

Allocations

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$815,057.00		\$0.00		\$0.00		\$0.00	\$815,057.00
Total		\$815,057.00		\$0.00		\$0.00		\$0.00	\$815,057.00

Talent

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|--|---|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input type="checkbox"/> Instructional coaching |
| <input type="checkbox"/> Hiring and placement processes | <input type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 Instructional Coaching/Professional Development: Staff one Director of Literacy to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines. Director of Literacy will provide professional learning for teachers on CLOSE reading strategies in a variety of ways; through the data team process, professional development opportunities, and grade or classroom level consultations. The Director of Literacy will work in collaboration with district level Math Coaches and other content specific educators in the district to seamlessly integrate CLOSE reading strategies to content specific lessons. Rationale: The continued support from a district wide Director of Literacy will support vertical alignment along the K-12 continuum. Furthermore, implementation of district wide oversight in literacy can mitigate issues related to numerous school transitions as a result of district school design. The work done by the Director of Literacy at the high school had significant impact on student performance on the PSAT and SAT. Expansion of the role to lower grades is expected to yield similar results.

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.3% in 2016-2017 to 91.7% in 2018-2019.

Academics

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/> Common Core-aligned curriculum	<input type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/> SRBI and academic interventions	<input type="checkbox"/> Instructional technology
<input type="checkbox"/> College and career access	<input type="checkbox"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academic Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 SRBI and Academic Interventions: Support early literacy by continuing (Year Four) Levelled Literacy Intervention for students receiving Tier II and Tier III services with two Reading Teachers serving grades K-2. The Reading Teachers will work with the Director of Literacy to ensure vertical alignment in ELA and support the implementation of successful early reading strategies. Their work will include participation in Data Teams, Academic Reviews, classroom embedded PD, and development of individual student intervention plans. Rationale: A robust SRBI process, in conjunction with Reading Teachers in the early grades, can promote overall district student performance by creating a stable foundation of skills and knowledge. A strong foundation promotes year-to-year growth target acquisition for all students. Ensuring vertical alignment is built into the design of the district's literacy program and supports the necessity of a strong SRBI process early in a student's academic career.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019.

2.2 Tutoring Support: Provide tutoring support for grades 9-12 at the high school for EL population and credit recovery. The Tutoring Support is for all content areas, with an emphasis on ELA and Math. The tutors provide student support with guidance from the Director of Literacy, the Director of Numeracy/Science, and the Secondary Math Coach. Rationale: Recent gains in student performance at the high school level indicate that the current model for additional support for EL students and for those needing credit recovery options is working. Tutoring sessions are linked to content area curriculum with support from the Director of Literacy, Director of Numeracy and Science, and from the Secondary Level Math Coach. Continued tutoring support is justified for EL students when taking into account the higher number of students enrolled in this program within the past two years.

2.2 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 56.8 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 58.6% in 2018-2019. - In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.3% in 2016-2017 to 91.7% in 2018-2019.

2.3 District Level Curriculum and Instructional Support Specialist: Audit K-2 curriculum for alignment with CT Core Standard. Contracting of staff that will provide consultation on Academic Review, and implementation and monitoring of SRBI through weekly classroom observations of tier II and III instruction. The contracted staff will work with the Chief Academic Officer, Director of Literacy and Math coaches. Rationale: The district is making a concerted effort to complete an overhaul of the curriculum in order to align to new CT standards. In addition, it is necessary to expand, enhance and monitor the SRBI process district wide. This work needs coordination across all schools in conjunction with central office leadership and in alignment with district priorities. The work necessary to coordinate curriculum overhaul is only until all grades have completed the process. The expansion and enhancement of the SRBI process is also a current year project. For this reason, the district is hiring outside consultants to complete this work.

2.3 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 56.8 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 58.6% in 2018-2019.

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> Graduation/dropout prevention/on-track for graduation |
| <input checked="" type="checkbox"/> Suspension rate | <input type="checkbox"/> Family engagement |
| <input type="checkbox"/> Wraparound services | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 Support Positive School Climate: Ensure building level progress for Positive School Climate (DAP Priority 3) by supporting the training and implementation of the Collaborative Practice and Solutions Model by Dr. Ross Greene. Program implementation will focus on establishing a restorative practice focus for addressing student behavior. The program will include training for all instructional staff, administrators and special education support staff. Rationale: The district is addressing issues related to an increased identification of students for special education services due to behavior issues by training staff in a model that supports student social/emotional development in a regular classroom setting. Staff training in the Collaborative Practice and Solutions Model by Dr. Ross Greene is designed to impact overall school climate across the district, creating a more welcoming environment to students. The result will be lower absenteeism and chronic absenteeism rates as students look at school as a supportive and engaging environment.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 - In alignment with ESSA goal targets, decrease Chronic Absenteeism rates from 8.5% in 2016-2017 to 7.9% in 2018-2019.

Operations

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Budgeting and financial management | <input type="checkbox"/> Student enrollment processes |
| <input type="checkbox"/> School operations | <input checked="" type="checkbox"/> Extended learning time |
| <input type="checkbox"/> Technology integration | <input checked="" type="checkbox"/> <input type="text" value="Infrastructure for Assessment and Evaluation"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

4.1 Extended Learning Time: Implement extended school day to students in grades 2-4 (additional 45 minutes daily) and grade 5 and 6 (additional 90 minutes daily) of Science and Math instruction and Co-Curricular Enrichment activities to raise present levels of academic performance for elementary level students. Program provides students an opportunity to receive additional instruction from certified teachers from 3-5 days a week. Program includes extensive experiential learning through project-based activities aligned with math and science standards, but also using CLOSE reading methodology as part the non-fiction reading necessary for the preparation for each activity. Rationale: Increasing learning time is a key lever in meeting performance targets for students across the district. The district has made significant investments in the expansion of learning time to include extended day and extended year. In order to increase performance on math and science, the district has implemented a STEAM focus extended day program across grades 2-6. Staff use science and math content to also advance literacy for participating extended day programs.

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

4.1 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 56.8 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 58.6% in 2018-2019.

4.2 Infrastructure for Assessment: Support and refine key strategies of the District Accountability Plan by providing staff, data systems, technical resources and professional learning resulting in increased academic performance for all students. The Assistant Superintendent of Accountability and Performance, in collaboration with the Data System Manager, work collaboratively to provide PD for teachers on student performance data systems utilized by the district and work with School Data Teams to develop and monitor performance targets within four key district priorities. Performance data on high stakes testing and benchmarks assessments, along with attendance data and discipline data, are organized and presented through user-friendly reports that supports the development of individualized student learning plans. Rationale: Investing in a comprehensive Accountability and Performance department (Assistant Superintendent of Accountability and Performance and Data Systems Manager) for the district provide support to Priority 1 of the district accountability plan. The head of Accountability and Performance department coordinates all student data utilization across the district, supporting grade and content level data teams, as well as, school and district level data teams. The Data System Manager is responsible for monitoring student data entry, developing user-friendly reports shared throughout the district, and providing PD to staff on data system utilization. Data is used to identify staff professional development needs, inform student individualized learning plans, and address gaps in resources.

4.2 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 56.8 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 58.6% in 2018-2019. - In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.3% in 2016-2017 to 91.7% in 2018-2019.


4.3 Support for District Reform Efforts: District Grant Specialist will work with District leadership to identify program gaps and funding needs in order to implement a grant procurement process that is aligned with district goals and objectives. The grant specialist also provides support at the teacher level for staff interested in seeking funds to support classroom level initiatives aligned to the overall School Accountability Plans. Rationale: Targeted resource allocation requires planning and fund development work. The District Grant Specialist ensures that funds utilization for existing grants are spent according to the approved plan and works with district staff to submit proposals for additional funds that support the work of the district. The work of this position is done in alignment with the district's four priorities. This ensures that funds are sought only to support the district's accountability plan, avoiding grant applications and awards that create a distraction from the agreed upon direction and goal of the district.

4.3 - In alignment with ESSA goal targets, increase DPI for ELA from 60.8 in 2016-2017 to 62.9 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for ELA from 50.7% in 2016-2017 to 58.3% in 2018-2019. - In alignment with ESSA goal targets, increase DPI for Math from 53.5 in 2016-2017 to 56.8 in 2018-2019. Under the SB Growth Model, improve the Average Percent of Target Achieved for Math from 51.1% in 2016-2017 to 58.6% in 2018-2019. - In alignment with ESSA goal targets, increase Four-Year Graduation Rate from 91.3% in 2016-2017 to 91.7% in 2018-2019.

Related Documents

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 Bloomfield ESSAMilestones_0110011

Alliance District Grant Budget

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$639,965.50
200 - Personal Services > Employee Benefits	\$79,300.70
300 - Purchased Professional and Technical Services	\$93,300.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$258.00
600 - Supplies	\$2,232.80
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$815,057.00
	Allocation \$815,057.00
	Remaining \$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$639,965.50

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	2.0 FTE Reading Teachers for Laurel Elementary School at \$90,238 each for the 2018-2019 school year to implement and coordinate LLI instruction and Tier II and III support for grades K-2.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$180,476.00	
Line Item Total:	\$180,476.00	
Object:	100 - Personal Services > Salaries	20 Extended day certified teaching staff (including special education teachers) at two elementary schools and the intermediate school (grades 2-6) to support additional learning in STEAM related content at \$41.78 hourly rate - for 144 days of the school year for a total of \$6,016.32 per teacher.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$120,326.40	
Line Item Total:	\$120,326.40	
Object:	100 - Personal Services > Salaries	3.0 FTE - Tutors at Bloomfield High School with an average salary of \$37,676 to

Purpose:	01 - Public School Activities	provide EL Support, Credit Recovery and content area instructional support for the 2018-2019 school year.
Focus Area:	Academics Goal 2.2	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$113,028.00	
Line Item Total:	\$113,028.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Data System Manager with a salary of 77,251 to support the implementation of student data systems across the district by providing PD for teachers and support for all level data teams (Classroom/content, school and district).
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$77,251.00	
Line Item Total:	\$77,251.00	
Object:	100 - Personal Services > Salaries	50% of 1.0 Director of Literacy with an annual salary of \$149,054 to create professional learning opportunities for teachers and administrators on English Language Arts instructional strategies to implement across all disciplines.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Bloomfield School District (011-000)	

Quantity:	1.00	
Cost:	\$74,527.00	
Line Item Total:	\$74,527.00	
Object:	100 - Personal Services > Salaries	25% of 1.0 FTE of Assistant Superintendent of Accountability and Performance with an annual salary of \$175,682 to oversee the implementation of District Priority 1 - Holistic Accountability. Priority 1 is the foundation of data team work. The data produced by this office informs rich discussions and strategic planning at classroom, content area, school level and district level data team.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$43,920.50	
Line Item Total:	\$43,920.50	
Object:	100 - Personal Services > Salaries	20% of 1.0 FTE District Grant Specialist with an annual salary of \$118,759 to support district reform agenda through strategic grants development.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.3	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$23,751.80	
Line Item Total:	\$23,751.80	
Object:	100 - Personal Services > Salaries	20 committee members meeting 4 times during the academic year for 2 hours per

Purpose:	01 - Public School Activities	meeting for SRBI Planning and Implementation Group Meeting costs at \$41.78 hourly rate per committee member.
Focus Area:	Academics Goal 2.1	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$6,684.80	
Line Item Total:	\$6,684.80	

