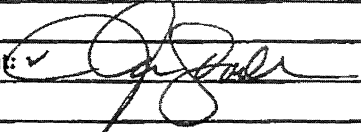



2015-16 Consolidated Alliance and Priority School District Application

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

Local Education Agency:	
Hamden Public Schools	
FY 16 Alliance District Allocation:	FY 16 PSD Allocation (if applicable):
\$4,100,376	
Contact Person:	Contact Title:
Christopher Melillo	Assistant Superintendent
Telephone:	Email Address:
203-407-2000	cmelillo@hamden.org
Name of Superintendent:	
Jody Goeler	
Signature of Superintendent: ✓ 	Date: 10-5-2015
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
John Keegan	
Signature of Board Chair: ✓ 	Date: 10-13-2015

2015-16 Talent Priorities

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

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

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

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

Talent Priorities:		Aligned SMART Goals:
1.1.	Continued Support for Educator Evaluation System Implementation: In 2015-16, Hamden Public Schools (HPS) will continue to provide professional development to administrators in the educator evaluation system. Working with Dr. Todd White of PHocuseD on Learning, the district will focus on providing more individualized support to strengthen the capacity of administrators to provide constructive feedback and guidance to teachers throughout the evaluation process. We will also continue to provide training in the educator evaluation system to new administrators and teachers.	By May 2016, 80% of administrators will be rated as "Accomplished" in providing written and oral feedback to teachers.
1.2.	Professional Development in Effective Teaching Strategies Aligned to the CCT Rubric and Topics Related to Alliance Initiatives and Educator Evaluation Results: HPS will conduct district-wide professional development in Marzano's effective teaching strategies, particularly as they are aligned to the CCT Rubric. Prior to the start of the 2015-16 school year, we will hold a district-wide, one-day conference on Marzano's effective teaching strategies and will use these strategies as a guide for focusing evaluators' observations during administrative walk-throughs and informal observations. Throughout the year, teachers will participate in both in- and out-of-district professional development opportunities that address topics related to our Alliance initiatives and areas in need of growth based on feedback provided in the evaluation process, such as data analysis, curriculum implementation, technology integration, and effective teaching practices.	In August 2015, 95% of the faculty will participate in the Hamden Public School's Conference on effective teaching strategies and 75% of the participants will have positive feedback which will be ascertained from a post conference survey. Utilization of strategies will be monitored through informal observations from district administrators.

1.3.	<p>Embedded Instructional Coaching to Implement New Standards-Aligned Curricula: HPS will continue to utilize literacy and math specialists to provide embedded instructional coaching to implement new CCSS-aligned curricula at their assigned schools. In 2015-16, the emphasis will be on supporting the introduction of Language Arts curricula for grades 4-6 and Mathematics for grades 7-8. Another priority is to improve the alignment of writing instruction to the three genres emphasized by the CCSS (opinion/argument, informative, and narrative writing). With Alliance resources, HPS will invest in a professional development partnership with Columbia Teachers College to provide 10 days of in-district professional development over the course of the school year for approximately 20 teachers and literacy specialists, who will in turn be able to provide embedded writing instruction to their colleagues. HPS will also focus on aligning science curricula to the Next Generation Science Standards. The elementary science specialist will mirror the roles of the math and literacy specialists to assist in curriculum development and embedded coaching for elementary classroom teachers.</p>	<p>100% of teachers will participate in embedded professional development that will focus on high leverage strategies and implementation of curriculum that is aligned to the CCSS. 100% of teachers will be implementing these high leverage strategies by May of 2016. Utilization of strategies will be monitored through informal observations by district administrators.</p>
1.4.	<p>Improved Recruitment and Hiring of Minority Educators: HPS is an active member of the ACES Minority Teacher Recruiting Advisory Council and benefits from participating in events such as the MTR Job Fair and the Future Educators Symposium. However, there is still a need to do more to attract a diverse pool of teacher candidates. HPS will expand its recruitment activities to include participation in job fairs and other types of recruitment opportunities at out-of-state higher education institutions that have diverse teacher education programs such as historically Black colleges and universities and to participate in a wider range of online recruitment opportunities to connect to a more diverse audience of teacher recruits.</p>	<p>By June 2016, Hamden Public Schools will attend at least one minority recruitment fair, attain the Increase of Black and Latino Educators Grant, and provide the opportunity for administrators to recruit at the predominantly black universities.</p>

