
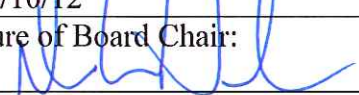



FINAL APPLICATION

FINAL 9-10-12

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

| | | |
|--|-------------------|------------------------------|
| Name of District: Vernon Public Schools | | |
| Name of Grant Contact: Dr. Mary P. Conway | | |
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| Address of Grant Contact: Vernon Public Schools 30 Park Street Vernon, CT 06066 | | |
| Name of Superintendent: Dr. Mary P. Conway | | |
| Signature of Superintendent:  | | |
| Name of Board Chair: Dean Houle | | |
| Date: 9/10/12 | | |
| Signature of Board Chair:  | | |
| Date:  | | |
| Please indicate if plan approved by local board of education: Yes | | |
| Date of Approval: 9/10/12 | | |
| If not, please indicate date at which plan will be presented to local board of education: | | |
| 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. | | |
| Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained. | | |

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?

“Student success is dependent upon system improvements focused on the instructional core: the relationship among students, teachers, and curriculum content. We maintain that improvements in student performance only occur as a result of increases in teacher skill and knowledge; student engagement; and the intellectual rigor of the tasks students complete.” (Andrew Lachman, Executive Director, Connecticut Center for School Change, Fall 2011) Research also shows that the one thing that has the most effect on student learning is a highly effective teacher.

The Vernon Public Schools (VPS) believes in the systemic nature of what we do. The district must be focused and coherent in its work from the superintendent's office through to the student in the classroom. The district also believes that collaboration and working in teams accomplishes much more than working in isolation.

The most important improvement strategy for the Vernon Public Schools is to recruit, retain, and professionally grow highly effective teachers and administrators and provide them with the right tools, among them: a guaranteed, viable, and rigorous curriculum; an established structure for learning; working knowledge of highly effective teaching strategies and differentiation; common assessments; and time to collaborate around curriculum, instruction, and assessment. Additionally, in order for students to be engaged, in addition to a rigorous curriculum, students need to be ready to learn. School readiness is multi-faceted including academic readiness (e.g. early childhood experiences, summer learning loss), school attendance, and social and emotional readiness.

The VPS collaborates with a variety of local and state organizations to accomplish the above among them the Connecticut Center for School Change (through the Superintendents' Network and the Systemic Instructional Improvement Program (SIIP) Network), the Vernon School Readiness Council, and the Vernon Community Network all of which share the goal of increasing student achievement through highly effective teachers engaging students in intellectually rigorous tasks. Additionally, the VPS knows that parents are our students' first educators and our most important partners and we believe that we need to provide parents with a wide variety of opportunities in which to engage and support their children's education.

Building the capacity of the staff in Vernon Public Schools to do the essential work of the district is the underpinning of many of the initiatives in which we engage. We believe that if we increase the capacity of each staff member, by increasing and improving the skills and knowledge needed to do the work, we will ultimately be able to sustain the initiatives. This Alliance District Plan is all about capacity building. While the grant will support some intervention work with students in tiers II and III, most of the funding will be used to support positions that the district believes will build the capacity of staff to do the work themselves with the ultimate goal of sustainability. If there are positions funded by the Alliance District Grant which the district feels need to continue after the grant has ended, then the district will begin early on in the grant period to move the funding for those positions to the local budget and will, thanks to the opportunities presented by the grant, be able to support those requests with evidence of local success.

The district is also committed to working in collaboration with the Connecticut State Department of Education throughout the next few years to build the capacity of the district as a whole to establish and implement a new accountability system to measure district and student achievement.

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.

Until June 2012, the Vernon Public Schools did not have a common curriculum that was used by every teacher. Teachers engaged students in learning activities which they felt were best practice for their grade level using the common reading program and mathematics program purchased several years ago as a guide (and sometimes as a "bible"). This produced pockets of both excellence and non-achievement. The achievement gap is widening without this consistency of expectations. Our children living in poverty are not making the grade and falling further behind. The achievement gap in the middle school is growing for students of poverty and those in multiple ethnic subgroups. Our dropout rate is too high and our graduation rate too low.

During the past school year, according to the district's new five-year curriculum revision cycle, the board of education has approved both the new English/Language Arts and Mathematics curricula guides for grades K - 12. Teachers will this summer be developing common assessments to inform their instruction and provide accountability in the implementation of the new curricula which will lead to systemic improvement.

Our limited use of teacher-coaches (four teacher-coaches January 2011 through June 2012 funded through the Education Jobs Fund) has provided feedback that our teachers have tremendous need not only in the use of highly effective teaching strategies but also in classroom management. Our teachers are struggling to create a classroom environment conducive to learning. If the use of instructional and (new) behavioral coaches continues to be successful, it will build the capacity of all teachers to be effective thereby eventually reducing the need for these coaches.

The town's changing demographics require a change in our practice. We have many students who are coming to school without social or self-regulation skills resulting in the need for a different level of intervention to which we have not been prepared (or funded) to respond.

With new curricula in place (and others being developed), we need to increase the use of effective teaching strategies, intervene with underperforming students, and ensure that all children come to the table socially, emotionally, and physically ready to learn.

Some of the initiatives and accompanying strategies have very recently gotten under way. These initiatives, research-based and supported by the work of the state, while newly implemented, will be either expanded or strengthened under this plan.

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?

The multi-year, measurable performance targets that will be used to gauge student success are as follows:

The district's Senior Leadership Team will track and monitor all district student performance data as well as changes in adult practice. Each school-based leadership team will track and monitor the data at the school level.

