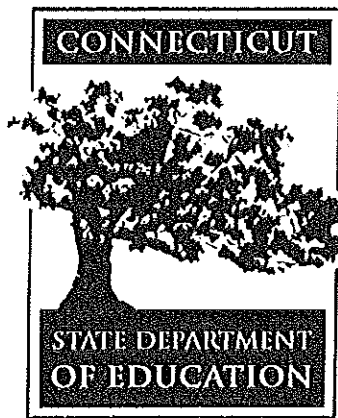


EAST WINDSOR
FINAL APPLICATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**STEFAN PRYOR
COMMISSIONER OF EDUCATION**

Nondiscrimination Statement

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Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

<u>Mailing Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	<u>Overnight Mailing and Hand Delivery Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief
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D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

All questions regarding the Alliance application process should be directed to:

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts \$39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district’s receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district’s overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must:

1. work cooperatively with the CSDE team;
2. provide any information that the CSDE requests in a timely manner; and
3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Connecticut State Department of Education
 Alliance District Application: 2012-13
 COVER SHEET

Name of District: East Windsor		
Name of Grant Contact: Theresa M. Kane, Ed. D		
Phone: 1-860-623-3346	Fax: 1-860-292-4798	Email: tkane@ewct.org
Address of Grant Contact: <div style="text-align: center;">70 South Main Street East Windsor, Ct. 06088</div>		
Name of Superintendent: Theresa M. Kane, Ed. D		
Signature of Superintendent: Date:		
Name of Board Chair: Christopher Mickey		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: YES Date of Approval: 8-8-12		
If not, please indicate date at which plan will be presented to local board of education: _____		
<p>Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.</p> <p>Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.</p>		

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

The district's overall approach toward improving student performance and closing the achievement gap is the deployment of "THE SEVEN AREAS OF FOCUS A Strategic Framework for Improvement". In the 2011-2012 school year, the East Windsor Public Schools contracted with Focus On Results (FOR), a consulting firm recognized both nationally and as preferred providers for guidance in school turnaround efforts by the Massachusetts Department of Elementary and Secondary Education. The strategic framework is as follows:

1. Identify and implement a schoolwide instructional focus.
2. Develop professional collaboration teams to improve teaching and learning for all students.
3. Identify, learn and use effective evidence-based teaching practices to meet the needs of each student.
4. Create a targeted professional development plan that builds expertise in selected best practices.
5. Re-align resources (people, time, talent, energy and money) to support the instructional focus.
6. Engage families and the community in supporting the instructional focus.
7. Create an internal accountability system growing out of student learning goals that promote measurable gains in learning for every student and eliminates achievement gaps.

(See Attachment)

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

The rationale for selecting the key reform initiative for Broad Brook Elementary School was the rationale provided for the K-3 Literacy Initiative proposed by the CSDE for up to 5 schools per year. Although a Focus school, Broad Brook School does not qualify for initiative consideration. However, it is strongly felt that the students of Broad Brook would benefit from such a program. The data, as noted below, shows that our students are lacking in the development of early literacy skills and that they do not rebound in their later school years. As stated in the K-3 Literacy Initiative Overview (Updated 06/26/2012), "Eighty percent of children who leave first grade as poor readers will still be poor readers at the end of third grade. By fourth grade 50% of these children will not meet the standard for reading proficiency....Children who have reading problems in third grade fall further behind their peers each year if they do not receive support, limiting their chances of academic and future workforce success."

In 2011:

- As a whole school, Broad Brook did not make AYP and is identified as In Need of Improvement
- As a whole school, the Middle School did not make AYP and is identified as In Need of Improvement

- As a whole school, East Windsor High School made AYP through Safe Harbor
- Grades 3-8, only 56% of students mastered Strand C in reading (Reader Text Connections)
- Only 73.9% of third and fourth graders performed at or above proficiency in Reading.
- Only 82.9% of third and fourth graders performed at or above proficiency in Math.
- 40% of grade five performed at or below basic in Reading.
- Benchmark reading assessments indicate 43% of grade 5 are reading below grade level (83 students tested)

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

In Year 1 of implementation, 75% of students in grades K-3 will be at goal in reading as measured by internal assessments and CMT scores. In Year 2, 80%. In year 3, 85%. In year 4, 90% and in Year 5, 95%.