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Substitute coverage for professional development activities	1.1, 1.2, 1.3	Substitute coverage for staff participation in professional development opportunities: 490 substitute days x \$104/day = \$50,960	\$ 50,960.00
100: Personnel Services - Salaries Subtotal:			\$ 50,960.00
200: Personnel Services - Benefits			
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
PHocuseD on Learning Consultant	1.1	Professional development and support for implementation of educator evaluation system: \$1500/session x 21 sessions = \$31,500	\$ 31,500.00
District-wide Effective Teaching Strategies Conference	1.2	25 providers x \$2520/day = \$63000 to support sessions for 600 district personnel	\$ 63,000.00
Columbia Teachers College Partnership	1.3	Fee for the cost of PD providers, accommodations, and travel to the district = \$79,447.0	\$ 79,447.00
Professional development in implementation of new curriculum, data analysis, and other topics determined by educator evaluation results	1.3	16 providers x \$35/hr x 72 hrs prep/presentation time = \$40,320	\$ 40,320.00
300: Purchased Professional and Technical Services Subtotal:			\$ 214,267.00
400: Purchased Property Services			
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
Minority Recruitment Activities	1.4	Costs for travel, outreach, registration fees, etc. to participate in minority recruitment activities and job fairs at predominantly Black universities and other institutions with diverse teacher education programs	\$ 10,000.00
500: Other Purchased Services Subtotal:			\$ 10,000.00
600: Supplies			

			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	275,227.00

ALLIANCE - FY 2015-1016 - YEAR 4

2015-16 Academic Priorities

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

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transltional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

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

ALLIANCE - FY 2015-2016 - YEAR 4

	Academic Priorities:	Aligned SMART Goals:
2.1.	<p>Redesign Curriculum to Increase Rigor and Align with CCSS, Next Generation Science Standards, and CT Social Studies Frameworks: HPS will continue its comprehensive, ongoing redesign of the K-12 curriculum to increase rigor and align with relevant standards. In 2015-16, the focus will be on the following subjects and grade levels: aligning middle school math with the CCSS and developing an accelerated math curriculum for high-achieving students; updating Algebra I, II and Geometry to align with CCSS at the high school level; developing Social Studies curriculum at the elementary and secondary levels to align with the new CT Social Studies Frameworks; and beginning to develop new K-12 science curricula aligned to the Next Generation Science Standard.</p>	<p>The Hamden Board of Education will approve new Algebra I, Algebra II, Geometry, and Accelerated 7/8 Mathematics curricula by June of 2016. The Social Studies Department will have Grade 3 approved by June 2016. The Science Department will realign Science Units to the Next Generation Science Standards, dependent upon State approval of the standards.</p>
2.2.	<p>Provide Monitoring and Embedded Professional Development to Improve Fidelity: Math and literacy specialists will continue to play a central role in the development and consistent implementation of curricula district wide. Each school has a dedicated team of a full-time math and a full-time literacy specialist who are trained in the new curriculum units and who provide embedded professional development for teachers in their building. The elementary science specialist performs this role across the eight elementary schools for new science units. Curriculum implementation is also monitored through the educator evaluation process. Administrators will receive professional development to familiarize them with new curricula as it is created so that they can effectively monitor implementation during formal and informal observations of teachers.</p>	<p>100% of teachers will participate in embedded professional development which will focus on high leverage strategies and implementation of curriculum that is aligned to the CCSS. 100% of teachers will be implementing these high leverage strategies by May of 2016. Utilization of strategies will be monitored through informal observations by district administrators.</p>
2.3.	<p>Create a District-wide System of Assessments Aligned to the CCSS: In 2015-16, HPS will transition its system of assessments to utilize the state-approved NWEA assessments. The NWEA menu of assessments and support tools will help teachers to identify student learning needs and track student growth. We anticipate that the introduction of NWEA will improve our capacity to support SRBI interventions efficiently and effectively as well as increase teachers' abilities to differentiate instruction appropriately for all students. There will also be associated costs to institute the necessary data analysis and assessment connections needed to support implementation of the NWEA.</p>	<p>By May 2016 the district will fully implement K-12 district-wide online benchmark assessments in math and reading in order to analyze student growth by purchasing NWEA Measures of Academic Progress, providing professional development on report analysis, and providing expectations and guidance for its use.</p>
2.4.	<p>Support an Extended Continuum of In-District Service Options for Special Education: The need for special education services continues to grow in HPS. The district has responded by seeking effective ways to extend the options for in-district services. Over the past two school years, HPS has developed 10 Instructional Intervention Centers (IICs) at several elementary schools to improve instruction for special education students in the least restrictive environment. The IICs are partially-contained classrooms that permit special education students to have interaction with their typical peers and access to grade-level instruction while also benefiting from having a certified special education teacher. At least one additional elementary IIC will be added in 2015-16. HPS will continue to support two special education teachers for the IICs from Alliance funds in 2015-16 and hire two additional full-time paraprofessionals to provide support in IICs. HPS will also hire a part-time speech and language pathologist to meet the growing need for this type of support in the district.</p>	<p>All students attending elementary IIC's during 2015-16 will demonstrate progress on their IEP goals by the end of the school year. 80% of the students attending elementary IIC's during 2015-16 will demonstrate mastery on their IEP goals by the end of the year.</p>

