2015-16 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2015-16 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

West Haven Public Schools	
$4,597,263.00	FY 16 PSD Allocation (if applicable): Not Applicable
Dr. Anne P. Druzolowski	Assistant Superintendent
203-937-4320	anne.druzolowski@whschools.org
Mr. Neil C. Cavallaro	
Signature of Superintendent: *[signature]*	Date: 7/15/15
	4/24/2015 (draft); 7/15/15 (final)
Ms. Patricia Libero	Local Board Approval of Plan (Yes/No):
[signature] Patricia Libero 7/20/15	
Signature of Board Chair:	Date:

2015-16 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2015-16 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)   Yes

	Recruitment and human capital pipelines	**X** Instructional coaching
	Hiring and placement processes	**X** School leadership development
X	Professional development	**X** Retention of top talent
X	Evaluation	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

	Talent Priorities:	Aligned SMART Goals:
1.1.	*Embedded Professional Development for Teachers by Teacher Leaders:* Reading consultants, Early Childhood Coordinator, Literacy Teachers K-12, and mathematics coaches and facilitators will continue to support classroom teachers, as well as youngsters, through: (1) development and modeling of lessons within classrooms; (2) instructional application of the CCSC; and (3) continued support of our SRBI efforts to improve Tier I classroom instruction, as well as providing individual assistance to youngsters identified in Tiers II and III. As stated in the original Alliance Grant application and subsequent addendums, we continue to maintain the course. These positions have not changed, but rather have grown to be more professional and more requested by their peers. These positions and their roles have increased the retention of excellent school leaders. The support to their colleagues has a direct impact on the quality of instruction we are seeing in all schools. To that end, we are projecting an increase in the percentage of youngsters scoring proficient or above in both ELA and mathematics based on a fall-spring analysis by each grade level, as measured by: multiple formative and summative assessments, universal screens, and standardized assessments (see SMART Goals). Embedded professional learning across the district is conducted by teacher leaders, mathematics and reading coaches/facilitators, content area facilitators, as well as by consultants (Literacy How, ACES). These teacher leaders continue to work with teachers within the classrooms and have observed and noted that classroom teachers demonstrate: (1) An increase in use of research based strategies to ensure better differentiation of instruction; (2) An increase in the use of a variety of resources to improve instruction in mathematics/language arts; (3) An increase in use of research based ELL strategie, and (4) A greater impact on student performance as measured by the common assessments.	*NOTE: All of the Talent priorities 1.1 - 1.5 utilize the following SMART Goals to measure the effectiveness in ELA/Reading/mathematics student performance.* **(1) There will be a 10 %** increase in percentage of students scoring proficient or above from Fall -Spring Next Step Guided Reading Assessment (NSGRA) for each grade K-2. **(2)** There will be a 10% increase in percentage of students scoring proficient or above from Fall DRP to Spring DRP for each grade 3-9. **(3)** There will be a 10% increase in percentage of students scoring proficient or above from Q1 to Q3 as measured by CCSS aligned CA:ICE for each grade 7 - 12. **(4)** There will be a 10% increase in the percentage of students scoring at or above proficiency as measured by the district common assessments, by grade level (performance tasks, writing prompts and district common assessments) from Q1 to Q3. *Mathematics:* (1) There will be a 15% increase in percentage of students scoring proficient or above from Fall-Spring Symphony Math for each grades K - 4. (2) There will be a 20% increase in percentage of students scoring proficient or higher on the Grade Level Skills Assessments (district created), for each grade 5-12 from fall to spring. (3) There will be a 15% increase in percentage of students scoring at or above proficiency as measured by the district common assessments, by each grade level (performance tasks, common assessments) from Q 1 to Q3.
1.2.	*Evaluation and Professional Development:* Administrators and Department Heads will continue to receive ongoing training in the Danielson Model and will learn to better understand specific domains and identify high quality instruction within each of the domains. All administrators are required to re-calibrate during the Summer of 2015. Professional development utilizing Teachscape data and training videos will continue throughout the year and will focus upon developing a better understanding of classroom instruction followed by corresponding professional conversations relative to observed behaviors and specified domains. These staff trainings will continue to be facilitated by ACES staff. Through the recalibration process, administrators will be better able to more accurately tag 'quality instruction' and identify domains that require continued reinforcement by teacher, and provide opportunity for staff professional development which best meet their needs.	*Please note application of same SMART Goals for student performance as written in 1.1 above.* Additional measures to monitor impact of coaching on student performance include the following: As leaders evaluate and support teachers, 80% of the teachers will score a 3 or higher on components related to Domain 3 (Instruction) based on Danielson Framework (Teachscape data collection). The increased number of teachers changing the quality and rigor of instruction as indicated by a self survey (reflection), as well as through increased student performance on universal screens, common assessments. 100% of administrators and Department Heads will successfully re-calibrate (achieve proficiency) utilizing the Teachscape system (Danielson Model) no later than September 1, 2015.
1.3.	*Evaluation:* On-going coaching of teacher evaluators/building administrators/building leaders, relative to: (1) Effective use and application of observation rubrics; (2) Use of learning walks to identify building-level areas of need; (3) Conduct effective collaborative conversations (cognitive coaching), goal setting, and midyear, summative conversations to promote teacher effectiveness; (4) Development of a reflective leadership practice; (5) Use of peer observation protocols to promote leadership and growth; and, (6) Use of student learning indicator data and stakeholder feedback data to inform leadership decision, as well as the Evaluation Plan. *Teachscape provides this training through their on-line videos and courses.* Support all staff in the development of their skills (content and delivery of instruction to all youngsters) as they relate to all Domains of Teachscape. Teachscape provides necessary professional development videos and training that interfaces with our evaluation process and is necessary for all staff to be exposed to in order to expand their working knowledge of high quality instruction.	As leaders evaluate and support teachers, 80% of the teachers will score a 3 or higher on components related to Domain 4 (Participation in a Professional Community) on their annual evaluation. This data will be maintained on Teachscape. Also, 100% of the administrators who are evaluated by their supervisor utilizing the Teachscape/SEED tools (which correlate with our Evaluation Plan) will minimally score 3 (Proficient) overall on their annual evaluation.