Total for 100 - Personal Services > Salaries: \$639,965.50

Total for all other Objects: \$175,091.50

Total for all Objects: \$815,057.00

Allocation: \$815,057.00

Remaining: \$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$79,300.70

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	63% of Benefits costs for school-based staff funded through Alliance funds. This includes: -Reading Teachers -Tutors -Extended Day teachers -Director of Literacy -SRBI Implementation Committee members -Assistant Superintendent of Accountability and Performance -Data System Manager -District Grant Specialist
Purpose:	01 - Public School Activities	
Focus Area:	Non-reform	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$79,300.70	
Line Item Total:	\$79,300.70	
Total for 200 - Personal Services > Employee Benefits:		
Total for all other Objects:		\$735,756.30
Total for all Objects:		\$815,057.00
Allocation:		\$815,057.00
Remaining:		\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$93,300.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	District Level Curriculum and Instructional Support Specialist at 3 days per week for 2018-2019 school year at \$650/day for 44 weeks includes participation in all Instructional Rounds, Academic Reviews, PD planning meetings, and monitoring of SRBI implementation and curriculum writing and revisions.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$85,800.00	
Line Item Total:	\$85,800.00	
Object:	300 - Purchased Professional and Technical Services	Funds to cover training of Collaborative Practice and Solutions Model (Dr. Ross Greene) for implementation in the 2018-2019 school year across all schools and Special Education staff. The funds under this grant will support Proficiency Training Overview with Technical Assistance for 10 school leaders at a cost of \$500/session for 15 sessions during the 2018-18 academic year (Total Training Cost = \$7500.00 for all 10 staff members).
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$7,500.00	
Line Item Total:	\$7,500.00	
Total for 300 - Purchased Professional and Technical Services:		\$93,300.00
Total for all other Objects:		\$721,757.00

Total for all Objects: \$815,057.00

Allocation: \$815,057.00

Remaining: \$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$258.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	District leadership will receive professional development on the Collaborative Practice and Solutions Model in order to lead the initiative in the district.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Bloomfield School District (011-000)	
Quantity:	1.00	
Cost:	\$258.00	
Line Item Total:	\$258.00	
Total for 500 - Other Purchased Services:		\$258.00
Total for all other Objects:		\$814,799.00
Total for all Objects:		\$815,057.00
Allocation:		\$815,057.00
Remaining:		\$0.00

Budget Detail

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$2,232.80

Budget Detail		Narrative Description	
Object:	600 - Supplies	Purchase books for staff related to implementation of Collaborative Practice and Solution Model: "Lost and Found" at \$18.32/book X 40 Books = \$732.80 "Lost in School" at \$12.00/book X 125 Books = \$1,500	
Purpose:	01 - Public School Activities		
Focus Area:	Climate Goal 3.1		
LEA / School:	Bloomfield School District (011-000)		
Quantity:	1.00		
Cost:	\$2,232.80		
Line Item Total:	\$2,232.80		
		Total for 600 - Supplies:	\$2,232.80
		Total for all other Objects:	\$812,824.20
		Total for all Objects:	\$815,057.00
		Allocation:	\$815,057.00
		Remaining:	\$0.00

Alliance District Grant Budget Overview

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		639,965.50	639,965.50
200 - Personal Services > Employee Benefits		79,300.70	79,300.70
300 - Purchased Professional and Technical Services		93,300.00	93,300.00
500 - Other Purchased Services		258.00	258.00
600 - Supplies		2,232.80	2,232.80
Total		815,057.00	815,057.00
		Allocation	815,057.00
		Remaining	0.00

Bloomfield School District (011-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

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

(a)	For purposes of this Section, the following terms are defined as follows:
	(1) "Commission" means the Commission on Human Rights and Opportunities;
	(2) "Contract" and "contract" include any extension or modification of the Contract or contract;
	(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
	(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
	(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
	(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
	(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
	(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
	(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
	(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

(b)	(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with jobrelated qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
(c)	Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
(e)	The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
(f)	The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

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

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

07/24/2018 