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2.5	<p>Expand Capacity to Support and Track SRBI: HPS continues its efforts to standardize and strengthen the implementation of SRBI at all of its schools. At the three lowest-performing elementary schools, there are high numbers of students receiving tier 2 and tier 3 SRBI. Alliance funds are used to support a full-time data facilitator/SRBI specialist at each of these schools who work closely with data teams and teachers to identify appropriate interventions, train tutors and teachers to implement them, and monitor their implementation to ensure effectiveness. A fourth full-time data facilitator assists with this work at the other five elementary schools. The effective implementation of SRBI also relies upon the use of both certified teachers and tutors to deliver individualized and small-group instruction for targeted students. Alliance funds are used to allow the district to deploy a sufficient number of tutors and aides for SRBI interventions as at our lowest performing schools. At the high school, HPS will hire two math tutors to enhance the successful efforts of the math specialist there to provide more individual and small-group remediation for students who need additional math support. Efforts to standardize and strengthen the implementation of SRBI at all Hamden schools are also supported by the ongoing investment in SWIS for behavior monitoring and technology integration for individualized instruction, progress monitoring and assessment.</p>	<p>Tier 2 and 3 interventions will be implemented with fidelity thereby reducing the overall number of students needing interventions at our highest needs schools to no more than 20% at a grade level or in a course by May 2016.</p>
2.6	<p>Increase College and Career-Readiness Programs at Hamden High School: HPS is embarking on an extensive new initiative in partnership with several post-secondary/job training partners to provide a wide array of college and career readiness opportunities for Hamden high schoolers. Working with Gateway Community College, Education Connection, Connecticut Center for Arts and Technology, and the University of New Haven/Project Lead the Way, HPS will explore, plan and then offer programs in areas such as engineering, phlebotomy, medical coding, pharmacy technician, automotive technician, app development, culinary and other fields that will connect students to hands-on learning and academic instruction that can lead to valuable certifications and direct connections to post-secondary studies. Alliance funds will be used to help launch this project by providing support for transportation, professional development for HHS teachers, licensing fees, certification exams, and technology. HPS will also continue to offer the RAISES program to encourage and support minority and under-represented students taking higher level and AP classes; a summer and school-year credit recovery program to improve on-time graduation rates; and literacy tutors to assist freshmen, sophomore, and special education students to improve their literacy skills. The NEASC coordinator will work to facilitate other school improvement activities related to the high school's reaccreditation process.</p>	<p>During the 2015-16 school year, HHS will initiate three new college/career focused programs of study, involving at least 40 students.</p>
2.7	<p>Better Prepare Students to Navigate Important Educational Transitions: HPS will introduce summer programs designed to better prepare students for the transitions in academic and social expectations that occur as they progress from elementary to middle to high school. These programs will include summer study and success skills programs for rising 7th and 9th graders who are at risk of falling behind as they enter a new school setting as well as summer "boot camp" programs to review and enhance English and math skills for students entering 9th grade who have struggled in middle school to reach established academic benchmarks. HPS will also increase the opportunities for communication and support to help parents better understand school expectations at these key transition points in the educational system.</p>	<p>Satisfaction Surveys administered in November 2015 to students who participated in 7th and 9th grade transition programs or boot camps will indicate that the transition program helped at least 70% of them to be more successful in school.</p>