1.4	Retention of Top Talent through Embedded Professional Development and Instructional Coaching: Administrators in need of targeted professional development will be supported through the school year utilizing an ACES certified trainer and/or district peers/colleagues . Peers who scored the highest possible score on the administrator evaluation will begin their role as a coach for their fellow colleague who has been identified by the evaluator as in need of support. Additionally, we will continue using Curriculum Teacher Leaders to develop a talent and expertise pool within the district. Curriculum Teacher Leaders will support grade level and content level teachers in the deeper understanding of the curriculum roadmap (CCSS), including the ongoing revisions for mathematics, ELA, science and social studies as they are developed. These administrative and teacher leaders will be valued as leaders within their buildings and will support their colleagues to ensure they are successful in their craft.	As leaders evaluate and support teachers, 80% of the teachers will score a 3 or higher on components related to Domain 3 (Instruction) based on the Danielson Framework (Teachscape Data Collection) based pm their annual review. 100% of curriculum teacher leaders will better understand the CCSS standards and be prepared to address curriculum changes and corresponding common assessment needs by the end of the school year 2016 as measured through survey to both classroom teachers and curriculum teacher leaders.
1.5	Professional Development: Appropriate selection, use and corresponding training (pd) in the use of software products (READ 180, Lexia, Symphony Math, Teachscape, Renzulli and others) to supplement CCSS curricula instruction as well as SRBI support. This aligns with the original Alliance Application which supported the use of supplemental software in this district which lacked much in technology.	As a result of systemic use of supplemental instructional technology utilizing a variety of software, students in Tier 3 receiving supplemental support through technology will improve an estimated 30% over pre-post assessment (fall-spring).

