

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:	
East Windsor Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$307,215.00	n/a
Contact Person:	Contact Title:
Christine DeBarge, Ed.D	Interim Superintendent
Telephone:	Email Address:
860-623-3346	cdebarge@ewct.org
Name of Superintendent:	
Christine DeBarge, Ed.D	
Signature of Superintendent:	Date:
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Christopher Mickey	
Signature of Board Chair:	Date:

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 type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input 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.	Broad Brook Elementary School implements a structured SRBI format for reading through the use of Reading Teachers at grades K - 2, along with Reading tutors. Review of standardized data and classroom performance identifies which students are in need for Tier 2 or Tier 3 instructional services. Reading teachers are utilized to provide daily, individualized services to student requiring Tier 3 intervention. Instructional approaches are based on best practice and students are progress monitored every two weeks to tailor intervention to specific needs.	In June 2016 80% of students who are identified to participate in SRBI in the fall of 2015 will demonstrate improvement through participating in Tier 2 and 3 reading interventions as measured by increases in their STAR scores.
2.2.	Curriculum revision is in process for grades K - 12 in both English language arts and math. New units have been aligned with Common Core State Standards including preassessments and end-of-unit summative assessments. These assessments are reviewed and results help in determining curriculum or instructional changes needed. Subgroups of the curriculum committee meet by building levels to review teacher reflections from each unit and assessment data and make changes. Unit level reflections are utilized to determine what instructional materials are needed to deliver the units intended to meet CCSS. Instructional coaches facilitate the curriculum committees and propose changes to the Assistant Superintendent as needed.	End-of-unit summative assessments will demonstrate that 80% of standards are met by 80% or more of students for English language arts and math at grades K - 12 by June of 2016 when compared to fall 2015.
2.3.	The district will employ a Certified Occupational Therapy Assistant (COTA) to work primarily at the elementary level to support students in the use of sensory strategies; keyboarding; and fine motor skills allowing them to better access the core curriculum. These services will provide students with the skills necessary to demonstrate their understanding of all content areas through written and keyboarding output. The improvement in output will also allow students to demonstrate their knowledge on state and district assessments requiring use of technology (Smarter Balanced; STAR).	100% of students who receive services by the COTA will improve their fine motor skills (pre-writing skills; written output; keyboarding etc...) by 25% from baseline data taken at the onset of treatment in the 2015 - 2016 school year through June 2016.
2.4.		

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:
100: Personnel Services - Salaries				
2.0 FTE Reading Teachers	2.1	Salaries for two full time reading teachers to implement intensive reading supports through SRBI	\$ 146,058.00	\$ -
706 hours of COTA salary	2.3	Hourly rate of \$30/hr for up to 6 hours per day for a COTA position	\$ 21,193.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 167,251.00	\$ -
200: Personnel Services - Benefits				
benefits	2.1	benefits for reading teachers	\$ 40,855.36	\$ -
			\$ -	\$ -

			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 40,855.36	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
instructional materials	4.2	instructional materials needed to implement CCSS aligned instructional units in both ELA and math for grades K - 4	\$ 5,128.34	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 5,128.34	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 213,234.70	\$ -

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 type="checkbox"/> Graduation/Dropout prevention
<input checked="" type="checkbox"/> Behavior management	<input 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:
<p>3.1. The district will continue to employ a clinical social worker at the district level to work directly with families and staff to reduce chronic absenteeism. The district has created a comprehensive system to identify students at risk for chronic absenteeism, including the ongoing tracking of tardies, early dismissals, medical and both excused and unexcused absences. This data allows staff to identify students who may be developing school attendance issues which could impact academic performance or the drop out rate. Biweekly attendance meetings are held at each school including the administrator, Nurse Leader and SSW to discuss status of students and to monitor changes in attendance following implementation of any strategies. The School Social Worker (SSW) partners with the district Nurse Leader to identify students with high absentee levels through the use of our student database and PSIS data. He contacts families by phone or other methods to educate families about state regulations and requirements for school attendance. Through contact with families, he determines what challenges may be impacting regular school attendance and determines what school or outside supports may be appropriate to meet the identified needs. As needed, school meetings are scheduled, home visits scheduled, referrals made to in district services (Service Team, counseling, academic supports, nursing referral...) or if information about outside resources are needed. Barring improvement and dependent on circumstances, the SSW may access the Department of Children and Families or the Court system.</p>	<p>Chronic absent rate will improve from 15% in 2015 to 10% in 2016 at both the aggregate and elementary school.</p>
<p>3.2. The district employs a Clinical Social Worker at Broad Brook Elementary School to provide a wide variety of direct and consultation services to students, their families and staff. The SSW provides direct counseling services to individual students and groups to address identified social/emotional/behavioral needs effecting school success both social and academic. She also responds to crisis situations and assists in determining whether there is a need for higher level clinical services to ensure the safety and well being of all students. The SSW provides consultation for staff in working with students demonstrating such needs through attendance at Service Team meetings and development of incentive plans and Behavior Intervention Plans. She also advises and consults with district and building administrators regarding the development of specialized programs or supports for students with needs. The SSW connects with families to provide supports including but not limited to consultation with private providers, referrals to counseling agencies and recommendations for supporting students at home. The SSW is part of the Safe School Climate Committee which develops and implements a social emotional learning curriculum. This curriculum is aligned with the curricula taught at the middle school and high school, geared to improve the climate and prosocial behavior of students. Part of this work is the creation and pilot of a new system for addressing disciplinary issues that includes the use of restorative practices rather than solely punitive responses to behavior.</p>	<p>Students within the Discovery Program will earn targeted daily behavior points 80% of days in the program. By June 2016, student discipline referrals will decrease by 10% from the number of referrals in June 2015 in each school. Based on the 2015 end-of-year student climate survey there will be a 5% increase in the percentage of students who responded to question 3 (friends and respect) which would show a growth from 80% in 2015 to 85% in 2016; question 5 (Safe from Harassment) would show an increase from 89% in 2015 to 94% in 2016; and question 7 (Getting Picked on or Harassed at School) will show an increase from 93% in 2015 to to 98% in 2016. This growth will indicate that the Safe School Climate curriculum is having a positive impact</p>