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2.8 Increase Access to High Quality Affordable Preschool: The district will continue to use Alliance funds to provide financial assistance for low-income families to enroll in HPS preschool programs given the very limited number of School Readiness slots available in Hamden.	3 scholarships for low-income families to attend full-day preschool will be awarded for the 2015-16 school year.
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

ALLIANCE - FY 2015-1016 - YEAR 4

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Curriculum Development to Align with Common Core, Social Studies and Science Standards	2.1	43 teachers x \$42/hr x 5 hrs/day x 15 days = \$135,450	\$ 135,450.00	
7 Math Specialists	2.2	7 schools x 1.0 FTE x \$76,050 (average salary) = \$532,350	\$ 532,350.00	
Language Arts Department Chair	2.2	1.0 FTE x \$85,285 (MA Top Step) = \$85,285	\$ 85,285.00	
3 Literacy Specialists	2.2	3 schools x 1.0 FTE x \$81,908 = \$245,724	\$ 245,724.00	
1 Elementary Science Specialist	2.2	1.0 FTE x \$67,949	\$ 67,949.00	
2 Special Education Teachers	2.4	2.0 FTE x \$58,460 = \$116,920	\$ 116,920.00	
1 part-time Speech and Language Pathologist	2.4	.5 FTE x \$50,000 = \$25,000	\$ 25,000.00	
1 FTE BCBA School Psychologist for 3 district wide self-contained special education classrooms	2.4	1 FTE School Psychologist (BCBA)	\$ 87,422.00	
2 Paraprofessionals	2.4	2 FTE x \$30,000 = \$60,000	\$ 60,000.00	
Math Tutors at Hamden High School	2.5	2 part-time tutors x \$17.10/hr x 19 hrs/wk x 35 weeks = \$22,743	\$ 22,743.00	
3 Data Facilitator/Intervention Specialists	2.5	3 Tier 1 schools x \$85,285 (MA Top Step) = \$255,855	\$ 255,855.00	\$
1 Data Facilitator	2.5	1.0 FTE x \$65,796 (serves 5 elementary schools and 1 high school)	\$ 65,796.00	\$
Substitute coverage to support data team meetings	2.5	20 floaters x 2 meetings/month x \$104/day x 9 months = \$37,440	\$ 37,440.00	
8 SRBI Intervention Aides	2.5	8 elementary schools x 1.0 FTE x \$25,000 = \$200,000	\$ 200,000.00	
18 SRBI Tutors at Tier 1 schools	2.5	18 tutors x \$17.10/hr x 15 hrs/week x 35 weeks = \$161,595	\$ 161,595.00	
Extended Day Programming Teachers: 5 Title I Schools Morning, 3 Tier 1 Schools Morning and Afternoon	2.6	days/week x 30 weeks/yr x \$35/hr = \$52,500 After School: 3 schools x 4.0 FTE/school x 2 hrs/day x 4 days/week x 28 weeks x \$35/hr = \$94,080 \$24,203	\$	

ALLIANCE - FY 2015-1016 - YEAR 4				
4 Part-Time Literacy Tutors	2.6	4 part-time literacy tutors at HHS x \$8,000 tutor = \$32,000	\$	32,000.00
4 Credit Recovery Summer Program Teachers at Hamden High School	2.6	4 teachers x 4 hrs/day x 18 days x \$35/hr = \$10,080	\$	10,080.00
3 Credit Recovery School-Year Teachers at Hamden High School	2.6	3 teachers x \$10,000/yr stipend = \$30,000	\$	30,000.00
1 RAISES Program Coordinator at Hamden High School	2.6	1 RAISES coordinator x \$5000/yr stipend	\$	5,000.00
2 part-time RAISES summer institute instructors	2.6	2 teachers x \$35/hr x 16 hr/week x 4 weeks = \$4,480	\$	4,480.00
1 NEASC Coordinator at Hamden High School	2.6	1 NEASC coordinator x \$5000/yr stipend	\$	5,000.00
Career and College Readiness Professional Development for High School Instructors	2.6	2 teachers x 80 hours x \$35/hr for Engineering Program = \$5,600; 1 teacher x 40 hours x \$35/hr for App Development = \$1,400	\$	7,000.00
Curriculum Development for Transition initiatives	2.7	6 teachers x \$42/hr x 15 hours = \$3780	\$	3,780.00
Summer Transition Program Staff	2.7	12 FTE x \$35/hr x 4 hrs/day x 16 days = \$26,880	\$	26,880.00
100: Personnel Services - Salaries Subtotal:			\$	2,223,749.00
			\$	2,223,749.00