Given the current DPI for the Black subgroup (60.9), the subgroup performance needs to improve by 2.3 points each year to reach the 2018 performance target of 75.

Given the current DPI for the Students With Disabilities subgroup (38.0), the subgroup needs to improve by 4.5 points each year to reach the 2018 performance target of 65.

See attached documents from Focus On Results for indicators of district and school personnel activity to track progress toward performance targets.

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

As prescribed in THE SEVEN AREAS OF FOCUS, EWPS has re-aligned our grant resources. **All** funds are used to support the instructional focus of our schools as stated below:

- All Broad Brook School students will show measurable growth in reading comprehension by using the structure of the workshop model and focusing on specific Marzano Instructional Strategies as measured by the Benchmark Assessment System (BAS), grade level Common Formative Assessments (CFA) and the Connecticut Mastery Test (CMT).
- The instructional focus of EWMS is for all students to show measurable growth in reading comprehension across all curricular areas, as measured by standards-based assessments, including EWPS benchmarks, formative and summative assessments, the CMT, and STAR assessments.
- The EWHS instructional focus: A coordinated school wide effort to provide opportunities for all students to demonstrate growth of problem-solving skills in all disciplines as measured by the state and district assessments.

Title I funds pay for reading tutors and a Literacy Coach at Broad Brook School. Title II funds pay for the district consultant from Focus On Results. The Sheff grant pays for a full day kindergarten teacher, a full day kindergarten paraprofessional, part of the breakfast program at Broad Brook School and a Behavior Intervention Specialist.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

The Alliance District Plan was approved by the building administrators, the Board of Education at their July 25, 2012 meeting, the Broad Brook School Governance Council at their July 2, 2012 meeting and the Teacher/Administrator union leadership. All stakeholders indicated they felt the plan would provide much needed support for the development of early literacy skills. The teacher union leadership wanted to insure that Broad Brook School would not be the only school initiating turnaround efforts. The Strategic Plan for the district and turnaround efforts contained within it was reviewed. (See attached)

B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview:** Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.
- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview:

Following the CSDE, K-3 Literacy Initiative model, Broad Brook Elementary School will implement an intensive reading intervention strategy for students reading below proficiency, including one literacy coach, four reading interventionists, rigorous reading assessments, and year-long training for principals and teachers.

The K-3 Literacy Initiative aligns with the district strategic plan Domain One: Curriculum, Instruction, and Assessment and its goal: to develop a continuum of services to improve the academic, social, emotional, and wellness development to ensure that all East Windsor students are ready to be successful in college or their careers.

The K-3 Literacy Initiative also aligns with the Focus On Results Seven Areas of Focus, the Strategic Framework for Improvement. Specifically, it aligns with:

- #2 Develop professional collaborations teams to improve teaching and learning for all students.
- #3 Identify, learn and use effective evidence-based teaching practices to meet the needs of each student.
- #4 Create a targeted professional development plan that builds expertise in selected best practices
- #5 Re-align resources (people, time, talent, energy and money) to support the instructional focus.

Yearlong training for principals and teachers will include training on SRBI, the Readers Workshop Model, and using data to drive instruction. In addition, the district will continue to provide support for principals and teachers regarding the use of its new teacher evaluation and professional development plan. Dr. Anthony Rigazio-Digilio consulted with the district over several years to create this plan and the pilot of it. This plan meets the guidelines for Connecticut Teacher Evaluation. Job-embedded professional development based on educator evaluations occurs. Professional development is provided based on goals selected by the teacher and the principal. These goals are selected based on student performance data. Job embedded professional development takes place during weekly PLC time. At the elementary level this is a grade level group. At the secondary level, the PLC is a department group. Monthly PLC meetings and faculty meetings are also used for professional development.

