

2016-17 1003(a) Application

Improving Student Achievement in Low-Performing Schools

RFP Number: 806

Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965

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Dr. Dianna R. Wentzell
Commissioner of Education
Connecticut State Department of Education
450 Columbus Blvd. | Hartford, CT 06103

www.sde.ct.gov/



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PART I: 2016-17 1003(a) APPLICATION OVERVIEW

A. PURPOSE

The Connecticut State Department of Education (CSDE) is seeking to assist local education agencies (LEAs) in dramatically improving student achievement in their lowest-performing schools by making targeted investments in schools pursuing comprehensive and transformative improvement plans.

B. GRANT PERIOD

The anticipated grant period is January 2017 – September 30, 2018. Federal 1003(a) funds awarded through this competitive grant process must be expended or obligated by September 30, 2018, and liquidated within 60 days of the end date of the grant. As with any grant program, grant recipients will be expected to engage in periodic financial and programmatic monitoring to ensure compliance with the terms of this grant. Grant recipients will automatically be considered for a second year of funding, contingent upon available funds, implementation effectiveness, and the demonstration of strong 2016-17 performance results and/or steady improvements in select areas.

Based upon data presented at a Review Site Visit conducted in fall 2017, as well as end-of-year data, the CSDE Turnaround Office will determine whether to extend, reduce, or discontinue 1003(a) funding for the 2017-18 school year. At minimum, in addition to implementation effectiveness, eligibility for a second year of funding will be based upon school data as follows: (1) average daily student attendance rate; (2) student chronic absenteeism rate (percentage of students missing > 10 percent of school days); (3) average daily teacher attendance rate; (4) math proficiency and growth rates on nationally-normed assessments; and (5) reading proficiency and growth rates on nationally-normed assessments. Grant recipients are also encouraged to provide additional quantitative data evidencing progress and impact of 1003(a) grant-funded initiatives during the 2016-17 school year.

C. ELIGIBLE APPLICANTS

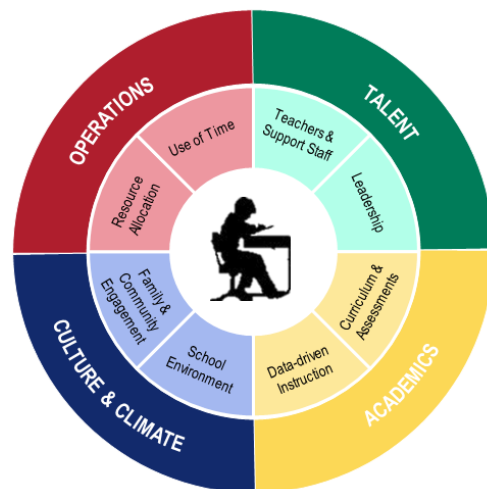
Applications will be accepted from LEAs on behalf of their Title I schools classified as Turnaround and/or Focus school(s). An LEA must submit a separate application for each school the district would like to have considered for competitive 1003(a) funds. Please see Appendix A of this application for a list of schools eligible to apply for this 1003(a) grant.

Schools that applied for and received 1003(a) funds during the 2015-16 school year will automatically be considered for a second year of funding during 2016-17. Successful 2015-16 grant recipients need not apply for a continuation of funds during 2016-17; the CSDE will make Year 2 funding determinations based on school implementation effectiveness, progress, and data.

D. FUNDING AND USE OF FUNDS

Eligible applicants may submit an application for up to \$200,000 per school in 1003(a) funding. This competitive grant application requires LEAs to describe how such funds would support bold reform efforts at the school level. Funding requests must support at least one of the following objectives:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.



The awarding of funding is contingent upon an application's selection on the basis of the criteria described in Part I, Section E of this application, the availability of funds, and approval by the CSDE. The CSDE may choose to fund all, some or none of the total funding request. In awarding federal 1003(a) funds, the CSDE may give preference to schools not receiving other competitive grant funding (e.g., Commissioner Network funds, federal 1003(g) School Improvement Grant funds, etc.). The CSDE may also give preference to LEAs that demonstrate a substantial local investment in the school's turnaround efforts. LEAs may demonstrate a local investment by describing, in the Budget Proposal, how the district will use local, Alliance District, Priority School District, Title I, and/or other local, state, federal, and private grant funding to support the successful implementation of the school's improvement plan during the grant period, as well as the sustainability of the plan when the grant period ends. Please note that federal 1003(a) funds may not be used to supplant other funding already committed by the district.