ALLIANCE - FY 2015-1016 - YEAR 4				
200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Data Analysis and Assessment Connections (Scantron Analytics)	2.3	Fee to provide data analysis and assessment connections for implementation of NWEA = \$10,000	\$ 10,000.00	
External Professional Development Providers for College and Career Readiness Initiatives	2.6	2 teachers x \$2,400/teacher = \$4,800 (Engineering)	\$ 4,800.00	
Instructional Services by External Partners for College and Career-Readiness Initiatives	2.6	15 students x \$1400/student = \$21,000 (Phlebotomy); 20 students x \$750 per student = \$15,000 (Medical Coding)	\$ 36,000.00	
Accuplacer Placement Tests and Certificate Exam Fees for HHS Students	2.6	100 Accuplacer tests x \$5.25/test = \$525 50 Certificate Exam Fees x \$275/exam = \$13,750	\$ 14,275.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 65,075.00	\$ 65,075.00
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Bus Transportation for College and Career Programs at Hamden High School	2.6	142 round trips x \$240/trip = \$34,080	\$ 34,080.00	
Bus Transportation for Summer Transition programs at HMS and HHS	2.7	16 round trips x 4 buses x \$240/bus = \$15,360	\$ 15,360.00	
500: Other Purchased Services Subtotal:			\$ 49,440.00	\$ 49,440.00

ALLIANCE - FY 2015-1016 - YEAR 4				
600: Supplies				
Common Core and other Standards-Aligned Curriculum Resources	2.1, 2.6	New texts, online resources, and materials to support roll out of curricula aligned to relevant standards, including middle and high school math, high school social studies and English, science all levels, tech education at HHS, and guided reading at elementary level	\$ 266,228.00	\$ -
Common Core Curriculum Resources	2.1	Writing materials to support implementation of Lucy Calkins writing workshop model at grade levels 4-6	\$ 47,030.00	\$ -
Library Media Materials	2.1	Library Media Materials to support 21st Century curriculum instruction	\$ 5,000.00	
Summer Transition Program Materials	2.7	Instructional materials for kindergarten readiness, supplies, healthy snack for 3 programs x \$2,000/school = \$6,000	\$ 6,000.00	
600: Supplies Subtotal:			\$ 324,258.00	\$ 324,258.00
700: Property				
Software and Licensing	2.1, 2.3	Software and licensing purchases to support new NWEA assessments and additional licenses for Lexia, Odysseyware, and other instructional applications	\$ 76,000.00	\$ -
Equipment Purchases to Support College and Career Readiness Initiatives	2.6	Engineering program: 21 computers x \$2000/computer = \$42,000; \$3,000 for software license; \$2,000 additional equipment App Development program: 22 mobile devices x \$200/device = \$4,400; 20 laptops x \$700/laptop = \$14,000	\$ 65,400.00	\$ -
700: Property Subtotal:			\$ 141,400.00	\$ 141,400.00
800: Other Objects				
218 IPADS to support grades 4-6.	2.1, 2.3	Daily Five program for new Common Core supported Language Arts Curriculum	\$ 131,520.00	
Preschool financial assistance	2.8	Need-based financial support for low-income families = approx. \$555/month x 12 months x 3 families = \$20,000	\$ 20,000.00	\$ -
800: Other Objects Subtotal:			\$ 151,520.00	\$ 151,520.00
Academics Subtotal:			\$ 2,955,442.00	\$ 2,955,442.00