Five Year Strategies and Implementation Steps:

Three reading interventionists will be hired. We are actively recruiting teachers who have demonstrated expertise and success as a reading interventionist and those teachers who have classroom data that demonstrates their ability to successfully teach students to read. With the current reading teacher and Literacy Coach, a reading interventionist will be assigned to each grade K-3. Current tutors will be re-assigned to those grade levels, as well. Tiered instruction will begin at each of the aforementioned grades. During the 2011-2012 school year the Literacy Coach and the reading teacher participated in professional development for the K-3 teachers regarding the Readers Workshop Model, data analysis, and using data to drive instruction. They supported the classroom teachers with the implementation of the concepts presented. The Literacy Coach and the reading teacher will collaborate with the additional reading interventionists to continue this support of the classroom teachers as they develop their skills in these areas. The Literacy Coach will provide support for the principal and assistant principal, the K-3 teachers, and the Reading Interventionists to build their knowledge of reading instruction and to oversee K-3 literacy instruction in the school. This strategy will be utilized for five years.

Year 1 Implementation Steps Description:

Broad Brook Elementary School will develop and implement the following seven elements:

1. Challenging goals for all students focused on central learning skills and competencies;
2. Instructional practices that provide students with meaningful and engaging learning experiences in ELA, mathematics, science, and social studies;
3. Individualized academic intervention or acceleration strategies based on student needs;
4. Appropriate monitoring using data to improve instruction;
5. Practice oriented professional development with frequent opportunities for cross-grade level collaboration;
6. Productive school climate and a culture of high expectations for all students; and
7. Meaningful two-way family engagement with parents as literacy partners at school and at home.

Years of Implementation:

- X Year 2
- X Year 3
- X Year 4
- X Year 5

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. Phase I: Interventions in Focus Schools – 2012-13

As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. Phase II and III: Low Performing Schools – 2013-14 and 2014-15

Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
<i>Phase I Interventions: Focus Schools (2012-13)</i>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012

<i>Phase II Interventions: Other low performing schools (2013-14)</i>	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
<i>Phase III Interventions: Other low performing schools (2014-15)</i>	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district’s schools as Turnaround, Focus, or Review, these schools must be included in the “Schools that require most significant support and oversight” category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district’s schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district’s schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	List of Schools in Tier	Classification Criteria for	District Approach to Supporting Schools in Tier
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		schools in Tier	
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been</p>	<p>East Windsor High School</p> <p>East Windsor Middle School</p>	<p>Although, they were not deemed a Focus School as was Broad Brook Elementary School, they exhibit similar areas of concern.</p>	<p>Leadership: <input type="text"/> Principals will receive monthly consultation regarding effective turnaround initiatives. Principals and Assistant Principals will conduct regular walkthroughs to provide feedback to teachers regarding their implementation of</p>