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:
100: Personnel Services - Salaries				
Social Workers	3.1; 3.3	provide 1.5 FTE school social workers to address attendance, climate, behavior and families	\$ 84,583.00	\$ -
			\$ -	\$ -
			\$ -	\$ -

100: Personnel Services - Salaries Subtotal:			\$ 84,583.00	\$ -
200: Personnel Services - Benefits				
benefits for social workers	3.1; 3.3	insurance benefits for 2.0 FTE social workers	\$ 15,999.30	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 15,999.30	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 100,582.30	\$ -

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 type="checkbox"/> Other: _____

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.	The district implemented a 1:1 computing environment during the 2014-2015 school year. All students in grades 8-10 received devices and two carts of devices were provided at the elementary in grades 3 and 4. The goal of the 1:1 was to improve students proficiency with technology and increase resources used for teaching and learning for all students within those grades. At this time, approximately half of parents have activated their EdLine account. This limits the information accessible to parents regarding students weekly performance as well as academic expectations, current assignments and other information related to their courses.	The number of parents who activate their EdLine accounts will increase by 20% moving from 70% in 2015 to 90% in 2016.
4.2.	The district employs a full time Instructional Technology Specialist to provide professional development and embedded coaching regarding the effective use of instructional technology. He has provided several specialized professional development offerings in basic technology skills and works with all Professional Learning Communities in grade 8 and at the high school to embed technology into teaching and learning. the Instructional Technology Specialist works with the Technology Director and Assistant Superintendent to effect policy and practice changes related to the use of technology.	75% of teachers with students in grades 9-11 will be observed utilizing 1:1 devices during instruction or assessment based on administrative walkthroughs
4.3.	Students at grades 3 and 4 require additional technology instruction to meet the Connecticut Computer Technology Competency Standards for Students. At this time, Broad Brook has a computer lab holding 20 computers and two carts of the 1:1 devices holding an additional 20 devices each. This does not provide sufficient access to the technology needed for students to meet the grade level standards. The need to acquire grade appropriate technology skills is relevant as students are required to take Smarter Balanced, a computer based assessment, in both grades 3 and 4 but lack basic computer skills.	100% of students in grades 3 and 4 will demonstrate increased proficiency from preassessment scores on a district designed rubricin Competency Standard 1: Basic Operations and Concepts through teacher assessment of use during classroom instructional time.
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:
100: Personnel Services - Salaries				
Instructional Technology Specialist	4.2	funded by district funds - no Alliance funds needed	\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
computing devices	4.3	purchase of 20 student Dell Latitude 3150 Educational Series laptop at \$552.05; cart for laptops at \$1400; teacher device Dell XPS at \$900	\$ 13,341.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ 13,341.00	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 13,341.00	\$ -

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:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

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	\$ -	\$ 167,251.00	\$ -	\$ 84,583.00	\$ -	\$ -	\$ -	\$ -	\$ 251,834.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 40,855.36	\$ -	\$ 15,999.30	\$ -	\$ -	\$ -	\$ -	\$ 56,854.66	\$ -
300: Purchased Professional and Technical Services	\$ 1,250.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,250.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,341.00	\$ -	\$ -	\$ 13,341.00	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ -	\$ 5,128.34	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,128.34	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,250.00	\$ 213,234.70	\$ -	\$ 100,582.30	\$ -	\$ 13,341.00	\$ -	\$ -	\$ 328,408.00	\$ -