E. APPLICATION REQUIREMENTS

1. **Required Format:** All applications must be completed using the Excel template and the Statement of Assurances found in Appendix C of this application. The Excel template and the application can be found on the CSDE's 2016 Request for Proposals Web page:

a. Cover and Needs Analysis (Tab 1, Excel Template)

The application must summarize the school's strengths and challenges, citing specific data and evidence. Strategies and expenditures proposed in the School Improvement Plan and Budget Proposal sections must reflect school data and needs identified in the needs analysis. As a part of the Needs Analysis, schools are expected to self-assess talent, academics, climate and culture and operations using the Needs Analysis Tool found in Appendix B of this application.

b. School Improvement Plan (Tab 2, Excel Template)

The plan must describe overarching school improvement goals focused on school priorities, aligned strategies, and more specific, measurable goals the school will use to measure effectiveness of aligned

strategies to advance school performance and student achievement in the following areas: (1) talent; (2) academics; (3) culture and climate; and/or (4) operations. Please ensure that there is close alignment between the School Improvement Plan and 1003(a) Budget Proposal.

c. Budget Proposal (Tab 3, Excel Template)

Complete a budget proposal using the ED 114 budget template. Using the budget template, explain how the LEA proposes to invest 1003(a) funds to execute the school improvement plan and drive significant gains in student achievement. Summarize the proposed cost items and provide a detailed description of each of the proposed investments (e.g., number of FTEs, number of units, cost per unit, etc.). Include any district efforts to invest other local, state, federal, and/or private grants funds in the school turnaround effort to support the sustainability of 1003(a) investments. Please ensure budget proposals align to guidance provided in the CSDE's Local Fiscal Processing Manual and to the Uniform Chart of Accounts (guidance available here: <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/payments/lfpm.pdf>).

d. Statement of Assurances (Appendix C of this application)

Review and sign the Statement of Assurances found in Appendix C of this application.

2. Minimum Submission Requirements:

Applicants must meet all of the following requirements or be deemed unacceptable and ineligible for further review and consideration:

1. Be an eligible applicant, as defined in Part I, Section C of this application.
2. Submit a complete application by following the required format, as described in Section E of this application.
3. Meet the submission deadline of Tuesday, May 9, 2017, at 4:00 p.m. EST.

Applications that do not comply with these requirements will be considered non-responsive and excluded from review. Omission of any required document or form, failure to use required formats for response, or failure to respond to any requirements will lead to rejection of the proposal prior to any formal review. The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost stand point.

3. Questions:

Any and all questions regarding this application should be directed to: Leslie Carson, Turnaround Office, at Leslie.Carson@ct.gov or 860-713-6796.

4. Submissions:

All applications (Excel template and *Appendix C, Statement of Assurances*) must be submitted by e-mail to SDEAllianceDistrict@ct.gov. **All applications must be received by 4:00 p.m. on Tuesday, May 9, 2017.**

5. Freedom of Information Act:

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act, Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

F. SELECTION CRITERIA

Using the rubric presented in *Part II, Application Rubric*, a selection committee will review and score all applications that meet the minimum submission requirements, as described in Part I, Section E of this application. All awards are subject to the availability of funds. Grants are not final until the award letter is executed. Given the number of eligible applicants, the CSDE anticipates a highly competitive process resulting in funding being awarded to only those applicants submitting well-developed applications and transformative plans.

PART II: APPLICATION RUBRIC AND SCORING GUIDE

The 1003(a) grant is competitive, and awards will be based on the quality and transformative potential of the application. All 1003(a) school improvement grant applications will be evaluated using the criteria shown below. Each section of the application will be rated from 0 to 2 points, and each section of the 1003(a) application are weighted differently. The local education agency (LEA) is required to use 1003(a) awards to support at least one of the CSDE Turnaround Framework components (talent, academics, culture and climate, operations) and is not required to support all four of the framework's components. Funding decisions will be based on the total number of points earned for the cover page and needs, school priorities and goals, and budget proposal. The total number of possible points is 66.

Please note: Since the CSDE must give preference to the schools with the highest needs, points will be awarded to LEA applications based on the classification the LEA's applicant school received from the state's Next Generation Accountability System. Category 5 schools will receive more School Classification Points than Category 4 schools, and Turnaround Schools within Category 5 will receive the most points. Schools located in one of the state's thirty Alliance Districts will also receive additional advantage points.