<p>provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>		<p>The Baseline SPI for Reading at the High School is 66.1 at Broad Brook it is 65.3</p> <p>The Baseline SPI for Science at the High School is 67.2 yet at the Middle School it is 79.5</p> <p>The 4 yr. cohort graduation rate is 85.3, 73.3 for SWD, 74.5 for F/R lunch and 79.3 for Black subgroups.</p> <p>The Baseline SPI for Writing is 72.7 at the Middle School, yet it is 73.1 at Broad Brook and 77.8 at the High School</p> <p>The Baseline SPI for SWD is 37.3 at the Middle School.</p> <p>Disciplinary referrals and number of suspensions at the middle school are of concern.</p>	<p>the promising practices and their adherence to the designated instructional focus. They will also receive ongoing training and support from the Behavior Intervention Specialist and the Director of Student Support Services regarding supporting the social/emotional/behavioral needs of the students. Principals and Assistant Principals will consult with the Literacy and Numeracy Coaches at EWMS and the Broad Brook Elementary School.</p> <p>Instruction/Teaching:</p> <p>A Numeracy Coach was hired at Broad Brook and at the Middle School to support the instruction in the classroom. Literacy Coaches will continue to support the instruction, as well.</p> <p>PLC leaders at the high school will support the instruction in their various content areas.</p> <p>Tier II and Tier III instructional interventions in the areas of Reading and Math have been created throughout the district.</p> <p>Effective Use of Time:</p> <p>The schedule in all three schools has been changed for the 2012-2013 school year to allow for more instructional time for students.</p> <p>Curriculum:</p> <p>The CCSS will be implemented in reading and math throughout the district in the 2012-2013 school year. PLC time will be used to support the teachers with implementation.</p> <p>Use of Data:</p> <p>Grade level or department PLC's will analyze the data from our internal assessments, the universal screen for SRBI and CMT/CAPT. Data will be posted in each</p>
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		<p>classroom reflecting individual student progress and in each school reflecting progress in student growth and achievement.</p> <p>School Environment: A Behavior Intervention Specialist has been hired to oversee the implementation of social/emotional/behavioral supports for students within school. This includes the implementation of PBIS district-wide.</p> <p>Family and Community: A School Governance Council will be established at EWHS and EWMS. It is already in place at Broad Brook Elementary School.</p> <p>The Welcoming School Model will be implemented in all schools.</p> <p>A quarterly district newsletter will be disseminated to families and community members outlining the work within the district and our performance goals.</p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>
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B. Interventions in Low Performing Schools

1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Broad Brook	Grades Served: PK-4	# of Students: 528																																				
Diagnosis																																						
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>The greatest area of need is the development of early literacy skills. This is demonstrated through the district internal assessments and CMT scores. Although the district was cited for its subgroup (Black) performance, the low performance in literacy skills is noted in grades K-4. The scores are as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3"><u>CMT Grade 3</u> 2011 74.2% proficient in Reading</td> </tr> <tr> <td colspan="3">2012 67.9% proficient in Reading</td> </tr> <tr> <td style="text-align: center;"><u>Benchmark Assessment System</u></td> <td style="text-align: center;">Fall 2011</td> <td style="text-align: center;">Spring 2012 Proficiency</td> </tr> <tr> <td style="text-align: center;">K</td> <td></td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">72%</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Degrees of Reading Power (DRP)</u></td> <td style="text-align: center;">Winter 2012</td> <td style="text-align: center;">Spring 2012 Proficiency</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">42%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">65%</td> </tr> </table> </div>			<u>CMT Grade 3</u> 2011 74.2% proficient in Reading			2012 67.9% proficient in Reading			<u>Benchmark Assessment System</u>	Fall 2011	Spring 2012 Proficiency	K		75%	1	32%	60%	2	55%	81%	3	34%	61%	4	73%	72%	<u>Degrees of Reading Power (DRP)</u>	Winter 2012	Spring 2012 Proficiency	2	35%	72%	3	17%	42%	4	60%	65%
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4	60%	65%																																				
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Given the pervasiveness of the low performance, the general education instruction and curriculum are not supporting successful student performance. The Response To Intervention (RTI) model expects 80% of students are proficient in the core curriculum i.e. Tier 1. If a grade level does not demonstrate 80% proficiency, the curriculum and the delivery of it should be changed/strengthened and supported in order to achieve better results.</p> <p>The K-3 Literacy Initiative will provide additional training to classroom teachers via the Literacy Coach and collaboration with the reading Interventionists that will ultimately strengthen the core instruction. Also, East Windsor is implementing the CCSS curriculum during the 2012-2013 school year. Classroom teachers will have a clear road map and pacing guide for their work in literacy which will strengthen the core instruction.</p> </div>																																						

Performance Targets¹

- a. How will the district measure the success of the intervention?

The district will measure the success of the intervention through the district internal assessments; Benchmark Assessment System (BAS), STAR Reading, and DIBELS. CMT scores will also be used to measure success.

- b. How will the district monitor school progress?

The district will monitor progress through student data analysis during grade level PLC meetings and the SRBI process. This data may include, but is not limited to internal assessment results, classroom observation, discipline records and health records.