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
0.6 fte Early Childhood Coordinator	1.1	Interventions in low-performing schools (review school emphasis (Forest, Savin Rock, WHHS) and direct support to early childhood educators	$ 77,021.00
9.0 fte Math Coaches	1.1	Teaching leaders/mentors in math PK-12 to support classroom teachers	$ 771,350.00
6.0 fte Reading Consultants 13.5 fte Literacy Teachers	1.1	Teaching leader/mentor/reading/language arts PK-12. Interventions in low-performing schools focus, as well as early literacy pk-3.	$ 1,585,706.00
		100: Personnel Services - Salaries Subtotal:	**$ 2,434,077.00**
200: Personnel Services - Benefits			
Benefits for Early Childhood Coordinator	1.1	Benefits based on salary	$ 25,417.00
Benefits for 9.0 Math Coaches	1.1	Benefits based on salary	$ 254,546.00
Benefits for Reading Consultants (6 fte)	1.1	Benefits based on salary	$ 523,283.00
		200: Personnel Services - Benefits Subtotal:	**$ 803,246.00**
300: Purchased Professional and Technical Services			

Software Products	1.5	Lexia, Symphony Math, Read 180 (software products to assist in identifying student Tiers and strategies). Inform (record keeping of K - 12 data on youngsters, as well as interventions for teachers to use during data teams), Teachscape (provides PD data by teacher; evaluation information). Brain Pop supplemental instructional software supports core instruction for all academic areas, K-8. Supplemental materials to assist in evaluations and classroom teaching. All are aligned to priorities of evaluation (teacher, student, administrator) and professional development. Renzulli Go-Quest for teacher support resource in Inquiry Based and Learning Projects.	$	225,000.00
			$	-
			$	-
		300: Purchased Professional and Technical Services Subtotal:	$	225,000.00
400: Purchased Property Services				
			$	-
			$	-
			$	-
		400: Purchased Property Services Subtotal:	$	-
500: Other Purchased Services				
Professional Development - EMBEDDED	1.1, 1.2, 1.3, 1.4, 1.5,	MonthlyAdministrator professional learning re Teacher Evaluation (embedded and off site including use of teachscape options, including retraining videos and reflection methodology ACES). Teacher professional learning (writing - Trish D'amore K-4, phonemic awareness; Literacy How K-2; math (ACES K-12); social studies (ACES 7-12); support in use of block schedule for quality instruction in ELA, math, special populations (ACES 7-8);	$	175,000.00
			$	-
			$	-
		500: Other Purchased Services Subtotal:	$	175,000.00
600: Supplies				
			$	-
			$	-
			$	-
		600: Supplies Subtotal:	$	-
700: Property				
			$	-
			$	-
			$	-
		700: Property Subtotal:	$	-
800: Other Objects				
			$	-
			$	-
			$	-
		800: Other Objects Subtotal:	$	-
		Talent Subtotal:	$	3,637,323.00

2015-16 Academic Priorities

Step 1: Place an "X" beside the district's 2015-16 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

X	Common Core-aligned curriculum transition			Alternative/Transitional programs
X	Assessment systems		X	Full-day kindergarten
	Supports for special populations			Pre-kindergarten
X	SRBI and academic interventions		X	Pre-K - Grade 3 literacy
	College and career access			Instructional technology
	High school redesign		X	Instructional materials to support full day kindergarten

