



PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Middletown Public Schools		
Contact Person:	Contact Title:	
Patricia Charles, Ed.D.	Superintendent of Schools	
Telephone:	Email Address:	
(860) 638-1401	charlesp@mpsct.org	
Street Address:	City:	Zip Code:
311 Hunting Hill Avenue	Middletown	06457
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes May 13, 2014 <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Name of Superintendent:		
Patricia Charles, Ed.D.		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Eugene P. Nocera, Ph.D.		
Signature of Board Chair:	Date:	

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Academic Progress for All Students	Percentage of district schools transitioning or progressing – 93.7%
2. Family Engagement and Wrap Around Services	Number of families receiving home visiting services at Focus School - 35
3. Collaborative Staff Planning Time	Percentage of elementary staff receiving common planning time on a daily basis – 100%
4. Student Enrollment and Registration	Percentage of district schools in full implementation of new PowerSchool student data management system – 100%

Growth Areas:	Explanation and Data to Substantiate:
1. Positive behavior management at middle school level	Number of students in OSS at the middle school level Number of students receiving ISS/OSS, especially in identified subgroups
2. Common Core alignment and academic rigor	Number of CCSS Units fully implemented with appropriate unit materials Number of students meeting
3. Retention of high performing students through engaging and challenging program offerings	Number of students declining enrollment in area magnet schools Number of students enrolling in new STEM programs at elementary and middle school levels

2. Talent Section		
Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
Summary: Briefly describe the district’s talent-related reform priorities, as indicated above. <ul style="list-style-type: none"> Educator Evaluation: Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS. Professional Learning: Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS. 		
<p>Middletown has adopted the Middletown Educator Evaluation and Development Plan (MEED) and has been training all administrators and teacher leaders in the process throughout the entire 2012-2013 school year, and in the Danielson Framework since April 2013. Administrators have received over 25 hours of training in MEED, Danielson Framework, and TeachScape. All administrators are required to pass the first part of the Proficiency Test in TeachScape by September 1, 2013, and the second part by June 2014. This objective will be met with completed with 100% of administrators passing the second part of TeachScape.</p> <p>Additional days will be extended for the K-5 mathematics supervisor in order to support CCSS implementation for teachers who need additional coaching and support. The K-5 Coaches and 6-12 Curriculum Supervisors are attending all CT Common Core professional development opportunities offered to enhance their professional learning, to build capacity during district professional development workshops (18 early release days), and to provide training at monthly district leadership meeting and school/District Data Teams. Building substitutes will be used to cover for teachers when the attend district and state-offered professional development in CCSS, technology, literacy, etc.</p> <p>Two administrative positions (Dean of Students) were promoted to assistant principals at the beginning of the school year to support MEED. One assistant principal is promoted to principal for the 2014-15 school year and will receive intensive leadership development and support in the new</p>		

2. Talent Section

leadership position (LEAD CT – Turnaround Leader Intensive Planning Program). Additionally, the principal of Middletown High School (Lower Tiered School) is attending the Lead CT Two-Week Summer Institute, and the principal of Bielefield School (Focus School) is attending the Turnaround Principal – Community of Practice training. Two new assistant principals will attend teacher evaluation and development plan professional development offered by the State Department of Education in order to become proficient in the areas of evaluation and calibration.

Middletown Central Office Staff and 3 principals will be working with the Principal Evaluation Toolkit Work Group, led by Larry Schaefer, Senior Staff Associate for Leadership Development, CAPSS, in collaboration with Milford, Naugatuck, New Hartford, Region #4, Stratford, and Vernon School Districts this spring, summer and fall. The goal of the work group will be to explore what we can do to revise the evaluation process for principals to focus on the elements of leadership that make a difference. The group will also revise and develop tools that support this effort. We will also determine what data is meaningful to the process, how can it be assembled reasonably, and how to focus the process so that it leads to professional growth. As a group, we will be exploring the strengths and areas for improvement in the state’s model for principal evaluation.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Expand days for K-5 Math Curriculum Supervisor to provide additional coaching support for teachers.	Number of coaching sessions provided to elementary staff	X			
2. Expand days for K-5 Language Arts Curriculum Coach to provide additional coaching	100% of participation rate in all coaching sessions. 90% coaching satisfaction rate as evidenced by surveys	X			
3. Continue to maintain 2 new assistant principal positions to support Middletown’s Educator Evaluation and Development (MEED) Plan implementation.	75% of certified staff assigned to assistant principals will show growth in MEED over the year.	x	x	x	X
4. Continue to develop internal leadership through opportunities for growth and advancement	3 administrators with 100% participation in leadership training (e.g., LEAD Connecticut) Number of teachers (30) engaged in cohort advancement for administrative certification	x	x	x	x

3. Academics Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input checked="" type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s academic-related reform priorities, as indicated above.

- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Middletown has incorporated a standardized academic program across the district, and work is done through the district data teams to talk about implementation and results. Middletown is currently using common formative assessments, and these inform targeted interventions. The district’s Associate Superintendent has continued to pioneer a teacher-led CCSS aligned curriculum development team this year; this has allowed for investment in the new materials. Professional development time has largely focused on CCSS, the new teacher evaluation system, and anti-bullying efforts. Moving into the new school year, professional development must focus on classroom instructional practices. The district will continue to support certified interventionist positions for Tier II and Tier III instruction, as well as continuing with additional special subject area staff to provide common planning time at the elementary level for school and instructional data team support.

Significant district efforts and financial commitments were initiated in 2013-14 to plan for and support daily common planning time at the elementary level.

3. Academics Section					
Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. ELL staff to support subgroup student achievement	70% of students meeting LAS Links benchmarks 75% of ELL students demonstrating growth on benchmarks in reading 75% of ELL students demonstrating growth on benchmarks in mathematics		X	X	X
2. Special subject area staff to support elementary classroom teachers in their common planning time	100% of staff will receive a minimum of 3 common planning periods weekly		X	X	X
3. Certified interventionists to support Tier II and Tier III instruction	30% of students will receive Tier II and Tier III interventions, as needed 80% of students demonstrating growth on benchmarks in reading 80% of students demonstrating growth on benchmarks in mathematics		X	X	X

4. Culture and Climate Section		
Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input checked="" type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____
Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.		
<p>Efforts have been made at the middle school level to identify areas for improvements to school climate and increased enrichment opportunities for students. Year 2 of the Alliance District initiatives allowed for implementation of a new middle school alternative education program for identified students. Building renovations were performed over summer 2013 in order to accommodate the new program into existing space. Students have successfully been referred and exited from the Oasis program during the school year. The school and district closely monitor student attendance and ISS/OSS suspension data to evaluate effective interventions.</p> <p>The district has addressed anti-bullying legislation by attending trainings and implementing bullying logs. The district Climate Committee will analyze the parent survey data and staff survey data in the 2014-15 school years to address trends concerning school safety and climate. The district is presently exploring a new survey instrument to ensure that the tool is evidenced-based. National school climate standards were incorporated into the district report cards effective with the 2013-14 school year. The District Climate Committee will utilize that classroom and report card data in its district-wide analysis.</p> <p>Bielefield families (Focus School) receive home visiting interventions to enhance family engagement and wraparound services. Significant efforts to increase engagement have resulted in 26 families receiving home visiting support, or a total of 112 individuals of which 44 are Focus School students in Grades K-5. Home visitors meet with families year-round to address individual action plan goals and objectives in the home environment.</p> <p>Additional Mental Health professionals will be hired in the 2014-15 to address the growing needs of Middletown’s student population.</p>		

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Hire new mental health professionals to ensure a positive learning environment for all students	3% increase in number of students referred for mental health services as indicated on mental health survey		x	x	x
2. Provide wraparound services through sustained home visiting program at Focus School	3% increase in number of home visits completed annually per family 3% increase in number of adults who report a decrease in rigidity on the Child Abuse Potential Inventory 3% increase in number of adults who report an increase in school involvement on the Parent-School Involvement Survey 3% increase in number of adults who report an increase in life skill attainment on the Community Life Skills Scale	x	x	x	x
3. Provide alternative education program for identified middle school students through the Oasis program	5% decrease in number of 7-8 students who receive office referrals 5% decrease in number of 7-8 students who receive ISS/OSS		x	x	x