Student Performance Targets:

- Increase the percent of students scoring at/above target to 85% or greater in reading as measured annually by the Fountas and Pinnell Benchmark Assessment administered in grades K through 3 in the fall, winter, and spring (BOE Goal 2) (2011/12: Grade K=60%, Grade 1=84%, Grade 2=81%, Grade 3=79%)
- Decrease the percent of students scoring at risk to 15% or less in reading and mathematics as measured annually by universal screens administered in grades K-9 in the fall, winter, and spring (BOE Goal 2) (2011/12: Reading: Grade K=16%, Grade 1=19%, Grade 2=8%, Grade 3=9%) (2011/12: Mathematics: Grade K=34%, Grade 1=33%, Grade 2=20%, Grade 3=20%)
- Increase the percent of students scoring proficient or higher to 80% or greater on newly developed common benchmark assessments in reading, writing, and mathematics (BOE Goal 2)
- Increase the average daily attendance of all Vernon students in early school to 95% (2012: Maple Street School = 92.8; Northeast School = 94.5; Rockville High School = 94.7 (BOE Goals 1-2-3)
- Increase the percent of students meeting graduation requirements to 80.4% (2011 = 79.2%) (BOE Goal 1-2-3)
- Maintain the unique student rate of suspension below the state rate of 15%

Vernon's Unique Student Suspension Rate: (State 15%)

| School | 2011/2012 |
|-----------------------------|-----------|
| Rockville High School | 6.0% |
| Vernon Center Middle School | 6.0% |
| Center Road School | 0.0% |
| Lake Street School | 0.3% |

| | |
|---------------------|------|
| Maple Street School | 1.6% |
| Northeast School | 1.0% |
| Skinner Road School | 2.2% |

- Increase the District Performance Index (DPI) for subgroups with the goal of reducing the gap between each subgroup and the whole district to less than 10 according to the following schedule:

| Tier | Baseline | Target 2012/2013 | Target 2016/17 |
|-------------------|----------|------------------|----------------|
| DPI | 75.4 | 76.4 | 80.7 |
| DPI: Disabilities | 38.3 | 41.3 | 53.3 |
| DPI: Free/Reduced | 61.2 | 63.4 | 72.4 |
| DPI: Black | 62.6 | 64.7 | 73.2 |
| DPI: Hispanic | 57.2 | 59.8 | 70.0 |
| DPI: ELL | 40.0 | 43.0 | 55.0 |

- Increase each school’s School Performance Index as measured by the Connecticut Mastery Test/Connecticut Academic Performance Test (BOE Goal 2) according to the following schedule:

| Tier | School | Baseline | Target 2012/2013 | Target 2016/17 |
|------|----------|----------|------------------|----------------|
| | District | 75.4 | 76.4 | 80.7 |
| II | CRS | 75.9 | 76.9 | 81.3 |
| I | LSS | 87.5 | 87.5 | 88.0 |
| III | MSS | 66.4 | 68.2 | 75.4 |
| III | NES | 68.5 | 70.1 | 76.6 |
| I | SRS | 77.7 | 78.5 | 82.0 |
| II | VCMS | 76.2 | 77.2 | 81.1 |
| III | RHS | 69.6 | 71.2 | 77.3 |

Tracking Changes in Adult Practices:

- Using a classroom walkthrough protocol, set a baseline for data on the use of effective teaching strategies in the classroom and set goals for increase (BOE Goal 2)
- In year 2, establish a baseline percentage of teachers at each of the four levels of teacher performance as defined by the new Connecticut Framework for Teaching and set specific performance targets to increase teachers performing at level 3 Proficient in future years (BOE Goal 2)
- Reduce teacher perception of the dis-regulation among students as measured by items on the school climate survey (BOE Goal 3)

Percentage who “agree and strongly agree” with the following statements:

Student: “I feel safe.”

Parent: “I believe this school has a good public image.”

Teacher: “I believe this school has a good public image.”

| | Student | Parent | Teacher |
|-----------------------|---------|--------|---------|
| CRS Baseline 2011/12 | 83% | 85% | 78% |
| CRS Target 2012/13 | 85% | 85% | 85% |
| LSS Baseline 2011/12 | 87% | 98% | 95% |
| LSS Target 2012/13 | 95% | 95% | 95% |
| MSS Baseline 2011/12 | 70% | 41% | 14% |
| MSS Target 2012/13 | 80% | 80% | 80% |
| NES Baseline 2011/12 | 72% | 50% | 21% |
| NES Target 2012/13 | 80% | 80% | 80% |
| SRS Baseline 2011/12 | 73% | 52% | 37% |
| SRS Target 2012/13 | 80% | 80% | 80% |
| VCMS Baseline 2011/12 | 66% | 21% | 24% |
| VCMS Target 2012/13 | 75% | 75% | 75% |
| RHS Baseline 2011/12 | 45% | 23% | 6% |
| RHS Target 2012/13 | 75% | 75% | 75% |

- Increase the number and frequency of teachers who are coached for academic and behavioral support to strengthen Tier I core instruction (BOE Goals 2-3)

The collection of data tracking progress toward performance targets will be published annually in the handbook *Goals for Continuous Improvement – Results*.

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)?

**Vernon Public Schools
Mission**

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment where all students become independent learners and productive contributors to society.

In support of its mission, the Vernon Public Schools has adopted three (3) educational goals to drive its improvement efforts:

Goal 1: Build and improve relationships and partnerships with family and community.

Goal 2: Increase the achievement of every student through high quality curriculum, instruction, and assessment.