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:	Aligned SMART Goals:
2.1.	*Common Core-Aligned Curriculum Transition:* ELA (writing, reading, listening, speaking) and mathematics curricula review/changes during the summer 2015 and 2015-16 school year will be implemented with consistency and fidelity as measured by (1) completion of curriculum and assessment rewrites, implementation and corresponding professional development; (2) The percentage of youngsters mastering standards in mathematics and ELA will increase; and (3) Teacher/administrator evaluations, aggregated, will be monitored and data used to identify professional development goals.	*NOTE: All of the Academic priorities 2.1-- 2.4 utilize the following SMART Goals to measure the effectiveness in ELA/Reading/mathematics student performance.* *(1) There will be a 10% increase in percentage of students scoring proficient or above from Fall -Spring Next Step Guided Reading Assessment (NSGRA) for each grade K-2. (2) There will be a 10% increase in percentage of students scoring proficient or above from Fall DRP to Spring DRP for each grade 3-9. (3) There will be a 10% increase in percentage of students scoring proficient or above from Q1 to Q3 as measured by CCSS aligned CA:ICE for each grade 7 - 12. (4) There will be a 10% increase in the percentage of students scoring at or above proficiency as measured by the district common assessments, by grade level (performance tasks, writing prompts and district common assessments) from Q1 to Q3. Mathematics: (1) There will be a 15% increase in percentage of students scoring proficient or above from Fall-Spring Symphony Math for each grades K - 4. (2) There will be a 20% increase in percentage of students scoring proficient or higher on the Grade Level Skills Assessments (district created), for each grade 5-12 from fall to spring. Additional measurements for Priority 2.1 include 100% completion of curriculum and assessment revisions/rewrites in all core content areas and grade levels.*
2.2.	*SRBI and Academic Interventions:* Writing labs are model classrooms developed in grades K-4 and 7-8 (Bailey). These model classrooms are used to demonstrate the teaching of writing skills by selected teachers while being taught by our ACES consultant and/or writing consultant (Trish D'Amore). We will continue to support the CCSS, improve student achievement and strengthen teacher teaching skills in writing/ELA across the curriculum. Grade 4 and Bailey Intermediate (7 and 8) will begin their embedded professional learning and teacher support as has been done in prior grade levels for grades K-3. Bailey will have a writing lab for use by all content areas and supported by two writing facilitators and writing/ELA consultants. Programs specifically designed for Tier 3 support include the following: (1) **Access to Read 180** increased at the middle school level, as well as at the high school level to address needs of the ELL population and youngsters requiring developmental reading support; (2) **Access to mathematics and ELA support venues** will be increased (e.g., after school programming, boot camps, blended learning); (3) **Access to summer school programming for targeted special education students. (4) Small group instruction for ELL/bilingual students by ELL teachers, bilingual tutors and classroom teachers** will continue to play a major role in supporting the ELL student needs. (5) Embedded **professional development for classroom teachers** (Bonnie Bishop, Hinneman) and ELL/special education teachers relative to understanding the power of research based strategies to teach the ELL youngster will continue. (6) Continued incorporation of **reading, writing, listening and speaking** into the curriculum designed to support all youngsters, but most importantly support the special needs population. All programming will be monitored and evaluated through our systemic monitoring process (common assessments and data team analysis), as well as through the use of **recommended universal screens in reading/ELA and matheamtics.** Evaluations will vary but will focus on the at risk population support during the school year and summer programming.	*Please note: The application of the same SMART Goals as written in 2.1 above for student performance at these grade spans and content areas will be used to evaluate effectiveness of this Academic Priority.*

2.3.	**Pre-K - Grade 3 Literacy:** *Throughout all of our Alliance Grant applications, we have continued to maintain this area as a priority to establish a literacy foundation in teaching and learning for all students, regardless of need. We are committed to stay the course and support early literacy through a focused and deliberate plan. Thus far, all curricula has been established and is aligned with CCSS, as described in 2.1. Professional development is ongoing and will continue to provide embedded support to classroom teachers. We continue to have ELL teachers, special education teachers, reading consultants, literacy coaches, mathematics faciliators and coaches, and science faciliators provide* **intense support to pre K - grade 3.** *Most importantly, we have been able to utilize the Alliance funding to introduce a variety of* **fiction and non-fiction text** *for classroom libraries,* **instructional non-consumable materials** *, and reading intervention .* **Intense reading professional learning opportunities from Literacy How** *and other experts will continue to be provided to all teachers in K and grade 2 through a classroom embedded, professional development approach. Teachers will continue to learn and practice the teaching of reading through support and reinforcement to our grade K and 1 teacher from district literacy facilitators and Literacy How in the area of phonics, comprehension, and fluency.* **Appropriate instructional materials (research based) to enhance the application of PK - 3 reading will be accessed through this grant as recommended by the audit conducted by outside experts** *(Literacy Assessment Systems): Re-examination and revision of grades K-4 universal screens to ensure we accurately identify needs of youngsters (Literacy How) and what materials are most appropriate to address their needs.* **Performance based tasks** *, integral to all curricula, will be implemented with consistency and reinforced as sound teaching pedagogy across the K-3 classrooms so as to gradually change the classroom environment and instruction.* **Mathematics professional development will focus on content knowledge** *of our classroom teachers, with an emphasis on K-3.*	**Please note:** *The application of the same SMART Goals as written in 2.1 above for student performance at this grade span will be used to evaluate effectiveness of this Academic Priority. Additionally, the following detail expectations of staff as a result of implementation of the interventions with fidelity and consistency: As leaders evaluate and support teacher performance, (1) 80% of the teachers will score a 3 or higher on components related to Domain 1, Planning and Preparation, (Use of Classroom Resources), and Domain 3, Engaging in Student Learning; (2) Greater frequency of the incorporation of performance based tasks into daily instruction as evidenced through (a) curricula implementation; (2) 80% of the youngsters will score proficient or higher as measured by the spring universal screens, assessments and standardized assessments; (2) data team minutes indicating integration of purposeful performance tasks to address student needs (Domain 4, Professional Responsibilities).*
2.4	**Full Day Kindergarten:** *Implement full day kindergarten in all six elementary schools. Currently, we have two Title I schools with full day kindergartens: Forest Elementary School in operation since November 2014 and Savin Rock since September 2014. Curriculum had already been aligned with CCSS and instructional resources were duplicated across each classroom (Daily 5, classroom literature libraries, non-fiction readers, SPIRE program for Tier 2 and 3 youngsters). Technology such as smart boards technology and iPADs for guided reading and other group settings will be purchased using other funding source desigated for full day kindergarten purposes (bonded). The results at Savin Rock Elementary School, our most needy school population, has been outstanding. Over 80% of our students are entering grade 1 reading text and leveled books compared to past results which did not even approximate 50%. Professional Development includes embedded PD from Literacy How relative to increasing teacher knowledge of phonics instruction and assessment tools, as well as support from writing consultant, Trish D'Amore.*	**Please note:** *the application of the same SMART Goals as written in 2.1 above for student performance at this grade span will be used to evaluate the effectiveness of this Academic Priority. Evaluation of the Kindergarten full day classrooms will also include,* **85% of the students will master 100% of the beginning reading curriculum as measured by pre/post using reading inventories, retell, Marie Clay, sight word vocabulary.**

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
7 fte classroom teachers at entry level	2.4	Staffing to support increase of full day kindergarten across all schools	$ 308,000.00	$ -
4 fte paraprofessionals	2.4	Staffing to support increase of full day kindergarten across all schools	$ 72,000.00	$ -
			$ -	$ -
		100: Personnel Services - Salaries Subtotal:	$ 380,000.00	$ -
200: Personnel Services - Benefits				
Benefits for 7 fte. Classroom teachers	2.4	Benefits based on salary	$ 68,400.00	$ -
Benefits for 4 fte paras	2.4	Benefits based on salary	$ 21,600.00	$ -
			$ -	$ -
		200: Personnel Services - Benefits Subtotal:	$ 90,000.00	$ -
300: Purchased Professional and Technical Services				
			$ -	$ -
			$ -	$ -
			$ -	$ -
		300: Purchased Professional and Technical Services Subtotal:	$ -	$ -
400: Purchased Property Services				
			$ -	$ -
			$ -	$ -
			$ -	$ -
		400: Purchased Property Services Subtotal:	$ -	$ -
500: Other Purchased Services				
Professional Development	2.2, 2.3, 2.4	Professional learning for teachers and administrators embedded in school classrooms for early literacy, writing and mathematics (Literacy How, Curricula Alignment Support with ACES personnel; Writing Consultant support (all support embedded); development of performance tasks)	$ 80,000.00	$ -
			$ -	$ -
			$ -	$ -
		500: Other Purchased Services Subtotal:	$ 80,000.00	$ -
600: Supplies				
Testing Materials	2.4	Tests K-3 as reuired for use as universal screens Scholastic Intervention kits (Scholastic Next Step), Symphony Math, Lexia, Spire, PreLas assessments	$ 20,000.00	$ -

Instructional supplies	2.2, 2.4	Daily 5 literacy word work materials (letter stamps, Wikisticks, letter tiles, sight word kits), authentic literature for classroom libraries, non-fiction readers to support social studies and science Instruction, fiction/non-fiction books to support math instruction (place value, fractions, counting sets, etc.), classroom listening stations for fluency support, books on tape/CDs for listening stations, Movement Enhanced Learning materials (ABC balance beam, enlarged sight word flashcards, enlarged letter flashcards, letter mats) Writing supplies to support new curriculum (stop sign chart paper, stop sign student paper, Journals, pencil grips, non-fiction text to support "All About" animal projects), Grades K/1 Summer Reading Camp instructional materials, books for high school electives (i.e., anxiety and chaos), and additional workbooks to expand academic vocabulary.	$ 320,316.00	$ -
			$ -	$ -
600: Supplies Subtotal:			$ 340,316.00	$ -
700: Property				
			$ -	$ -
			$ -	$ -
			$ -	$ -
700: Property Subtotal:			$ -	$ -
800: Other Objects				
			$ -	$ -
			$ -	$ -
			$ -	$ -
800: Other Objects Subtotal:			$ -	$ -
Talent Subtotal:			$ 890,316.00	$ -

2015-16 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2015-16 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

X	Attendance/Chronic absenteeism		X	Graduation/Dropout prevention
	Behavior management		X	Family engagement
	Wraparound services			Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:	Aligned SMART Goals:

3.1.	*Attendance/Chronic Absenteeism: No Alliance Grant money will fund this as it is currently supported with local funding. Priorities for Chronic Absenteeism include the (1) Implementation of a district-wide plan to address the chronic absenteeism rate at all schools, but with an emphasis on three Review Schools (WHHS, Forest, Savin Rock, and Bailey Middle School) and (2) a district Chronic Absenteeism Workgroup designed to address attendance as it relates to contractual policies and Board procedures establishment of district consistency in the implementation of interventions to prevent absence and of both STAFF and students, and an awareness campaign for students, families and the community relative to the definition of chronic absenteeism. The District Chronic Attendance Workgroup has begun this summer to gather better data in order to better address antecedents to the problem, as well as to create consistent messages from the school to the parents. Data has been analyzed for the district, by school, and a variety of interventions have already been systemically been put into play: (1) Staff (teachers and social services personnel) taking more proactive role in addressing (a) initial contact of all parents whose youngsters miss 5 days or more followed by phone conversation and on site meeting; (b) Greater opportunity for parents to become active in school community; (c) Parent conversation with SAT regarding the importance of attendance with development of a goal within the SAT Plan to support family/student; (d) Home visits by SRO and school social worker; (e) SAT determines primary reason(s) behind individual student's chronic absenteeism and may address this through modification of the learning environment which does not punish the youngster, but rather maintains content instruction through or in an alternate setting. (2) Alternates to suspension include: Blended Learning, Combination of Odyssey Program and in-class instruction, after school tutoring program, SRBI resources during school day to support youngster both behaviorally, emotionally and educationally; and school connectedness through a significant adult for every child in every building. In Bailey Middle School (highest rate), we have created several supports to reduce absenteeism and provide instruction and support within school, including a program which reduces suspensions and expulsions (in school social-emotional-educational program preparing youngsters to enter mainstream within two weeks; home-school visits with SRO officer and school social worker; and block scheduling. The High School instituted many supports, including its own attendance committee, an appeal committee chaired by Board members and the community (parents accompany youngster who is being denied credit due to absenteeism (very successful deterrent), blended learning to support youngsters who do not come to school because of habitual failure; a short-term year intervention program (one year) to recover credits, support youngsters behaviorally, and move them into their appropriate grade based on age; and the Freshman Academy for all youngsters entering the high school.*	*District chronic absenteeism rate will decrease 2% over the course of the school year, as measured from September - June. Increase in the graduation rate in each school (Bailey Middle School and WHHS) by 10% over that of 2014 - 15.*
3.2.	*Family Engagement: Increase parent engagement to support the prevention of chronic absenteeism, as well as decreasing chronic absenteeism. Increase use of media and other communication venues to better advertise and define chronic absenteeism and the reason it is so important to our families/community. The Family Resource Center (FRC) in our elementary schools is one vehicle to provide more information and support to families as we emphasize the importance of attendance at school. The Center is placed in Savin Rock Elementary School community, which is our highest need school in the district. We will continue to include the Resource Center, which we fund the majority of using local funding, at all functions including school registration, school readiness sites support, advertising on district website, participation in all literacy nights across the district, and with all community agencies, including the public and private schools, in the Early Childhood Council. We will use this venue to speak to the higher expectations of parents and students in order to promote attendance in school. Family literacy nights are attended by the FRC and they will continue being highly visible at all events. The district adult education program and the Title I program including FRC, have instituted a very successful program for young mothers to learn English and have their youngsters watched by the FRC center. As parents become more involved in Family Literacy Nights, they have become involved in the school. We have taken advantage of these activities to teach the importance of school attendance on a regular basis, as well as to better inform parents about what children learn in school. Professional learning opportunities for all families in the areas of reading, writing, speaking, and listening skills in the home settings for grades K-6. At the secondary level, parents will be provided the opportunity to relearn mathematics and ELA skills required of their youngsters. Additional measures will include a brochure, and access to media to publicize school attendance, information to contact for assistance, and facts. Increase the use of **technology and software**, e.g., School Messenger; Parent Portal Power School; INFO Snap, language translation software to increase parent engagement and awareness of student grades, attendance and disciplinary issues. Disseminate attendance information through products from Attendance Works.*	*District chronic absenteeism rate will decrease 2% over the course of the school year, as measured from September - June. Increase in the graduation rate from both Bailey Middle and School and WHHS by 10% over the prior school year.*
3.3.	*School Climate: Increase access to our ELL families, thus engaging them in their youngsters school experience and expectations for student attendance. This will be done through the use of bilingual presenters, translator software, translators, materials and family series on school expectations for youngsters K - 12. Wherever possible, materials/translators will be hired to engage our non English speaking community. School climate will directly impact student attendance and student performance.*	*Non-English student cohort of the district chronic absenteeism rate will decrease 2% over the course of the school year, as measured from September - June, as a result of parent engagement in the school community.*
3.5		