5. Operations Section		
Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input checked="" type="checkbox"/> Other: <u>Extended Learning</u>
Summary: Briefly describe the district's operations-related reform priorities, as indicated above.		
<p>Despite experiencing significant budget difficulties, district leadership continues to provide examples of many creative ways in which current allocations have been leveraged to implement CCSS, teacher and administrative evaluations programs, and provide for small, yet necessary improvements to schools.</p> <p>The district engaged in and completed three challenging technology initiatives for 2013-14:</p> <ul style="list-style-type: none"> • District-wide implementation of PowerSchool • District-wide implementation of TeachScape teacher evaluation system • District-wide participation in SBAC pilot implementation <p>The district is fortunate to have a strong technology support staff operation to ensure implementation with fidelity and innovation.</p> <p>A new STEM initiative is the highlight of the district's 2014-15 Operations focus to allow for engaging learning opportunities for gifted and talented students and students/families who have expressed interest in the STEM domains. The district intends to offer STEM courses to students in Grades 4-8 to enhance and deepen student learning. The ultimate goal of STEM education is to encourage Middletown students to take an interest in STEM subjects at an early age. It is the district's goal to provide students with this opportunity which will support them when they enter the job market, and in turn it should benefit the greater economy. Course offerings may include Robotics, Manufacturing, Aerospace, and curriculum offered by Engineering is Elementary (EIE) in partnership with the CT Science Center and the CT Center for Advanced Technology.</p>		

5. Operations Section					
Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Increase support staff in teaching and learning department to support CCSS implementation	50% of administrative council meetings will be used to provide professional learning opportunities for central office and building administrators. 90% professional development satisfaction rate	x	x	x	x
2. Retain technology position to ensure effective implementation of TeachScape, SBAC, and PowerSchool	80% of Technology Helpdesk requests fulfilled within 14 days of receipt 90% satisfaction rate on workshops provided to support continued MEED/ TeachScape implementation as evidenced on evaluation survey 10% of parents engaged in PowerSchool student data module	x	x	x	X
3. STEM Extended Learning Program	95% of target enrollment will be met. 100% science teachers trained in STEM domains 75% of students demonstrating growth on benchmarks in mathematics 75% of students demonstrating growth on benchmarks in science		x	x	x
4. Elementary and Middle School Extended Learning Programs	95% of target enrollment will be met 75% of students demonstrating growth on benchmarks in reading 75% of students demonstrating growth on benchmarks in mathematics		x	x	x



6. School Turnaround Strategy

Instructions: Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

MIDDLETOWN SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Bielefield School	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

Middletown has established a comprehensive data team structure, reaching out to a variety of stakeholders in the community. It is through this data team structure that consultation and review of the Alliance District Plan was facilitated. Membership on the district data team is comprised of: all district principals, teachers from each school, central office administrators, union leadership, board of education representatives, community members, and parents.

Intentional discussions and needs assessments regarding the strategic interventions within the Alliance District initiative were held as follows:

Year 1 – 2012-13

- September-June – administrators, teachers, board of education, parents, community – 1. Identification of priority need for additional library/media specialists and other special area staff to support common planning time at the elementary level for full implementation of CCSS; 2. Priority need for additional certified interventionists and need to maintain current level of staffing; and 3. Priority identified to elevate Dean(s) of Student to Assistant Principals for implementation of teacher evaluation process.
- May 30 District Data Team - administrators, teachers, union representatives, curriculum coaches, board of education representatives – developed a list of priorities with District Data Team that are included in the Alliance District Plan for Improvement.
- June 25 – Board of Education – public discussion of budget process for both the local board of education budget and Alliance Grant budget to ensure seamless support for the district’s educational priorities as a whole.

Year 2 – 2013-14

- Monthly reports to Board of Education on Alliance District strategy implementation, student achievement, and teacher evaluation process application.

Year 3 – 2014-15

- Continue monthly reports to Board of Education on Alliance District strategy implementation, student achievement, and teacher evaluation process.
- Analyze and address safe school climate elements based on spring parent and staff survey data.
- Support new Governance Councils at five district schools through sustained partnership committees and parent leadership training.



PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.2. Hiring and placement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.4. Professional development/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.6. Retention of top talent	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
2.4. Data-driven instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low
3.3. Wraparound strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
Operations:					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Low
4.3. Scheduling and extended learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low
4.5. Technology integration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
4.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low

B. Statement of Assurances

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

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: **Middletown Public Schools** **HEREBY ASSURES THAT:**
 LEA

(insert Agency/School/CBO Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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

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

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

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

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

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

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.



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

Superintendent Signature:

Patricia Charles, Ed.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

Date:
