBI and Academic Interventions:</b> Alliance-PSD funding will be used to support the implementation of SRBI and academic interventions in district schools. This includes using funds for both staff (e.g. tutors, remedial reading teachers) as well as resources (licenses for Scholastic's Read 180 & FASTT Math programs, West Ed's Strategic Literacy Initiative, and ALEKS) that will support the instruction of EHPS' neediest students. These funds will also be used to support the delivery of interventions to students in need of remediation in early literacy. Staff will provide intervention to students, develop and implement individual reading plans, and monitor intervention plans. Additionally, Alliance 4-PSD funding will be used to hire interns from St. Joseph's University (1-2 per school) to work in each of the elementary schools. The district aims to have 2 interns per school at approximately \$20,000 per intern. This mirrors the current model that is in place for our 10 elementary schools. These individuals are earning an advanced degree in literacy and, as such, will provide quality instruction to students in need of intervention and support.	EHPS will decrease the percentage of Tier 2 and 3 students scoring below grade-level on the end-of-year STAR reading assessment from 52% in 2015 to 50% in 2016. EHPS will also increase the percentage of Tier 2 and 3 students meeting or exceeding STAR math assessment growth goals from 44% in 2015 to 40% in 2016.
2.5.	<b>College and Career Access:</b> EHPS would like to expand the work it is doing to prepare students for the high stakes tests that are offered through The College Board. The majority of the district's 11th grade students do not take the SAT in the spring, even though the PSAT is administered to them during the school day in the fall. SAT results for those students who do take the test show that, while EHPS is out-performing other Alliance districts, their scores for reading and mathematics are below the state average. EHPS will leverage Alliance 4-PSD funds to offer both the PSAT and the SAT during the day for all 10, 11, and 12th grade students.	100% of EHPS' 10th, 11th, and 12th grade students will take the PSAT or SAT during the fall of 2015.
2.6.	<b>Alternative/Traditional Programs:</b> Alliance 4-PSD funding will be used to support the district's alternative high school, "Synergy." This program is tailored for over-aged, under-credited students who have experienced difficulty in the traditional high school setting. This program is designed to provide more personalized support, intervention and ultimately success at rebuilding the students' academic, behavioral and career skills. The school will continue to improve the quality of its academic program, offer a summer school for credit recovery (GradPoint), and further develop its career pathways program.	100% of 12th grade students who are enrolled at Synergy Alternative High School in 2015-16 will graduate by August of 2016.
2.7.	<b>Pre-Kindergarten:</b> EHPS will leverage Alliance funds to match those funds provided to the district through the Smart Start grant to implement two pre-K classrooms.	By June 2016, 100% of students enrolled in the Smart Start classrooms will meet benchmark targets in math and literacy as measured by the TS Gold Assessment.

2.8.	<p><b>Pre-K- Grade 3 Literacy:</b> During the 2014-15 school year, EHPS implemented a new strategy for the systematic delivery of literacy in grades K-3. This included the purchase of the Foundations program, which includes training and materials for teachers and students. EHPS would like to leverage Alliance 4-PSD funds to purchase consumable materials that will be used by the students during the 2015-16 school year to support the continued implementation of this literacy program.</p>	<p>Students enrolled in schools implementing CK3-LI (Langford &amp; Norris) will improve their foundational reading skills related to phonological awareness, phonemic awareness and phonic skills by 5% as measured by the DIBELS assessment. Students enrolled in grades 2-3, district-wide, will improve their reading comprehension skills as demonstrated through the STAR Literacy assessment from 52% to 57%. <span style="float: right;">Baseline Targets for</span></p> <p>Subgroups:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>K</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>SPED</td> <td>NT</td> <td>32%</td> <td>12%</td> <td>9%</td> </tr> <tr> <td>EL</td> <td>NT</td> <td>55%</td> <td>25%</td> <td>41%</td> </tr> </table>		K	1	2	3	SPED	NT	32%	12%	9%	EL	NT	55%	25%	41%
	K	1	2	3													
SPED	NT	32%	12%	9%													
EL	NT	55%	25%	41%													
2.9		<p>Using the portfolios-style model, EHPS administrators will provide feedback to principals on School Improvement Plans 3x/year. Administrators will conduct formal academic walkthroughs of all schools 3x/year and informal building walks 8x/year. Administrators will host student achievement meetings for all schools 3x/year.</p>															

**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>				
4 Remedial Reading Teachers	2.4	1 FTE x 4 Elementary, MS & HS (Review Schools) Average Salary \$72,835	\$ 291,340.00	
4 SPED Teachers	2.3	1 FTE x 4 Elementary, MS & HS (Progressive & Review Schools) Average Salary \$62,735	\$ 250,942.00	\$ -
2 Bilingual & 1 ELL Teacher	2.3	1 FTE x 2 Bilingual Teachers at Elem. (Review) Schools & 1 FTE ELL Teacher at HS (Review School) @ 67,021 average salary	\$ 201,063.00	
1.1 Speech & Language Teachers	2.4	1 FTE x 1.1 Middle School (Review School) \$55,896	\$ 58,896.00	
21 Tutors	2.4	1 FTE x 21 Elementary, Middle & High Schools (Progressive, Review, Focus) @ \$19 per hour	\$ 431,151.00	
9 Tutors	2.4	1 FTE x 9 Elementary, Middle & High Schools (Progressive, Review, Focus) @ \$19 per hour		\$ 180,000.00
.5 SPED, .29 Early Reading	2.3	.5 FTE SPED Teacher @ \$45001, EHHS (Review) & .29 Early Reading Spec. @ \$20,765		\$ 65,766.00
Life Analyst	2.6	Synergy Alternative Program (Review) @ 41,058		\$ 41,058.00
Smart Start Education	2.7	Hockanum School	\$ 50,000.00	
1 Chief Turnaround Lead	2.9	1 FTE Supervisor of Chief Turnaround Lead @ \$131,624	\$ 131,624.00	
Assistant Superintendent	2.9	1 FTE Assistant Superintendent of Secondary Schools		\$ 148,027.00
Synergy Summer School	2.6	Credit Recovery Program (Review School)		\$ 16,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,415,016.00</b>	<b>\$ 450,851.00</b>
<b>200: Personnel Services - Benefits</b>				
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 261,612.00	\$ 85,973.00
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 261,612.00</b>	<b>\$ 85,973.00</b>
<b>300: Purchased Professional and Technical Services</b>				
Interns	2.4	Interns for elementary schools reading intervention- St. Joseph's Univ.	\$ 300,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 300,000.00	\$ -
<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>				
Scholastic Premium Support	2.4	Support for Intervention Programs such as READ 180, FASTT Math		\$ 12,500.00
Software for intervention	2.6	GradPoint Software for Credit Recovery	\$ 30,000.00	\$ -
STAR Assessment	2.2	Student Assessment	\$ 68,760.00	
West Ed Program	2.4	Reading Intervention Secondary Schools	\$ 58,000.00	
ALEKS	2.4	Math Intervention for High School Students	\$ 10,000.00	
Naviance Program	2.5	Course Planner, College & Career Readiness Curriculum	\$ 19,154.00	\$ 2,846.00
College Board PSAT/SAT Prep	2.5	PSAT/SAT Prep	\$ 20,860.00	\$ -
<b>600: Supplies Subtotal:</b>			\$ 206,774.00	\$ 15,346.00
<b>700: Property</b>				
			\$ -	-
			\$ -	-
			\$ -	-
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	-
			\$ -	-
			\$ -	-
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 2,183,402.00	\$ 552,170.00