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
			$ -	$ -
			$ -	$ -
			$ -	$ -
		100: Personnel Services - Salaries Subtotal:	$ -	$ -
200: Personnel Services - Benefits				

			$ -	$ -
			$ -	$ -
			$ -	$ -
		200: Personnel Services - Benefits Subtotal:	$ -	$ -
300: Purchased Professional and Technical Services				
Software Products	3.2, 3.3	Translation software for district/school communications to nonEnglish speakers; Software (Info snap) to assist parents in communication with parents throughPower School; Powerschool translations.	$ 35,000.00	$ -
			$ -	$ -
			$ -	$ -
		300: Purchased Professional and Technical Services Subtotal:	$ 35,000.00	$ -
400: Purchased Property Services				
				$ -
			$ -	$ -
			$ -	$ -
		400: Purchased Property Services Subtotal:	$ -	$ -
500: Other Purchased Services				
Professional Development	3,2, 3.3, 3.4, 3.5	Literacy Night presenters, school climate pd, ELL support/translation for families; First Day activities for all elementary schools to communicate expectations; babysitting for parents in attendance, Yale Ruler Program for emotional intelligence (whole school climate pd)	$ 34,624.00	$ -
			$ -	$ -
			$ -	$ -
		500: Other Purchased Services Subtotal:	$ 34,624.00	$ -
600: Supplies				
			$ -	$ -
			$ -	$ -
			$ -	$ -
		600: Supplies Subtotal:	$ -	$ -
700: Property				

			$	-	$	-
			$	-	$	-
			$	-	$	-
		700: Property Subtotal:	$	-	$	-
800: Other Objects						
			$	-	$	-
			$	-	$	-
			$	-	$	-
		800: Other Objects Subtotal:	$	-	$	-
		Talent Subtotal:	$	69,624.00	$	-

2015-16 Operations Priorities

Step 1: Place an "X" beside the district's 2015-16 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

☐	Budgeting and financial management	☐	Student enrollment processes
☐	School operations	☐	Extended learning time
☐	Technology integration	☐	Other: _____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:	Aligned SMART Goals:
4.1.	
4.2.	
4.3.	
4.4.	