Areas of School Redesign

What actions will the district and school take to ensure:

- a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

The principal will meet two times per month with the consultant from Focus On Results regarding effective strategies for turnaround efforts including the status of the K-3 Reading Initiative. Periodically the Literacy Coach and the reading interventionists will join in those meetings. In addition, in order to position school leaders for success, central office staff and the BOE are committed to providing the necessary resources of time, talent, and money for the turnaround work.

- b. That teachers are effective and able to deliver high-quality instruction?

Teachers will receive coaching from the Literacy Coach and will be able to observe and collaborate with the reading interventionists assigned to their grade. Also, the teachers will be consulting with the district Behavior Intervention Specialist regarding the social/emotional/behavioral concerns of their students. The

- c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

A new schedule at the Broad Brook School will be implemented in the 2012-2013 school year. During the first ninety minutes of the day, the entire school will be engaged in a literacy block. All teachers will be utilized in some aspect of reading instruction. Music, Art, PE, Library, and Technology staff will receive training from the Literacy Coach and Reading Interventionists regarding their role in reading instruction.

¹ Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the “all students” group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

Existing grade level PLC time will be more efficiently and effectively utilized to discuss the needs of the students and monitoring their progress using the SRBI process.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

Beginning in the 2012-2013 school year, the curriculum aligned with the Common Core Standards will be instituted in the content areas of reading and math throughout the district. Weekly meetings with grade level staff will be utilized to collaborate regarding implementation strategies and to support the teachers with this implementation.

- e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

Weekly grade level PLC meetings are conducted. The Scientific Research Based Intervention (SRBI) process will be utilized at each of these meetings. Ongoing trainings throughout the 2012-2013 school year are scheduled for all PLC leaders and PLC participants to support the SRBI process. K-3 PLC leaders and participants will examine data from the internal assessments on a quarterly basis and will examine formative assessment data on a regular basis to determine the success of the delivery of the core curriculum and the reading interventions. Adjustments to the programming will be made based on the data.

- f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

A Behavior Intervention Specialist and a Director of Student Support Services have been added to the staff for the 2012-2013. They will work to institute social/emotional/behavioral supports for our students as recommended in an independent review of our Special Education program conducted by WestEd and submitted to the BOE in June 2012. A full continuum of these services will be created for all students, general and special education.

In addition, two federal grant applications have been submitted for counseling services at the elementary and secondary level. Community Health Center will begin offering counseling services on-site for EWPS students during the 2012-2013 school year.

A federal grant application has also been submitted for the construction of a Health Clinic at EWHS.

- g. That ongoing mechanisms are in place which provide for family and community engagement?

The East Windsor Public School Strategic Plan 2012-2017 contains the following

domain, goal and objectives related to family and community engagement.

Domain Three: Family and Community Engagement

Goal: To create and implement communication methods and to create opportunities for families and the community partners to be involved in the education of East Windsor students.

Strategic Objectives:

- 3.1 Identify and maximize communication channels to parents and the public:
 - 3.1.1 Improve the use of school websites, Edline, Parent Portals, and local news sources.
 - 3.1.2 Write and disseminate a quarterly district newsletter.
 - 3.1.3 Ensure that information is available in all languages spoken in the community.
 - 3.1.4 Identify school/classroom parent liaisons.
- 3.2 Establish and support School Governance Councils at all three buildings.
- 3.3 Establish a Community Partnership Award to be presented annually by Board of Education.
- 3.4 Re-establish and define the role of a student representatives to the Board of Education
- 3.5 Consider the role of student representatives to the Board of Education.
- 3.6 Implement the *Welcoming Schools Model* throughout the district.
- 3.7 Extend the services of the Family Resource Center to collaborate with parents district-wide.
- 3.8 Cultivate a collaborative relationship among town boards and stakeholders.

Funding

a. How much funding will be made available for the interventions in this school?

The total Alliance District funding will be used for this intervention: \$168,335.

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Alliance District funding will be utilized.