**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	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	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.	<b>Attendance/Chronic Absenteeism:</b> EHPS would like to use Alliance 4-PSD funding to continue the funding of three full-time Attendance Officer positions in its secondary schools in an effort to decrease the percentage of students who are chronically absent during the school year. EHPS' largest problem with respect to chronic absenteeism comes at the secondary levels. Attendance officers track data, develop written communication and make home visits to families. Students who are identified as chronically absent check in with attendance officers each day and serve as a trusted adult who greets them at the start of the school day. Attendance officers work closely with the schools' social workers to develop a plan and/or provide assistance to those students who have problems related to housing stability, transportation and/or childcare issues. At the elementary level, strategies that have been implemented to effectively reduce absenteeism include: public posting of school and classroom attendance, personal phone calls home, daily "check ins" with students, regular meetings among school leaders and the student support team and positive recognition of students.	By June 2016, EHMS will decrease the percentage of students who are identified as chronically absent by 2.5% (from 133 to 130). By June 2016, EHHS will reduce the percentage of students who are identified as chronically absent by 1% (from 253 to 250). * Please note: these numbers appear low because students who are in ISS more than 1/2 of the school day are now counted as absent.
3.2.	<b>Behavior Management:</b> For the past three school years, EHPS has placed a heavy emphasis on improving discipline in its schools. This includes implementing PBIS, hiring social workers to counsel and support students and families, and working with the EHPD and town services. The district has seen some improvement in the percentage of ISS and OSS as a result of these efforts, particularly in the elementary schools and at the middle school (EHMS). To this end, EHPS would like to continue to use Alliance-PSD monies to fund staff positions (e.g. behavior managers, social workers, behavior intervention coordinator) and incentive programs (PBIS, Top 20 Dinner).	By June 2016, EHPS will decrease the percentage of students who receive ISS and/or OSS by 5%. By June 2016, EHHS will decrease the number of special education students who receive an ISS or OSS by 5% (from 110 to 104). By June 2016, EHMS will decrease the number of special education students who receive an ISS or OSS by 5% (from 55 to 52).
3.3.	<b>Graduation/Dropout Prevention:</b> EHPS would like to leverage Alliance 4-PSD funding to employ strategies that are consistent with preventing students from dropping out of school. These include using funds for the staffing of the high school's "STEP" program, which places a focus on improving students' behavior and academics through the use of PBIS interventions and a student-support center in a small learning community. Funding related to drop-out prevention will also be used to pay for tutors at EHHS as well as at the district's alternative high school (Synergy) as well as staff (credit recovery teacher), programming and resources. Additionally, EHPS will dedicate Alliance 4-PSD funding to improve the workforce readiness of our students, particularly at its alternative high school (Synergy). This includes leveraging this funding (along with funds from the Heisman Foundation) to pay for students to enroll in college classes at Manchester Community College (culinary arts) and Asnuntuck Community College (advanced manufacturing) in alignment with its "Above and Beyond" career pathways program. Funds will also be used to pay for the students' transportation to the colleges as well as their books and uniforms.	EHPS will increase the percentage of students who graduate on time (4 years) from 78% (CSDE data from 2014) to 86% (state average in 2014) in 2016.
3.4.	<b>Family Engagement:</b> In alignment with best practices, EHPS will devote Alliance 4-PSD funding to family engagement efforts. This includes using money to pay for Naviance, an online program that provides students and families with resources such as self-discovery assessments, goal-setting, college research tools, course planning, career exploration resources, and individual learning plans. Money will also be used to allow the Parent Educator position to extend into year 2 for our Commissioner's Network school (O'Brien STEM Academy). The district is working closely with the Hartford Foundation for Public Giving (HFPG) to launch a comprehensive three year plan around improving family and community engagement. I am willing to share this detailed proposal in support of this work.	EHPS will increase the percentage of families who participate in the Panorama Family Survey from 23% to 28%.

**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:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
6 Social Workers	3.2	1 FTE x 6 Social Workers at K-12 Schools (Review, Focus) @ 64,317 average salary	\$ 385,904.00	
3 Attendance Officers	3.1	1 FTE Attendance Officer x 3 FTE at Middle & High School Level (Review Schools) @ \$25,080 each	\$ 75,240.00	\$ -
1 FTE Credit Recovery Teacher	3.3	1 FTE Credit Recovery Teacher at Synergy Alternative High School (Review School) @ \$40,865	\$ 40,865.00	
1 FTE Behavior Intervention Coordinator	3.2	1 FTE Behavior Intervention Coordinator at (Review School) EHHS @ \$42,000	\$ 42,000.00	
4 FTE Behavior Managers	3.2	1 FTE x 4 Behavior Managers at EHHS (Review School) at approx. Salary \$24,318 each	\$ 97,271.00	
1 FTE Parent Educator	3.4	1 FTE Parent Educator for Family Resource Early Education. Salary \$20,000	\$ 20,000.00	
15 Tutors	3.3	1 FTE x 15 Tutors for Progressive, Review & Focus Schools Elem. Student Assistant Center Tutors @ \$19 per hour		\$ 300,000.00

**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	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: Theme Development, Data Management, District Operations _____

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.	Other: Theme Development: EHPS will leverage Alliance 4-PSD funding to support the development of an IB pipeline (K-12). This will include funding positions required for certification as an IB school (e.g. Library Media Specialist and Technology/Design teacher), covering the costs for teachers and administrators to attend training, and paying for associated IB fees (e.g. exams for the Diploma Programme at CIBA, membership fees for O'Connell, Sunset Ridge, and CIBA). Funds will also be used to supplement efforts to market the IB pipeline to families.	EHPS will increase the enrollment of students at Sunset Ridge School from 150 in 2014-2015 to 250 in 2015-16. This increase in enrollment will be a direct result of the district's transition of the school from an arts-themed elementary school to an IB Middle Year's Programme (MYP) which will enroll students from O'Connell Elementary's Primary Years Programme (PYP) and feed into CIBA's Diploma Programme (DP).
4.2.	Other: Data Management: Sunguard: The district would like to continue using Alliance 4-PSD funds to pay for the Sunguard data management system, Performance Plus. This allows teachers and administrators to access and track student performance data over time and to manipulate reports so that data can be examined in different ways.	EHPS will increase the number of teachers and administrators who are using the Sunguard Performance Plus system to 100%



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>				
1 Technology-Design Teacher	4.1	1 FTE Technology Teacher (CIBA Sunset Ridge IB Programs)	\$ 66,851.00	
1 Library Media	4.1	1 FTE Library Media at IB School (Sunset Ridge)	\$ 60,000.00	
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ 126,851.00	\$ -
<b>200: Personnel Services - Benefits</b>				
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 31,839.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ 31,839.00	\$ -
<b>300: Purchased Professional and Technical Services</b>				
Theme Schools Pipeline	4.1	IB Training and Costs	\$ 25,000.00	\$ -
Sunguard Performance Plus	4.2	Assessment Tool	\$ 34,000.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 59,000.00	\$ -
<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>				
Sunguard PPT Software	4.2	Assessment Tool	\$ 5,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 5,500.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 223,190.00	\$ -

### 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>			
3 Kindergarten Teachers	2.7	1 FTE x 3 Elementary (Review, Focus Schools) @ \$81,032 Average Each	\$ 243,097.00
1 Grade 5 Teacher	4.1	1 FTE Elementary (Transitional) School @\$ 83,566	\$ 83,566.00
10 Teachers	2.6	1 FTE x 10 for Alternative High School, (Review School) @ \$70,980 Average	\$ 709,802.00
1 Data Analyst School Imp. Spec.	2.2	1 FTE Data Analyst & School Improvement Specialist District @ \$122,405	\$ 122,405.00
SPED Supervisor Secondary	2.3	1 FTE Special Education Supervisor Secondary (Review Schools) @ \$127,917	\$ 127,917.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,286,787.00</b>
<b>200: Personnel Services - Benefits</b>			
Employee Benefits for Line 100		Employee Benefits & Payroll Taxes	\$ 258,658.00
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 258,658.00</b>
<b>300: Purchased Professional and Technical Services</b>			
Printing	4.3	Annual Report	\$ 3,223.00
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 3,223.00</b>
<b>400: Purchased Property Services</b>			
Magnet School Tuition	4.3	Tuition for Magnet Schools	\$ 877,220.00
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ 877,220.00</b>
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</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>			\$ 2,425,888.00

**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	\$ 1,688,516.00	\$ 1,415,016.00	\$ 450,851.00	\$ 665,059.00	\$ 409,553.00	\$ 126,851.00	\$ -	\$ 1,286,787.00	\$ 5,182,229.00	\$ 860,404.00
200: Personnel Services - Benefits	\$ 354,483.00	\$ 261,612.00	\$ 85,973.00	\$ 251,716.00	\$ 149,854.00	\$ 31,839.00	\$ -	\$ 258,658.00	\$ 1,158,308.00	\$ 235,827.00
300: Purchased Professional and Technical Services	\$ 22,400.00	\$ 300,000.00	\$ -	\$ 6,371.00	\$ -	\$ 59,000.00	\$ -	\$ 3,223.00	\$ 390,994.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 877,220.00	\$ 877,220.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ -
600: Supplies	\$ 3,000.00	\$ 206,774.00	\$ 15,346.00	\$ 18,642.00	\$ -	\$ 5,500.00	\$ -	\$ -	\$ 233,916.00	\$ 15,346.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 2,068,399.00</b>	<b>\$ 2,183,402.00</b>	<b>\$ 552,170.00</b>	<b>\$ 951,788.00</b>	<b>\$ 559,407.00</b>	<b>\$ 223,190.00</b>	<b>\$ -</b>	<b>\$ 2,425,888.00</b>	<b>\$ 7,852,667.00</b>	<b>\$ 1,111,577.00</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

**THE APPLICANT:** East Hartford Public Schools **HEREBY ASSURES THAT:**

\_\_\_\_\_  
(insert Agency/School/CBO Name)

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



#### L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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)*

Nathan D. Quesnel

Title: *(typed)*

Superintendent

Date:

August 31, 2015