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
			$ -	$ -
			$ -	$ -
			$ -	$ -
100: Personnel Services - Salaries Subtotal:			$ -	$ -
200: Personnel Services - Benefits				
			$ -	$ -
			$ -	$ -
			$ -	$ -
200: Personnel Services - Benefits Subtotal:			$ -	$ -
300: Purchased Professional and Technical Services				
			$ -	$ -
			$ -	$ -
			$ -	$ -
300: Purchased Professional and Technical Services Subtotal:			$ -	$ -
400: Purchased Property Services				
			$ -	$ -
			$ -	$ -
			$ -	$ -
400: Purchased Property Services Subtotal:			$ -	$ -

500: Other Purchased Services						
			$	-	$	-
			$	-	$	-
			$	-	$	-
		500: Other Purchased Services Subtotal:	$	-	$	-
600: Supplies						
			$	-	$	-
			$	-	$	-
			$	-	$	-
		600: Supplies Subtotal:	$	-	$	-
700: Property						
			$	-	$	-
			$	-	$	-
			$	-	$	-
		700: Property Subtotal:	$	-	$	-
800: Other Objects						
			$	-	$	-
			$	-	$	-
			$	-	$	-
		800: Other Objects Subtotal:	$	-	$	-
		Talent Subtotal:	$	-	$	-

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			$ -
			$ -
			$ -
		100: Personnel Services - Salaries Subtotal:	$ -
200: Personnel Services - Benefits			
			$ -
			$ -
			$ -
		200: Personnel Services - Benefits Subtotal:	$ -
300: Purchased Professional and Technical Services			
			$ -
			$ -
			$ -
		300: Purchased Professional and Technical Services Subtotal:	$ -
400: Purchased Property Services			
			$ -
			$ -
			$ -
		400: Purchased Property Services Subtotal:	$ -
500: Other Purchased Services			
			$ -
			$ -
			$ -
		500: Other Purchased Services Subtotal:	$ -
600: Supplies			

			$	-
			$	-
			$	-
		600: Supplies Subtotal:	$	-
700: Property				
			$	-
			$	-
			$	-
		700: Property Subtotal:	$	-
800: Other Objects				
			$	-
			$	-
			$	-
		800: Other Objects Subtotal:	$	-
		Talent Subtotal:	$	-

FY 16 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	$ 2,434,077.00	$ 380,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,814,077.00	$ -
200: Personnel Services - Benefits	$ 803,246.00	$ 90,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 893,246.00	$ -
300: Purchased Professional and Technical Services	$ 225,000.00	$ -	$ -	$ 35,000.00	$ -	$ -	$ -	$ -	$ 260,000.00	$ -
400: Purchased Property Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
500: Other Purchased Services	$ 175,000.00	$ 80,000.00	$ -	$ 34,624.00	$ -	$ -	$ -	$ -	$ 289,624.00	$ -
600: Supplies	$ -	$ 340,316.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 340,316.00	$ -
700: Property	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
800: Other Objects	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTALS:	$ 3,637,323.00	$ 890,316.00	$ -	$ 69,624.00	$ -	$ -	$ -	$ -	$ 4,597,263.00	$ -

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

PROJECT TITLE: **2015-16 Alliance and Priority School District Consolidated Application**

THE APPLICANT: Neil C. Cavallaro, Superintendent   HEREBY ASSURES THAT:

West Haven Board of Education

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

(a) For purposes of this Section, the following terms are defined as follows:

    i. "Commission" means the Commission on Human Rights and Opportunities;

    ii. "Contract" and "contract" include any extension or modification of the Contract or contract;

    iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;

    iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;

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

    vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

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

    viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

    ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

    x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is

shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

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

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

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

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual

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orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

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

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

Superintendent Signature: _____
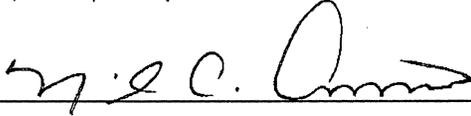
Name: *(typed)*   Neil C. Cavallaro

Title: *(typed)*   Superintendent of West Haven Schools

Date: April 24, 2015