Goal 3: Promote safe environments that are socially, emotionally, and physically conducive to learning.

Multiple funding sources are coordinated to support these goals. For example,

- **Title I Part A** supports direct services to students at the district's Title I schools: Skinner Road (SRS), Northeast (NES), Maple Street (MSS), and Vernon Center Middle School (VCMS). Certified educators work individually and in small groups with identified at risk students and English language learners to improve literacy and numeracy within a tiered model of intervention. Additionally, highly qualified paraprofessionals work under the direction of each building's reading/language consultant/specialist in supporting the delivery of Tier 1 core instruction and Tier 2/3 interventions in accordance with Vernon's implementation of Scientific Research-Based Interventions (SRBI) (BOE Goal 2)
- Funding in **Title II Part A** continues this district's commitment at reducing class size (1.0 FTE at SRS). A .8 FTE Instructional Teacher/Coach at NES guides and supports classroom teachers' understanding, application, and implementation of SRBI. In addition, dollars support the implementation of high quality professional development in the "practices of improving schools" as defined by Connecticut's Accountability for Learning Initiative, including payment to consultants for technical services, fees for substitute teachers, and stipends to Vernon educators who serve as "teacher leaders" in presenting and sharing their knowledge of best practice (BOE Goal 2 & 3)
- **Title III Part A** supplements this district's response to the needs of English Language Learners (ELLs). A highly qualified paraprofessional supports the delivery of instruction at one of the district's four ESL Centers. Other dollars support the purchase of instructional materials and supplies to address a multi-culturally diverse student population (BOE Goals 1-2-3).
- A number of related activities aligned to Board goals are also funded through **IDEA**. These include
 - (1) Supporting the development and implementation of an English/Language Arts and Mathematics curriculum aligned to the Common Core State Standards;
 - (2) Providing access to instruction and supports that accelerate the learning of students with disabilities;
 - (3) Promoting the implementation of least restrictive environment through the enhancement of behavioral supports;
 - (4) Building teacher capacity in the use of data to progress monitor and to inform next steps;
 - (5) Collaborating with EastCONN in the expansion of the district's preschool program designed to provide more students with access to a high quality early education; and
 - (6) promoting increased opportunities to strengthen the school-home relationship, including home visits.

Beyond our entitlement grants, the Vernon Board of Education pursues competitive grant opportunities and networks with philanthropic organizations and foundations to enhance and supplement initiatives and services aligned to Board goals. Some of these include the Hartford Foundation for Giving, the Vernon Education Foundation, the Vernon Community Network, the School Readiness Grant, the EastCONN Preschool Collaborative, the Connecticut Consortium on School Attendance (JJC), and the Sykes Foundation. Over the past year and a half, Education Jobs Funds have also supported our initiatives.

The administration of the Vernon Board of Education works hard to coordinate funding from multiple sources in support of district goals.

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 Vernon Public Schools engages many stakeholders in the process of determining the need and implementation strategies to develop the Alliance District Plan. Feedback was actively sought from the following stakeholders with the input noted. The Vernon Alliance District Plan is a direct result of the collaboration between the authors and the stakeholders.

Vernon Community Network: The Vernon Community Plan articulates its goal as *All Vernon Children Birth – 18 are Safe, Healthy and Productive*. The plan outlined the achievement and attendance concerns of our students and the impact that it has on them as productive Vernon citizens.

School Readiness Council is comprised of many community members and the school district who are collaboratively trying to address the readiness of our students entering the Vernon Public Schools. Ongoing dialogue between school and community childcare providers strengthens an understanding of the skills children need to become successful in school. Professional development is a key to the success. Additional readiness slots were requested and received by the Vernon Public Schools who will add additional preschool slots to the existing preschool programs offered through the Vernon Preschool Collaborative.

District Curriculum Leadership Team has continued to address the curricular needs of VPS. Together with teams of teachers they have completed writing the language arts and math curriculum to align with the CCSS. Additional work on the common benchmark assessments will occur this summer to address the curricular needs in Vernon.

Senior Leadership Team (including the leadership and multiple representatives of the Vernon Administrators' union) collaborates and reflects on the existing needs and performance data of the district as well as developing strategies to address student achievement issues. Specific discussions were conducted to assure that all ideas were articulated and considered in the development of the reform plan.

Parents (Focus Groups): Multiple (5) focus groups were held to discuss parental preferences and ideas to address the achievement gaps between socioeconomic groups, minority groups and between schools. Parents and staff members had multiple opportunities to share their opinion either in person or through a survey. Parental input was received through public session at multiple board of education meetings.

The Professional Learning Team: The committee of teachers (including specific representation of the Vernon Education Association) and administrators which developed the job-embedded professional learning plan for the district for 2012-2013.

The Alliance District Application is a reflection of the many stakeholders who committed to achieving meaningful reform in the Vernon Public Schools.