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools
<ul style="list-style-type: none">Please list the subset of low performing schools that will be part of the Phase II cohort. <input type="text"/>
Data Examination
<ul style="list-style-type: none">How will your district support Phase II schools as they examine data to select areas of focus for improvement? <input type="text"/>
Diagnosis
<ul style="list-style-type: none">What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.) <input type="text"/>Which person(s) will be responsible for conducting the needs assessments? <input type="text"/>
Goal Setting
<ul style="list-style-type: none">How will you provide support for schools in the goal-setting process? <input type="text"/>
Intervention Selection
<ul style="list-style-type: none">What are the criteria you will use to select appropriate interventions for low performing schools? <input type="text"/>How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? <input type="text"/>
Planning for Implementation
<ul style="list-style-type: none">How will you support schools in the development of comprehensive implementation plans? <input type="text"/>
Monitoring
<ul style="list-style-type: none">How will you monitor schools to ensure that interventions are implemented? <input type="text"/>How will you monitor schools to ensure that interventions lead to increases in student achievement? <input type="text"/>

Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
 - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary.
(Districts may submit operating budget for 2012-13 in electronic format only)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Grant

THE APPLICANT: Theresa M. Kane **HEREBY ASSURES THAT:**
East Windsor Public Schools
(insert Agency/School/CBO Name)

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

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

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

Superintendent Signature: Theresa M. Kane
Name: (typed) Theresa M. Kane, Ed. D
Title: (typed) Superintendent
Date: 7-25-12

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Program to increase proficiency in Reading at the Elementary Level	Funding Salary and Benefits for 2+ Reading Interventionists	\$168,335	Funding remaining Salary and Benefits for one Reading Interventionist & One Literacy Coach	\$179,287	\$347,622
2.		\$0		\$0	\$0
3.		\$0		\$0	\$0
4.		\$0		\$0	\$0
5.		\$0		\$0	\$0
6.		\$0		\$0	\$0
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
	Total	\$168,335		\$179,287	\$347,622

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	\$124,049	\$0
Personal Services-Benefits	\$44,286	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	168,335.00	\$0

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$120,506	\$116,680	\$112,547	\$108,084
Personal Services-Benefits	\$47,829	\$51,655	\$55,788	\$60,251
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$168,335	\$168,335	\$168,335	\$168,335

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	N/A
Personal Services-Benefits	0.00	\$0	N/A
Purchased Professional Services	0.00	\$0	N/A
Purchased Property	0.00	\$0	N/A
Other Purchased Professional Services	0.00	\$0	N/A
Supplies	0.00	\$0	N/A
Property	0.00	\$0	N/A
Other Objects	0.00	\$0	N/A
Total	0.00	\$0	N/A

4. Budget for Total Alliance District Funding

District: EAST WINDSOR

Town Code: 47

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$124,049
200	Personal Services/Employee Benefits	\$44,286
400	Purchased Property Services	\$0
600	Supplies	\$0
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$168,335

Addendum to East Windsor Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- **Low-Performing Schools Interventions:** In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement; and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- **Evaluation-Informed Professional Development:** In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- **New school accountability system:** The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- **Common Core:** The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- **Strategic Planning and Preparation of Year 2 Alliance Application:** The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- **Monitoring and Implementation Support:** The district will work with the CSDE to implement best practices in the implementation of the district's approved initiatives, and to ensure compliance with relevant federal and state regulations. The district will also work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- **Educator Evaluation:** The district will work with the CSDE to ensure that its educator evaluation system is in alignment with the Connecticut Guidelines for Educator Evaluation, including all associated timelines. The district acknowledges that the CSDE's approval of its Alliance District application does not constitute approval of its evaluation system or its alignment with approved state guidelines.
- The district will work with the CSDE and partners such as the UConn Neag Center for Behavioral Education and Research, if designated by the CSDE, for the purpose of collaborating regarding the implementation, observation, assessment, and evolution of the district's early grade literacy initiatives. Such collaboration is expected to start this year and strengthen in future years, if the early grade literacy initiatives advance and are again approved.

Signed;


Theresa M. Lane
Superintendent of Schools