Minimum Submission Requirements: Applications which do not meet minimum submission requirements will not be scored.				Yes	No	
1. The applicant school is eligible to apply for 1003(a) funding. The school is classified as a Title I school AND is classified as either a Focus or Turnaround school, according to the March 1, 2016 Next Generation Accountability System.						
2. The LEA has submitted a completed Excel template, including Cover and Needs Analysis, School Improvement Plan, Budget Proposal and a signed Statement of Assurances from Appendix C of the application.						
3. The LEA met the submission deadline of Tuesday, May 9, 2017, at 4:00 p.m. EST.						
School Classification Points						
Indicator	0 points	1 point	2 points	Indicator Score	Weighting Factor	Total Points
Alliance District Schools: In order to give preference to schools with the highest needs, additional advantage points will be awarded to eligible schools located in Alliance Districts.			The school for which the LEA is submitting an application is located in an Alliance District.		3	
Category 5 Schools: The school for which the LEA is submitting an application is a school classified as Focus or Turnaround in the old accountability system in December 2012 and is also identified as Focus or Turnaround in the Next Generation Accountability System.		The school for which the LEA is submitting an application is classified as a Category 5, Focus school in the Next Generation Accountability System.	The school for which the LEA is submitting an application is classified as a Category 5, Turnaround school in the Next Generation Accountability System.		2	
Category 4 Schools: The school for which the LEA is submitting an application is a school identified as Focus or Turnaround based on the Next Generation Accountability System.		The school for which the LEA is submitting an application is classified as a Category 4, Focus school in the Next Generation Accountability System.	The school for which the LEA is submitting an application is classified as a Category 4, Turnaround school in the Next Generation Accountability System.		1	

Cover Page and Needs Analysis						
Indicator	0 points	1 point	2 points	Indicator Score	Weighting Factor	Total Points
Step 1. Cover Page. The local education agency (LEA) must provide grant identifying information, including contact information for the grant's main point of contact. The LEA must provide applicable school quantitative results for the past three years for leading and lagging indicators identified in the grant application as well as school demographic data.	The LEA provided complete identifying information for the school and grant point of contact. The LEA provided some of the applicable school quantitative data for the past three years, failing to provide data for three or more of the leading and lagging indicators identified in the grant application. The LEA provided most of the school student demographic data for the past three years beginning in 2013-14, failing to provide one or more of the school student demographic data points.	The LEA provided complete identifying information for the school and grant point of contact. The LEA provided most applicable school quantitative data for the past three years, failing to provide data for one or two of the leading and lagging indicators identified in the grant application. The LEA provided all school student demographic data for the past three years beginning in 2013-14.	The LEA provided complete identifying information for the school and grant point of contact. The LEA provided all applicable school quantitative data for the past three years for all leading and lagging indicators identified in the grant application. The LEA has provided all school student demographic data for the past three years beginning in 2013-14.		1	
Step 2. Needs Analysis. The LEA must use the Self-Assessment Needs Analysis Tool provided in the application to identify level of implementation of the CSDE turnaround framework, including talent, academics, culture and climate, and operations.	The LEA failed to use the Self-Assessment Needs Analysis Tool provided in the application to complete a needs assessment, or failed to provide a self-assessment score for each of the talent, academics, culture and climate and operations indicators from the Connecticut State Department of Education (CSDE) Turnaround Office framework.	The LEA used the Self-Assessment Needs Analysis Tool provided in the application to complete a needs assessment, providing a self-assessment score for most of the talent, academics, culture and climate and operations indicators from the CSDE Turnaround Office framework.	The LEA used the Self-Assessment Needs Analysis Tool provided in the application to complete a needs assessment, providing a self-assessment score for each of the talent, academics, culture and climate and operations indicators from the CSDE Turnaround Office framework.		2	
Step 3. Challenges. The LEA must identify the school's major challenges, citing specific data and evidence sources, including and not limited to the results from the Self-Assessment Analysis Tool.	The LEA identified the school's major challenges based on the needs analysis completed in Step 2. The LEA cited no data and evidence sources to support and explain the major challenges it has identified, or cited data doesn't support the findings identified by the LEA. The cited data and evidence are only derived from the Self-Assessment Needs Analysis Tool. The identified challenges may not align to scores submitted in Step 2.	The LEA identified the school's major challenges based on the needs analysis completed in Step 2. The LEA cited generalized data and evidence sources to support and explain the major challenges it has identified, or may not have clearly explained how the cited data supports or explains the challenge. The cited data and evidence are derived from at least two sources, one of which is the Self-Assessment Needs Analysis Tool. The LEA has identified challenges related to most of the reasons the school was identified as a Focus or Turnaround school. The identified challenges are aligned to scores submitted in Step 2.	The LEA identified the school's major challenges based on the needs analysis completed in Step 2. The LEA cited specific data and evidence sources to support and clearly explain the major challenges it has identified. The cited data and evidence are derived from at least three sources, one of which is the Self-Assessment Needs Analysis Tool. The LEA has identified challenges related all of the reasons why the school was identified as a Focus or Turnaround school. The identified challenges are aligned to scores submitted in Step 2.		2	