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:

Strengthen Curriculum and Classroom Instruction Systemwide (BOE Goal #2)

Research has identified those instructional practices that if implemented systemically have dramatically raised the level of student achievement for the lowest quartile of students, including those from the most at-risk populations. In addition to developing the **competencies** of educators to do this new work, creating a school and district **culture** that supports active engagement and collaboration for continuous improvement is essential. It is also vital to attend to the classroom, school and district **conditions** that support the improvement of teaching and learning, such as having adequate quality time for meetings and professional development, and to know and work with students individually. All of this work must, in turn, be informed by a deeper knowledge of the **context** of our work: a better understanding of the worlds from which our students come and those for which they must be prepared (from “Beyond Testing: The 7 Disciplines for Strengthening Instruction” by Tony Wagner). Current practice reveals the need to (1) strengthen clarity and coherence around the implementation and assessment of a guaranteed and viable standard-based common core curriculum; (2) promote the regular collection and analysis of student achievement data to inform instruction at the classroom, school and district levels; (3) develop and nurture a widely shared vision of what good teaching is; and (4) provide on-site, intensive, collaborative, and job-embedded professional learning. The district is under par with regard to having a viable curriculum guaranteed to all students. We have recently put in place the infrastructure and begun the work on curriculum, development, review, revision and, while the focus right now is on K-3, the work is truly K-12. Additionally, we have begun the development of a professional development system that is informed by and responsive to the needs of educators. This system will support the bridge from current practice to a new state model of teacher evaluation based upon the research of Charlotte Danielson’s *The Framework for Teaching*. In order to achieve excellence, the Vernon Public Schools’ instructional improvement strategies will focus on the following:

Five Year Strategies and Implementation Steps:

1. Provide on-site, intensive, collaborative, and job-embedded professional learning to improve Tier I instruction.

Implementation Step 1: Increase the number of district teacher-coaches and focus the concentration of their support on K-3 literacy and numeracy (Existing, New Year 1) (1.0 Literacy Coach, District; 1.0 Mathematics Coach, District; 1.0 Kindergarten Literacy Coach, District)

Implementation Step 2: Adopt *The Framework for Teaching* by Charlotte Danielson as the tool for teacher self-reflection and goal setting (New, Year 1, 2, 3, 4, 5)

Implementation Step 3: Provide teachers access to an on-line, on-demand professional development tool that examines research-based best practice and showcases the practical solutions and strategies implemented by real life practitioners in improving schools (New Year 1)

Implementation Step 4: Implement the new state mode of teacher and administrator evaluation (Year 2)

Implementation Step 5: Continue the implementation of Instructional Rounds at the district level. Support the fledgling school-level networks (Existing, Year 1, 2, 3, 4, 5)

- 2. Develop, implement, and monitor the results of Common Core State Standard-based assessments K-3; bring clarity, coherence, and consistency to a shared understanding of what quality work looks like for teachers and student alike.**

Implementation Step 1: Develop, administer, and evaluate the results of Common Core State Standard-based benchmark assessments in English/Language Arts and Mathematics K-3 according to the timeline established in *Vernon Public Schools' 2012-13 Assessment Blueprint* (New Year)

- 3. Build the leadership structures for administrative and teacher teams to regularly analyze academic and behavioral data to identify the most effective teaching practices to inform adult actions.**

Implementation Step 1: Re-launch the district's Senior Leadership Team with a focus on the regular analysis of school and district data (Year 1)

Implementation Step 2: Coach the development and the capacity of the schools' teaming structures (School Leadership Teams, Data Teams) to manage the flow and analysis of data to inform adult actions to improve student achievement and behavior (New Year 1-2-3-4-5)

Implementation Step 3: Schedule time for the collection and collaborative analysis of academic and behavioral assessment data at the class, school, and district level in accordance with the *Vernon Public Schools' 2012-13 Assessment Blueprint, Revised July 16, 2012*

Implementation Step 4: Expand the capability of the student data management system to house the results of assessment data.

- 4. Recruit and retain the most highly qualified; train the best teachers to effectively coach their peers for instructional improvement**

Implementation Step 1: Develop and implement a talent management strategy (recruit, develop, retain) to improve teacher effectiveness (Existing Year 1). Provide career ladder growth opportunities to promote teacher-leaders (New Year 2)

Implementation Step 2: Recognize outstanding educators for their effectiveness in improving student achievement/success/outcomes; Re-launch the district's recognition program (Profiles in Professionalism) with a focus on acknowledging the efforts of those with demonstrated success in achieving results for their students (Year 1)

Year 1 Implementation Steps Description:

- 1.1 The number of teacher-coaches will be increased and their focus targeted at strengthening and deepening understanding and implementation of effective literacy instruction K-3.
- 1.2 Teachers will be trained in the use of PD360/Common Core 360 as a tool to support professional learning.
- 1.3 *The Framework for Teaching* by Charlotte Danielson will be adopted as the framework for teacher self-reflection and goal setting.
- 1.4 Instructional Rounds Networks will be implemented at both the district and school levels to provide insight to educators about the implementation of effective classroom practices.
- 2.1 The *Vernon Public Schools' 2012-13 Assessment Blueprint*, revised July 16, 2012, will be implemented. Where necessary, staff training in data entry will be provided; the expectations for meeting timelines to support the timely analysis of data to inform instruction will be clarified.
- 2.2 Progress toward performance targets will be tracked through the publication of the "RESULTS" book.
- 3.1 District and School Leadership Teams / Data Teams will focus on the regular analysis of school and district data.
- 4.1 The district needs to develop a comprehensive talent development strategy.
- 4.2 The district's recognition program (Profiles in Professionalism) will be re-launched with a focus on acknowledging the efforts of those with demonstrated success in achieving results for their students.

Years of Implementation:

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

Key District Initiative

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

New or Existing Reform? New Existing

Overview:

Strengthen Tiers I, II, and III interventions in all areas to create a positive school climate. (BOE Goal 3)

Research has shown that students need a safe environment that is socially, emotionally and physically conducive to learning (BOE Goal #3). Strengthening the social/emotional domain of the SRBI framework in Vernon is a focus of the district and this plan. Current use of PBIS in all seven schools indicates that there is growth needed as Vernon has continued to have a large number of discipline issues that are reported to the state. In 2010-11 the district total was 1294 incidents. In 2011-12 there were 1323 incidents reported. This count does not include incidents that were not reported or not serious enough for this state report. Vernon’s School Climate Committee has identified the need to strengthen tiers I, II and III in all areas impacting school climate. School wide implementation of PBIS is evident in all schools. Screening for at risk behaviors is expanding to all students in elementary and middle school. Improvement will occur through specific instruction based on identified needs of students. Tier II and III supports are needed to support classroom teachers with management as well as specific supports for individual students. The use of restraint and seclusion continues to grow as the needs of students’ change and behaviors have become significantly disruptive. We must strengthen our social/emotional supports for students at all levels through improved capacity in tier I, II and III.

Five Year Strategies and Implementation Steps:

1. Strengthen the social/emotional domain of the SRBI framework in Vernon

Implementation Step 1: Tier II and Tier III - Expand behavior supports program for students demonstrating a need for a higher level of social emotional and behavioral supports. (1.0 Special Education Teacher, District Program at Center Road School; 0.5 School Social Worker, District Program at Center Road School; 0.5 Assistant Principal at Center Road School)

Years of Implementation: Years 1, 2, 3, 4, 5

Implementation Step 2: Tier I - Create a behavior coach position. (1.0 Behavior Coach, District)

Years of Implementation: Years 1, 2, 3, 4, 5

Implementation Step 3: Tier I - Develop structures for school climate surveys to be discussed and action plans to be developed to address school climate.

Years of Implementation: Years 1, 2, 3, 4, 5

Implementation Step 4: Tier I - Strengthen connections to the community and increase awareness of PBIS.

Years of Implementation: Years 1, 2, 3, 4, 5

Implementation Step 5: Tier I - Expand professional development opportunities for paraeducators.

Years of Implementation: Years 1, 2, 3, 4, 5

Implementation Step 6: Tier II - Develop a Transition Academy for students entering grades 6 and 9.

Years of Implementation: Years 2, 3, 4, 5

Year 1 Implementation Steps Description:

1.1 This expansion will support staff and students in these programs by providing for collaboration between teaching and support staff.

1.2 Consult with classroom teachers on general classroom management as well as developing techniques to collect data and implement specific behavioral supports for students who need individualized supports.

1.3 Each building has conducted climate surveys over the last year and will measure the effectiveness of the strategies. Ongoing climate surveys are planned to continue monitoring school climate as it relates to students, parents, staff and student achievement.

1.4 District PBIS coaches are engaged in outreach efforts with the community to enhance student awareness, acceptance and adherence to school wide positive behavioral expectations and rules. In addition, emphasis is placed on the underlying core values that promote good citizenship and motivation to learn.

1.5 Enhance their skills in working with students who have challenging behaviors. Behavioral coaches will also provide support to paraeducators who are working with specific students who require higher levels of behavioral supports.

Years of Implementation:

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

Key District Initiative

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

New or Existing Reform? New Existing

Overview:

Goal: Strengthen SRBI Tier 2 and Tier 3 interventions to reduce the achievement gap in Vernon for students with disabilities and those living in poverty (BOE Goal #2)

Research has shown that children who begin school already behind their peers, especially those from low income families, continue to lag behind throughout their schooling and the achievement gap will actually widen as the child proceeds through school. Year-end data on the VPS universal screens at the end of the 2011/12 school year indicate that only 60% of our kindergarten students are reading on grade level; only 65% of fourth grade students are reading on grade level; and, in our highest poverty school (free/reduced at 78%) less than 50% of grade 5 students are reading on grade level. While we must work hard to eliminate those gaps in the early childhood years, this data also tells us that we must aggressively intervene with our students throughout their schooling setting the expectation that they will catch up with their peers and succeed. Strengthening scientific research based interventions for tier 2 and tier 3 students is critical to the success of our students.

Five Year Strategies and Implementation Steps:

1. Expand the breadth and depth of interventions offered to meet the needs of Tier 2 and Tier3 students and to train staff in their implementation.

Implementation Step 1: Tier III - Train teachers in the Reading Recovery intervention model and implement same. (Expanding existing initiative. Years of Implementation: 1, 2, 3, 4, 5) (1.5 Reading Recovery Teachers, Maple Street School; 1.0 Reading Recovery Teacher, Northeast School)

Implementation Step 2: Tier II - Implement additional reading interventions (e.g. LL1) for all grade levels according to need. (Expanding existing initiative. Years of Implementation: 1, 2, 3, 4, 5) (0.5 Reading Specialist, Maple Street School; 0.2 Reading Specialist, Northeast School)

Implementation Step 3: Tier II - Provide professional development for paraprofessionals in reading and mathematics. (New initiative. Years of Implementation: 1, 2, 3, 4, 5)

2. Provide resources (staff and time) to appropriately intervene with students based on need.

Implementation Step 1: Tier II and Tier III - Provide fulltime reading specialists to ensure continuity and flexibility of reading intervention. (Expanding existing initiative. Years of Implementation: 1, 2, 3, 4, 5)

Implementation Step 2: Tier II and Tier III - Provide before and after school intervention by flexing the hours of the reading specialists (New initiative. Years of Implementation: 1, 2, 3, 4, 5)

Implementation Step 3: Tier II - Provide a mathematics interventionist for grades 9-12. (New initiative. Years of Implementation: 1, 2, 3, 4, 5) (1.0 Mathematics Interventionist, Rockville High School)

3. Continue to explore research-based programs and strategies for future implementation to meet the diverse needs of students.

Implementation Step 1: Tier III - Explore the development of alternative schools to meet the needs of struggling students. (New initiative. Years of Implementation: 2, 3, 4, 5)

Implementation Step 2: Tier II - Ensure that high school students are able to recover lost credit through a variety of means. (Expanding existing initiative. Years of Implementation: 2, 3, 4, 5)

Year 1 Implementation Steps Description:

1.1. Currently we have one part-time reading recovery teacher who has moved eight students over the course of the 2011/12 year from the lowest to the highest achieving readers in grade 1. We will increase that position to fulltime and add another in that same school and add another fulltime reading recovery specialist to another school (both will be labeled tier 3 schools by the district).

1.2. During the 2011/12 school year, we added several more intervention tools to the toolboxes of our classroom teachers and our reading specialists. We will continue to do so thoughtfully and to meet the needs of our current students.

1.3. Our paraprofessionals are assigned to assist teachers with little or no training in the content that they would most likely be re-teaching to our students while providing support. This training is essential for continuity and student success.

2.1 Many of our reading specialists are part-time employees which restricts our ability to reach many students at flexible times before and after school to ensure that the interventions are in addition to their classroom instruction not in place of it.

2.2. We need to begin to extend the school day and year for some of our students. In year 1, we will flex the schedules of some of our interventionists to serve our students before and after the school day. In later years, we will add vacation academy, Saturday academy, and summer school enrichment.

2.3. We have recently determined that all grade 9 students will take at a minimum an Algebra I course. While we are increasing the rigor of preparation in mathematics for students in the middle schools, many of our high school students struggle with lack of preparation for this course and need intervention and support in order to succeed.

Years of Implementation:

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

Key District Initiative

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

New or Existing Reform? New Existing

Overview:

Strengthen partnerships between the families and schools which will have a direct impact on student success. (BOE Goal 1)

Research has shown that the school, family and community partnership is critical to high achievement of all students. Vernon Public Schools is committed to strengthening these connections to enhance the educational experience for students and their families (BOE Goal # 1). Vernon has developed structures to include families in decision making as well as to increase engagement in the schools. Schools are at varying levels of implementation with differing degrees of success. The school climate survey was completed by a very small number of families and the feedback is a very small sampling. This plan includes additional opportunities to increase family and community engagement as well as offering wraparound services through the Community School at Maple Street School.

Five Year Strategies and Implementation Steps:

Increase family engagement in education

Implementation Step 1: Review effectiveness of School Compacts in each school

Years of Implementation: 1, 2, 3, 4, 5

Implementation Step 2: Develop The Community School at Maple Street School through the expansion of services creating a wraparound model of services to families in need.

Years of Implementation: 1, 2, 3, 4, 5

Implementation Step 3: Explore the feasibility of offering childcare on early release days to families.

Years of Implementation: 1, 2, 3, 4, 5

Implementation Step 4: Promote parent involvement at Tier II and Tier III schools by making part-time employees full-time we are able to reach more families before/after school and by flexing hours of some counselors. (0.2 School Psychologist, Maple Street School; 0.1 School Social Worker, Center Road School; 0.1 School Social Worker, Northeast School)

Years of Implementation: 1, 2, 3, 4, 5

Implementation Step 5: Analyze the existing School Governance Team at Northeast School.

Years of Implementation: 2, 3, 4, 5

Implementation Step 6: Reinstate the truancy/residency counselor to monitor attendance. (1.0 Truancy/Residency Counselor, Vernon Center Middle School and Rockville High School)

Years of Implementation: 1, 2, 3, 4, 5

Implementation Step 7: Expand School Family and Community Partnerships to a third school.

Years of Implementation: 1, 2, 3, 4, 5

Year 1 Implementation Steps Description:

1.1 Articulate what families and schools can do to help children reach high academic standards through a peer review process.

1.2 The Community School began part time and will continue to provide opportunities to surround students with a community of support, empowering them to stay in school and achieve in life. The expansion of the Community School will increase opportunities for students to be engaged in school. The six elements of the Community School are Health, Mental Health, Youth Development/Out-of-School Opportunities, Life-Long Learning, Parent Enrichment/Engagement, and Community Engagement. These elements are intended to support students and their families with wraparound services which some families are unable to access without this support.

1.3 The Vernon Public Schools will explore collaborations with community childcare providers, park and recreation to support families who need childcare.

1.4 Articulate opportunities for parent involvement and providing positive feedback. Measure successes through analysis of engagement and climate surveys.

1.5 Determine if the School Governance Team model is more effective than school compacts in enhancing the opportunities to support high academic expectations and outcomes. Duplication of the most effective model will be considered for schools without a School Governance Team.

1.6 The truancy counselor, formerly funded through Education Jobs Funding and not funded through the local budget, will work with students, families and staff members increase the attendance rates of students at the middle and high school.

1.7 Over the last two years the School Family and Community Partnership has grown from one school to two. The impact of this work has been evident in increased school sponsored functions, parent engagement and school spirit. Partnerships are important to the academic achievement, school engagement and pride in schools.

Years of Implementation:

- Year 2
- Year 3
- Year 4
- 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 schools in Tier | District Approach to Supporting 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>Lake Street School</p> <p>Skinner Road School</p> | <p>SPI and Local Assessment</p> | <p>Leadership:</p> <ul style="list-style-type: none"> • Recognize Lake Street School leadership success. Assign as an administrative mentor to new Skinner Road School principal. Appoint Lake Street School principal as co-chair of the Elementary Planning Team. <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> • Provide educators access to an on-line, on-demand professional development tool (PD 360) • Adopt Danielson's Framework for Teaching as the tool for teacher self-reflection and goal setting • Continue the implementation of Instructional Rounds. Support the fledging school-level networks • Provide for an uninterrupted block of time that provides for both core and encore (intervention/enrichment) instruction <p>Effective Use of Time:</p> <ul style="list-style-type: none"> • Expand from 20-30 the number of hours dedicated to collaborative and personal learning time <p>Curriculum:</p> <ul style="list-style-type: none"> • Implement the revised English/language arts and mathematics curriculum aligned to the Common Core State Standards • Develop, administer, and |

| | | | |
|---|--|----------------------------------|---|
| | | | <p>evaluate the results of common core standard-based benchmark assessments according to the timeline established in Vernon Public Schools' 2012-2013 Assessment Blueprint</p> <p>Use of Data:</p> <ul style="list-style-type: none"> Support the development and growth of building level teams <p>School Environment:</p> <ul style="list-style-type: none"> Examine the results of the annual school climate surveys (certified, non-certified, parents, students); revise school improvement plans <p>Family and Community:</p> <ul style="list-style-type: none"> Review the effectiveness of School Compacts |
| <p>Schools that require moderate support and oversight: 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>Center Road School Vernon Center Middle School</p> | <p>SPI and Local Assessments</p> | <p>Leadership:</p> <ul style="list-style-type: none"> Create additional leadership position at Center Road School (.5FTE Assistant Principal) <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> Expand supports for students demonstrating a need for a higher level of social, emotional, and behavioral need (Renaissance Program at Center Road School) Expand professional development for paraeducators Continue to deepen the implementation of differentiated instruction to support learning <p>Effective Use of Time:</p> <ul style="list-style-type: none"> Expand from 42 to 60 minutes the instructional block for core classes at Vernon Center Middle School |

| | | | |
|--|---|---------------------------------|---|
| | | | <p>Curriculum:</p> <ul style="list-style-type: none"> Develop a Summer Transition Academy for students entering grade 6 at Vernon Center Middle School <p>Use of Data:</p> <p>Grade level/department teams and school-wide data team</p> <p>School Environment:</p> <p>School climate surveys, goals and workshops; PBIS</p> <p>Family and Community:</p> <ul style="list-style-type: none"> Reinstate the truancy counselor to support student attendance at Vernon Center Middle School |
| <p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p> | <p>Maple Street School</p> <p>Northeast School</p> <p>Rockville High School</p> | <p>SPI and Local Assessment</p> | <p>Leadership:</p> <ul style="list-style-type: none"> Assign administrative mentor to Northeast School principal Provide Central Office and veteran peer coaching support to Maple Street School, Northeast School and Rockville High School principals <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> Expand the implementation of Reading Recovery at Maple Street School and Northeast School Implement additional research-based reading interventions for grade levels according to need (i.e., Leveled Literacy Interventions (LLI)) Expand to full time the role of reading specialists in Tier III schools Provide for a math interventionist at Rockville High School |

| | | |
|--|--|---|
| | | <p>Effective Use of Time:</p> <ul style="list-style-type: none"> • Provide before and after school interventions by flexing the hours of support staff • Expand access to credit recovery/reinstatement through on-line learning at Rockville High School <p>Curriculum:</p> <ul style="list-style-type: none"> • Deliver a Summer Transition Academy for students entering grade 9 • Pilot the use of BYOT (Bring your own Technology) at Rockville High School to support 21st Century teaching and learning <p>Use of Data:</p> <ul style="list-style-type: none"> • Coach the development and capacity of the schools' teaming structures (Building Level Teams, Grade/Department Teams) to manage the flow and analysis of data to inform adult actions to improve student achievement and behavior <p>School Environment:</p> <ul style="list-style-type: none"> • Target the support of the academic and behavior coaches to Tier III elementary schools • Prioritize the allocation of paraeducator support based on school and student needs; provide training as needed • Provide technical assistance to school-level PBIS coaches; establish district network <p>Family and Community:</p> <ul style="list-style-type: none"> • Further the development of The Community School at Maple Street School • Re-launch the School Governance Council at |
|--|--|---|

| | | | |
|--|--|--|---|
| | | | <p>Northeast School</p> <ul style="list-style-type: none"> • Explore the feasibility of offering child care on early dismissal days • Reinstate the truancy counselor to support student attendance at Rockville High School • Expand the School-Family-Community Partnership from Maple Street School and Northeast School to Rockville High School <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> |
|--|--|--|---|

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: | Grades Served: | # of Students: |
|---|----------------|----------------|
| Diagnosis | | |
| <p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> | | |
| <input type="text" value="N/A"/> | | |
| <p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> | | |
| <input type="text" value="N/A"/> | | |
| Performance Targets¹ | | |
| <p>a. How will the district measure the success of the intervention?</p> | | |
| <input type="text" value="N/A"/> | | |
| <p>b. How will the district monitor school progress?</p> | | |
| <input type="text" value="N/A"/> | | |
| Areas of School Redesign | | |
| <p>What actions will the district and school take to ensure:</p> | | |
| <p>a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?</p> | | |
| <input type="text" value="N/A"/> | | |
| <p>b. That teachers are effective and able to deliver high-quality instruction?</p> | | |
| <input type="text" value="N/A"/> | | |
| <p>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?</p> | | |
| <input type="text" value="N/A"/> | | |
| <p>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</p> | | |

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.

Common Core State Standards?

N/A

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

N/A

- 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?

N/A

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

N/A

Funding

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

N/A

- 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)?

N/A

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. N/A |
| 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? N/A |
| 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.) N/AWhich person(s) will be responsible for conducting the needs assessments? N/a |
| Goal Setting |
| <ul style="list-style-type: none">How will you provide support for schools in the goal-setting process? N/A |
| Intervention Selection |
| <ul style="list-style-type: none">What are the criteria you will use to select appropriate interventions for low performing schools? N/AHow will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? N/A |
| Planning for Implementation |
| <ul style="list-style-type: none">How will you support schools in the development of comprehensive implementation plans? N/A |
| Monitoring |
| <ul style="list-style-type: none">How will you monitor schools to ensure that interventions are implemented? N/A |

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

N/A

Timeline

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

N/A

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).
-

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 | Alliance District Funding Commitment (A) | Program Elements to be Funded with Existing Resources | Resources Funding Commitment (B) | |
| 1. Strengthening Instruction in the Classrooms | 3.0 Teacher-Coaches | \$181,611 | Teacher-Coaches 2.0 (local) | \$160,000 | \$341,611 |
| 2. Strengthening the Social/Emotional Domain of the SRBI Framework | .5 Assistant Principal - Renaissance Program (District -wide) (Additional Section) 1.0 Behavior Coach 1.0 Special Education Teacher 0.5 School Social Worker | \$180,000 | Renaissance Program Special Education Teacher (local) School Social Worker (local) Title II (\$4,000) | \$243,000 | \$423,000 |
| 3. Strengthen SRBI Tier 2 and Tier 3 Interventions | 1.0 Mathematics Interventionist 2.5 Reading Recovery Teachers 0.7 Reading Specialist | \$250,000 | Title I (\$368,700) Title II (\$52,000) | \$420,700 | \$670,700 |
| 4. Strengthen Tie Between School and Family | 1.0 Truancy/Residency Counselor 0.2 Psychologist 0.2 School Social Worker | \$60,000 | .8 Psychologist (local) .8 School Social Worker (local) High School Guidance (OPM Grant) .6 | \$180,000 | \$240,000 |
| 5. | | \$0 | | \$0 | \$0 |
| 6. | | \$0 | | \$0 | \$0 |
| | Total | \$671,611 | | \$1,003,700 | \$1,675,311 |

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: #1

| Element | Positions | Amount |
|---------------------------------------|-------------|------------------|
| Personal Services-Salaries | 3.00 | \$120,000 |
| | | |
| Personal Services-Benefits | 3.00 | \$61,611 |
| | | |
| 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 | 6.00 | \$181,611 |

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 | \$120,000 | \$120,000 | \$120,000 | \$120,000 |
| Personal Services-Benefits | \$61,611 | \$61,611 | \$61,611 | \$61,611 |
| 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 | \$181,611 | \$181,611 | \$181,611 | \$181,611 |

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: #2

| Element | Positions | Amount |
|---------------------------------------|-------------|------------------|
| Personal Services-Salaries | 3.00 | \$120,000 |
| | | |
| Personal Services-Benefits | 3.00 | \$60,000 |
| | | |
| 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 | 6.00 | \$180,000 |

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 | \$120,000 | \$120,000 | \$120,000 | \$120,000 |
| Personal Services-Benefits | \$60,000 | \$60,000 | \$60,000 | \$60,000 |
| 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 | \$180,000 | \$180,000 | \$180,000 | \$180,000 |

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: #3

| Element | Positions | Amount |
|---------------------------------------|-------------|------------------|
| Personal Services-Salaries | 4.20 | \$220,000 |
| | | |
| Personal Services-Benefits | 4.20 | \$30,000 |
| | | |
| 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 | 8.40 | \$250,000 |

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 | \$220,000 | \$220,000 | \$220,000 | \$220,000 |
| Personal Services-Benefits | \$30,000 | \$30,000 | \$30,000 | \$30,000 |
| 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 | \$250,000 | \$250,000 | \$250,000 | \$250,000 |

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: #4 |
|------------------------------|

| Element | Positions | Amount |
|---------------------------------------|-------------|-----------------|
| Personal Services-Salaries | 1.40 | \$60,000 |
| | | |
| Personal Services-Benefits | 1.40 | \$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 | 2.80 | \$60,000 |

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 | \$60,000 | \$60,000 | \$60,000 | \$60,000 |
| Personal Services-Benefits | \$0 | \$0 | \$0 | \$0 |
| 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 | \$60,000 | \$60,000 | \$60,000 | \$60,000 |

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 | |
| | | | |
| Personal Services-Benefits | 0.00 | \$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 | 0.00 | \$0 | |

4. Budget for Total Alliance District Funding

District: Vernon

Town Code: 154

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 | \$520,000 |
| 200 | Personal Services/Employee Benefits | \$151,611 |
| 400 | Purchased Property Services | \$0 |
| 600 | Supplies | \$0 |
| 700 | Property | \$0 |
| 890 | Other Objects | \$0 |
| | TOTALS | \$671,611 |

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 Application/Plan

THE APPLICANT: Mary P. Conway, Ed.D. HEREBY ASSURES THAT:
 Vernon 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.

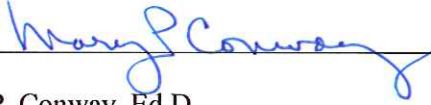
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders 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:



Name: *(typed)*

Mary P. Conway, Ed.D.

Title: *(typed)*

Superintendent, Vernon Public Schools

Date:

September 10, 2012

Addendum to Vernon 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: The district will 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.
- Compliance: The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,



Superintendent of Schools