2016-17 School Priorities and Goals						
Indicator	0 points	1 point	2 points	Indicator Score	Weighting Factor	Total Points
<p>Step 1. School Improvement Priorities. The LEA must identify school improvement priorities aligned to the CSDE Turnaround Framework which identifies reform levers in the areas of talent, academics, culture and climate, and operations.</p>	<p>The LEA selected school improvement priorities that do not align to challenges identified in the needs analysis. The number of school improvement priorities are not manageable for the grant timeline and funding, and the priorities identified represent whole-school reform rather than targeted assistance. Identified priorities do not align to challenges for which the school can likely implement strategies beginning immediately and which are likely to result in quantifiable positive student outcomes.</p>	<p>The LEA selected school improvement priorities that align to challenges identified in the needs analysis. A manageable number of school improvement priorities is identified which represent targeted assistance rather than whole-school reform. Identified priorities align to challenges for which the school can likely implement strategies beginning immediately and which are likely to result in quantifiable positive student outcomes.</p>	<p>The LEA selected school improvement priorities that align to the most significant needs impacting student outcomes identified by the needs analysis. A manageable number of school improvement priorities is identified which represent targeted assistance rather than whole-school reform. Identified priorities align to challenges or deficiencies for which the school can likely implement strategies immediately and which are likely to result in quantifiable positive student outcomes.</p>		4	
<p>Step 2. Overarching School Improvement Goals. The LEA must identify two or three overarching school improvement goals aligned to proposed school improvement priorities, including identifying a S.M.A.R.T. (specific, measurable, attainable, results-oriented, and time-bound) goal aligned to each reform priority. S.M.A.R.T. goals must include each of the following required elements: specific, measurable, attainable, results-oriented and time-bound. If the school's chronic absenteeism rate is above the state target of 10 percent, one overarching goal must focus on improving chronic absenteeism.</p>	<p>The LEA has identified overarching school improvement goals, but it is difficult to understand how the goals are aligned to deficiencies or challenges uncovered in the needs analysis or to the school improvement priorities identified in Step 1. One or more of the overarching school improvement goals focus on adult outcomes rather than student outcomes. The LEA may not have identified a goal focused on improving chronic absenteeism that is above the state's target of 10 percent. The school's overarching goals are missing S.M.A.R.T. goal elements.</p>	<p>The LEA has identified three or four overarching school improvement goals. The goals are generally aligned to deficiencies or challenges uncovered in the needs analysis and the school improvement priorities identified in Step 1. Overarching school improvement goals focus on student outcomes. If the school's chronic absenteeism rate is above the state target of 10 percent, one of the overarching goals focuses on improving chronic absenteeism. The school's overarching goals are missing one of the required S.M.A.R.T. goal elements.</p>	<p>The LEA has identified two or three overarching school improvement goals. The goals are aligned to specific deficiencies or challenges uncovered in the needs analysis and the school improvement priorities identified in Step 1. Overarching school improvement goals focus on student outcomes. If the school's chronic absenteeism rate is above the state target of 10 percent, one of the overarching goals focuses on improving chronic absenteeism. Each of the school's overarching goals include all the required S.M.A.R.T. goal elements</p>		6	

Indicator	0 points	1 point	2 points	Indicator Score	Weighting Factor	Total Points
Step 3. Specific Priorities, Strategies, and S.M.A.R.T. Goals. The LEA must identify a core set of strategies aligned to overarching school improvement goals and to the school's reform priorities, including a narrative summary of each strategy and a S.M.A.R.T. goal which focuses on measurement of actions taken toward meeting specific school priorities.	Specific priorities and strategies described are too numerous, appearing to represent whole-school reform rather than targeted interventions. Or, the amount of identified strategies may not represent a manageable number which can be implemented immediately. The LEA minimally describes how identified strategies are likely to provide supports that will improve challenges uncovered by the needs analysis. The LEA has failed to describe how selected strategies are likely to build the capacity of the school administration and staff to continue improvement beyond the grant period. The LEA may have failed to describe at least one strategy focused on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. S.M.A.R.T. goals are missing two or more of the required elements (specific, measurable, attainable, results-oriented, and time-bound).	Specific priorities and strategies described by represent targeted interventions rather than whole-school reform. However, the amount of identified strategies may not represent a manageable number or may require planning that does not allow for immediate implementation. The LEA generally described how identified strategies are likely to provide supports that will improve challenges uncovered in the needs analysis. The LEA has generally described how selected strategies are likely to build the capacity of school administration and staff to continue improvement beyond the grant period. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Each of the S.M.A.R.T. goals are missing one of the required elements (specific, measurable, attainable, results-oriented, and time-bound).	Specific priorities and strategies described represent targeted interventions rather than whole-school reform. The amount of identified strategies represent a manageable number likely to allow for immediate effective implementation. The LEA described specifically how identified strategies are likely to provide supports that will improve challenges uncovered in the needs analysis. The LEA has described specifically how the selected strategies are likely to build the capacity of school administration and staff to continue improvement beyond the grant period. At least one of the proposed strategies focuses on improving chronic absenteeism if the school's chronic absenteeism rate is above the 10 percent state target. Each of the S.M.A.R.T. goals include all the required elements (specific, measurable, attainable, results-oriented, and time-bound).		6	

2016-17 1003(a) Budget Proposal						
Indicator	0 points	1 point	2 points	Indicator Score	Weighting Factor	Total Points
Proposed Budget. The LEA must complete a budget proposal for 2016-17 for up to \$200,000, including cost item, alignment to school priority, detailed budget justification and cost basis, total proposed 1003(a) investment for each cost, other district funding sources and total district investment. The LEA describes other district funding sources and funding amounts that support implementation of school priorities and strategies.	The proposed budget totals up to \$200,000. The proposed budget includes multiple line items that are not clearly aligned to specific priorities and strategies proposed by the LEA. The LEA identified each cost item, providing the number of the priority to which the cost item is aligned. The LEA provides minimal budget justification and cost basis for each line item it proposes. The LEA may not have included a description of other district funding sources and amount of district investment to support implementation of school priorities and strategies. The proposed budget is reasonable but includes two or more cost items that are not proportional to proposed grant activities.	The proposed budget totals up to \$200,000. The proposed budget includes line items identified in the school's specific priorities and strategies but includes one or two line items that are not clearly aligned to specific priorities and strategies proposed by the LEA. The LEA identified each cost item, providing the number of the priority to which the cost item is aligned. The LEA provides general budget justification and cost basis for each line item it proposes. The LEA may not have included a description of other district funding sources and amount of district investment to support implementation of school priorities and strategies. The proposed budget is reasonable but may include one cost item that is not proportional to proposed grant activities.	The proposed budget totals up to \$200,000. The proposed budget includes line items aligned to the school's specific priorities and strategies. The LEA identified each cost item, providing the number of the priority to which the cost item is aligned. The LEA provides detailed budget justification and cost basis for each line item it proposes. The district's description of other district funding sources and amount of district investment to support implementation of school priorities and strategies highlights the district's commitment to sustainability of grant-funded initiatives. The proposed budget is reasonable and proportional to proposed grant activities.		6	
TOTAL POSSIBLE POINTS						66

PART III: APPENDICES

Appendix A: List of Eligible Schools

Applications will be accepted from LEAs on behalf of their Title I schools classified as Turnaround and/or Focus school(s). The following list displays all eligible Title I Focus and Turnaround schools for each district.

District	District Code	School	School Code	Classification
Berlin	0070011	Berlin High School	0076111	Focus ELA
Bridgeport	0150011	Barnum School	0150111	Focus ELA
Bridgeport	0150011	Bryant School	0150411	Focus ELA
Bridgeport	0150011	Columbus School	0150511	Focus ELA
Bridgeport	0150011	Luis Munoz Marin School	0151011	Turnaround
Bridgeport	0150011	Cesar Batalla School	0151411	Focus ELA
Bridgeport	0150011	Jettie S. Tisdale School	0152211	Turnaround
Bridgeport	0150011	Roosevelt School	0152611	Turnaround
Bridgeport	0150011	Geraldine Johnson School	0153211	Focus Math
Bridgeport	0150011	Dunbar School	0154111	Focus Math
Bridgeport	0150011	Curiale School	0154211	Focus ELA
Bridgeport	0150011	Edison School	0150711	Focus Math
Bridgeport	0150011	Hooker School	0151311	Focus Math
Bridgeport	0150011	Waltersville School	0153011	Focus Math
Bridgeport	0150011	Cross School	0153911	Turnaround
Bridgeport	0150011	Blackham School	0154011	Focus Math
Danbury	0340011	Alternative Center for Excellence	0346211	Turnaround
Derby	0370011	Derby High School	0376111	Focus Math
East Hartford	0430011	East Hartford Middle School	0435111	Focus Math
East Hartford	0430011	Silver Lane School	0431211	Focus Science
East Haven	0440011	Joseph Melillo Middle School	0445111	Focus Math
Hamden	0620011	Church Street School	0620211	Focus Science
Hartford	0640011	Batchelder School	0640411	Focus ELA
Hartford	0640011	Asian Studies Academy	0640711	Turnaround
Hartford	0640011	Parkville School District	0641511	Focus ELA
Hartford	0640011	Sarah J. Rawson Elementary School	0641711	Focus Math
Hartford	0640011	Burr School	0642311	Focus Math
Hartford	0640011	Clark School	0642411	Turnaround
Hartford	0640011	Capital Community College Magnet Academy	0643911	Turnaround
Hartford	0640011	Bulkeley High School Lower School	0646111	Turnaround

District		District Code	School	School Code	Classification
Hartford		0640011	Bulkeley High School Upper School	0647111	Focus ELA
Hartford		0640011	HPHS Academy of Engineering and Green Technology	0647211	Focus ELA
Hartford		0640011	HPHS Academy of Nursing and Health Science	0647511	Focus ELA
Hartford		0640011	High School Inc.	0647611	Focus Science
Hartford		0640011	SAND School	0640111	Turnaround
Hartford		0640011	Burns Latino Studies Academy	0640611	Turnaround
Hartford		0640011	M. D. Fox Elementary School	0640811	Turnaround
Hartford		0640011	McDonough Expeditionary Learning School	0641211	Turnaround
Hartford		0640011	M. L. King School	0641611	Focus Math
Hartford		0640011	Milner Elementary School	0641911	Turnaround
Hartford		0640011	Fred D. Wish Museum School	0642211	Turnaround
Hartford		0640011	Simpson-Waverly School	0642611	Turnaround
Hartford		0640011	Culinary Arts Academy	0646011	Turnaround
Hartford		0640011	HPHS Law and Government Academy	0647411	Turnaround
Manchester		0770011	Washington School	0771411	Focus Math
Meriden		0800011	John Barry School	0800511	Turnaround
Middletown		0830011	MacDonough School	0830911	Focus Science
New Britain		0890011	Northend School	0890911	Focus Math
New Britain		0890011	Frank J. DiLoreto School	0891111	Focus ELA
New Britain		0890011	Smalley Academy	0891211	Focus ELA
New Britain		0890011	Smith School	0891311	Focus Science
New Britain		0890011	Slade Middle School	0895211	Turnaround
New Britain		0890011	Pulaski Middle School	0895311	Turnaround
New Britain		0890011	New Britain High School	0896111	Focus Science
New Haven		0930011	John S. Martinez School	0930811	Focus Math
New Haven		0930011	Augusta Lewis Troup School	0931511	Turnaround
New Haven		0930011	Katherine Brennan/Clarence Rogers School	0932111	Focus Math
New Haven		0930011	Truman School	0932911	Focus ELA
New Haven		0930011	Wexler/Grant Community School	0933211	Focus Math
New Haven		0930011	Clemente Leadership Academy	0934211	Turnaround
New Haven		0930011	West Rock Authors Academy	0934911	Turnaround
New Haven		0930011	James Hillhouse High School	0936211	Turnaround
New Haven		0930011	Barnard Environmental Magnet School	0930211	Focus ELA
New Haven		0930011	Clinton Avenue School	0930611	Focus ELA
New Haven		0930011	Fair Haven School	0931611	Turnaround
New Haven		0930011	Lincoln-Bassett School	0932011	Turnaround

District		District Code	School	School Code	Classification
New Haven		0930011	Strong 21st Century Communications Magnet and SCSU Lab School	0932811	Turnaround
New Haven		0930011	King/Robinson Magnet School	0933011	Focus Science
New Haven		0930011	Quinnipiac Real World Math STEM School	0933511	Focus Math
New Haven		0930011	Celentano BioTech, Health and Medical Magnet School	0934811	Focus ELA
New Haven		0930011	High School in the Community	0936611	Turnaround
New Haven		0930011	Hyde School of Health, Science and Sports Medicine	0936811	Focus Math
New London		0950011	Jennings School	0950311	Focus Science
North Branford		0990011	North Branford Intermediate School	0995111	Focus ELA
Norwich		1040011	Veterans' Memorial School	1041811	Turnaround
Stamford		1350011	Roxbury School	1350911	Focus Science
Vernon		1460011	Maple Street School	1460211	Focus Math
Waterbury		1510011	Bucks Hill School	1510511	Focus Math
Waterbury		1510011	Walsh School	1512211	Focus ELA
Waterbury		1510011	Driggs School	1510911	Focus Science
Waterbury		1510011	Hopeville School	1511311	Focus ELA
Waterbury		1510011	Sprague School	1512011	Focus ELA
Waterbury		1510011	Washington School	1512311	Focus Science
Waterbury		1510011	Gilmartin School	1512611	Focus Math
Waterbury		1510011	Woodrow Wilson School	1513211	Focus Science
Waterbury		1510011	Michael F. Wallace Middle School	1515111	Focus ELA
Waterbury		1510011	West Side Middle School	1515211	Focus ELA
Waterbury		1510011	North End Middle School	1515311	Focus ELA
Waterbury		1510011	Crosby High School	1516211	Turnaround
Waterbury		1510011	Wilby High School	1516311	Turnaround
Waterbury		1510011	John F. Kennedy High School	1516411	Focus Math
Windham		1630011	Windham Middle School	1635111	Focus ELA
Explorations		2720013	Explorations Charter School	2726113	Turnaround
Trailblazers		2780013	Trailblazers Academy	2785113	Turnaround
Stamford Academy District		2820013	Stamford Academy	2826013	Turnaround
Regional School District 07		2070012	Northwestern Regional High School	2076112	Focus ELA
Capital Region Education Council		2410014	Greater Hartford Academy of the Arts High School-Full Time	2416414	Focus Math
Great Oaks Charter School District		2940013	Great Oaks Charter School	2940113	Turnaround
Connecticut Technical High School System		9000016	Eli Whitney Technical High School	9001416	Focus Math

Appendix B: Self-Assessment Needs Analysis Tool

The LEA is asked to conduct a self-assessment of needs using the following Self-Assessment of Needs Analysis Tool for each school for which it intends to submit a 2016-17 1003(a) Application. Using the required Excel application template, the LEA is asked to identify the school's level of implementation for each of the talent, culture and climate, and operations indicators.

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
1.1. Instructional Practice	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
1.2. Evaluation and Professional Culture	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Few if any staff were formally evaluated according to the district's state-approved educator evaluation plan. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Some teachers were formally evaluated according to the district's state-approved educator evaluation plan, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most teachers were formally evaluated according to the district's state-approved educator evaluation plan. Leaders provide feedback and hold individuals accountable for effort and results.	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All teachers were formally evaluated according to the district's state-approved educator evaluation plan. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
1.3. Recruitment and Retention Strategies	The school and/or district lack systems to recruit and attract top talent. Retention of high-quality staff is a significant concern. The school lacks systems and strategies to retain top teachers and leaders.	The school and/or district have components of a plan for recruitment and retention of quality educators (e.g., mentoring, induction). The plan is not fully developed or consistently implemented.	The school and/or district have systems for strategic recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Retention of high-quality teachers is high.	The school and/or district effectively implement a long-term plan for recruitment and retention. Efforts are made to match the most effective educators to the students with the greatest needs. Deliberate, successful efforts are made to retain top talent.
1.4. Professional Learning	Professional Learning (PL) opportunities are infrequent, of inconsistent quality and relevance, and do not align to the CT Standards of Professional Learning. PL does not align to staff's development areas and/or students' needs. As a result, teachers struggle to implement PD strategies. There is no clear process to support or hold teachers accountable for the implementation of PD strategies.	PL opportunities are provided; however, they are not always tightly aligned with student and adult learning needs. The quality of PL opportunities is inconsistent. PL opportunities do not always follow the CT Standards of Professional Learning. Sometimes, teachers report that PL improves their instructional practices. Teachers are not generally held accountable for implementing skills learned.	The school offers targeted, job-embedded PL throughout the school year. PL is generally connected to student needs and staff challenges identified through observations. PL opportunities follow the CT Standards for Professional Learning. Most teachers feel PL opportunities improve their classroom practices. Most teachers incorporate PL strategies into their daily instruction.	The school consistently offers rich and meaningful PL opportunities that are aligned to student needs and staff challenges identified through observations. PL opportunities follow CT Standards for Professional Learning. Teachers effectively translate PL strategies into their daily instruction. The school has a process for monitoring and supporting the implementation of PL strategies.

Indicator	Below Standard	Developing	Proficient	Exemplary
1.5. Leadership Effectiveness	Leadership fails to convey a school mission or strategic direction. The school team is stuck in a fire-fighting or reactive mode, lacks school goals, and/or suffers from initiative fatigue. The school community questions whether the school can/will improve.	The mission and strategic direction are not well communicated. A school improvement plan does not consistently guide daily activities and decision-making. The community generally understands the need for change, however actions are more often governed by the status quo.	Leadership focuses on school mission and strategic direction with staff, students and families. The school is implementing a solid improvement plan and has a clear set of measurable goals. The plan may lack coherence and a strategy for sustainability. Leadership conveys urgency.	Leadership focuses on school mission and strategic direction with staff, students and families. The school has a manageable set of goals and a clear set of strategies to achieve those goals. The plan is being implemented and monitored with fidelity. Leadership conveys deep urgency.
1.6. Instructional Leadership	Few staff can articulate a common understanding of what excellent instruction looks like. Instructional leaders do not demonstrate a commitment to developing consistent and high-quality instructional practice school-wide.	Some staff can articulate a common understanding of what effective instruction looks like. School norms and expectations are enforced with limited consistency. Instructional leaders demonstrate some commitment to improving instructional practice school-wide.	Most staff articulates a common understanding of what effective instruction looks like. School norms and expectations are consistently enforced. Instructional leaders consistently demonstrate a commitment to improving instructional practice school-wide.	All staff articulates a common understanding of what effective instruction looks like. Educators relentlessly pursue excellent pedagogy. Instructional leaders have communicated and enforced high expectations school-wide.

ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary
2.1. Academic Rigor*¹	Most observed lessons are teacher led. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
2.2. Student Engagement*	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Few students are truly involved in the lessons. Observed lessons primarily appeal to one learning style.	Some students exhibit moderate engagement but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn and on task. Students are clearly focused on learning in all classrooms. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction. The lessons appeal to and seem to support all learning styles.

¹ Ratings for indicators the four sub- marked with an asterisk (*) are largely based on a composite or average score generated from all classroom observations.

Indicator	Below Standard	Developing	Proficient	Exemplary
2.3. Differentiation and Checking for Understanding*	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Teaching feels individualized to meet students' unique needs.
2.4. Curriculum and Instruction Aligned to Connecticut Core Standards	The school lacks a rigorous, standards-based curriculum that is aligned to the Connecticut Core Standards (CCS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is ≥ 10 points below the state average.	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average.	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
2.5. Support for Special Populations	The school is inadequately meeting the needs of its high-needs students. Individualized Education Plans (IEP) goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for English learners (EL). There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	The school typically meets the needs of its high-needs students. Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	The school consistently meets the needs of its high-needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	The school is successfully closing the achievement gap for its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
2.6. Assessment Systems and Data Culture	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze and/or discuss data. The school lacks or fails to implement Scientifically Research-Based Interventions (SRBI) protocols linking data to interventions.	The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform student support interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze and use data to inform interventions.

CULTURE AND CLIMATE				
Indicator	Below Standard	Developing	Proficient	Exemplary
3.1. School Environment	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
3.2. Student Attendance	The school has few, if any, strategies to increase attendance. Average daily attendance is $\leq 88\%$ and/or chronic absenteeism is $> 20\%$.	The school has some strategies to increase attendance. Average daily attendance is $> 88\%$ and $\leq 93\%$ and/or chronic absenteeism is $> 15\%$ and $\leq 20\%$.	The school has multiple, effective strategies to increase attendance. Average daily attendance is $> 93\%$ and $\leq 97\%$ and/or chronic absenteeism is $> 10\%$ and $\leq 15\%$.	The school implements effective strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$.
3.3. Student Behavior	A school-wide behavior management plan may exist but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than 20% (total # 2012-13 incidents/total enrollment).	A school-wide behavior management plan is in place and there are some signs of implementation. Student misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is mostly punitive and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between 10% and 14%.	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $\leq 10\%$.
3.4. Interpersonal Interactions	There is a weak sense of community. The quality and types of student, adult and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There are some concerns around climate and tone. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school is an inclusive and welcoming environment. Student/Adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.

Indicator	Below Standard	Developing	Proficient	Exemplary
3.5. Family and Community Engagement	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to families regarding their child's academic progress.	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to families regarding their child's academic progress.	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities. Most educators communicate regularly with families.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators communicate with families on a regular basis.
3.6. Community Partners and Wraparound Strategy	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered throughout the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

OPERATIONS				
Indicator	Below Standard	Developing	Proficient	Exemplary
4.1. Adequate Instructional Time	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of English/language arts (ELA) time. ²	Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time.
4.2. Use of Instructional Time*	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Teachers meticulously use every moment of class time to prioritize instructional time on task. Students transition promptly to academic work with minimal cues and reminders from teachers.

² The total amount of ELA instructional time per day at the secondary level can include reading- and/or writing-intensive coursework.

Indicator	Below Standard	Developing	Proficient	Exemplary
4.3. Use of Staff Time	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of resources or topics not directly related to classroom instruction).	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common planning time is used effectively.
4.4. Routines and Transitions	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is also an issue and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
4.5. Financial Management	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School/district leaders do not effectively advocate for school needs or pursue additional resources.	The school/or district have emerging strategic budgeting practices. The school and/ district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/District leaders effectively advocate for school needs and pursue additional resources.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/District leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.

Note: The rubrics draw from the CSDE’s School Quality Review and Network Walkthrough Tool and the Mass Insight Educations’ School Readiness Assessment.

Appendix C: Statement of Assurances

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

PROJECT TITLE: Improving Student Achievement in Low-Performing Schools
1003(a) Application

THE APPLICANT: _____ 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:

(1) "Commission" means the Commission on Human Rights and Opportunities;

(2) "Contract" and "contract" include any extension or modification of the Contract or contract;

(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;

(4) "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.

(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

(6) "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;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "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;

(9) "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

(10) "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, intellectual disability, 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, intellectual disability, 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)* _____
Title: *(typed)* _____
Date: _____