ALLIANCE - FY 2015-1016 - YEAR 4

2015-16 Culture and Climate Priorities

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

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other _____

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

Culture and Climate Priorities:		Aligned SMART Goals:
3.1	<p>Reduce Chronic Absenteeism Through Consistent Monitoring and Outreach: Prior to the start of the 2014-15 school year, HPS established a District Truancy Committee to address the high rate of absenteeism for some students. The committee is composed of district personnel, a pediatrician, members of the Juvenile Review Board, Juvenile Probation, and the Department of Children and Families. It has established an attendance protocol based on review of absenteeism data that delineates a set of consistent school responses for students demonstrating chronic absenteeism. The committee meets monthly to review cases and propose interventions and strategies for improving attendance for specific students. Attendance data is reviewed regularly to monitor progress and refine the committee's approach. Additional committee members will be invited to participate, including a community mental health provider and a School Resource Officer. The committee also conducts outreach to families with entering kindergartners to emphasize the importance of regular attendance and plans to expand this work with Alliance support for 2015-16. The district will also invest in Power School to improve its ability to monitor student attendance data as well as other student information that supports many of the academic and climate initiatives HPS is undertaking.</p>	<p>During 2015-16, the number of students who are chronically absent will decrease when compared with the number of students who were chronically absent during 2014-15 when measured at the kindergarten level and collectively in grades 1-12</p>
3.2	<p>Promote Positive School Connections to Increase Retention and Improve Student Learning: HPS will continue to provide in-school student support centers at the eight elementary schools, Hamden Middle School, and Hamden High School (Freshman Support Center) that offer positive, structured alternatives to in-school suspension where students can address, under the guidance of a staff member, factors that may be causing disciplinary issues such as time management, organization and study skills, or feelings of disconnection from the larger student body. Additionally, at Hamden High School, we will continue to provide the Connections program—a school-wide, small-group guidance program that fosters positive mentoring relationships between students and adults to ensure each student in our large high school of 1600 students is well known by at least one adult in the building.</p>	<p>All schools will increase their average daily attendance rate to a district average of 95% by May 2016 by implementing PBIS, utilizing student support advisors to decrease negative behaviors, and developing school connectedness.</p>
3.3	<p>Expand Health-Related Supports for Students and Families: HPS will hire a Coordinator of Health Services to expand the services available to students and families so that physical and mental health concerns that may interfere with student achievement can be addressed. The Coordinator will foster improved outreach and collaboration with existing mental health services in the community and will increase the communication provided to Hamden families about positive healthy behaviors and resources available to support them. The Coordinator will also ensure all state and national health recommendations and regulations are implemented by the district and will ensure school nurses are highly skilled and prepared to provide excellent care. We will also hire an additional school social worker and school psychologist to support the high level of mental health needs among students at Church Street School.</p>	<p>By May 2016, the chronic absenteeism rate at Church Street School will decrease from 15% to 12%, and the percentage of students repeatedly receiving in-school and out-of-school suspensions will decrease from 23% to 15% as indicated by SWIS data.</p>

34	<p>Strengthen Family Engagement in their Children's Education: HPS has identified the need to strengthen family engagement in the schools and their children's education as one of the key priorities in its strategic plan. A district-wide committee is focusing on a variety of initiatives to improve communication and support with families. This committee will oversee a reorganization of Hamden's Family University from one district-wide event to several school-based events so that the district can work in close partnership with local PTAs and bring the event to neighborhoods where parents do not need transportation options. The committee will also create guidelines to promote more consistency in parent communications across the district and will develop more online communication tools. The implementation of Power School will bolster these efforts by improving the availability of a wide range of information for parents, students, teachers and administrators.</p>	<p>By June 2016, the Parent Engagement committee will have created guidelines for schools to expand and improve parent involvement/communication. In addition, Family University will be redesigned and implemented as a series of school-based events rather than one district-wide activity that will collectively serve 200 parents.</p>
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
District Truancy Committee Staff	3.1	3 committee members x 4/hrs x \$35/hr = \$420 (for three 10-month employees to be paid for summer meeting attendance)	\$ 420.00	
Student Information Systems Technical Support	3.1, 3.4	1 FTE to oversee implementation of Power School and provide technical support to users = \$35,000	\$ 35,000.00	
Connections Program at Hamden High School	3.2	2 summer instructors x 14 days x 6hrs/day x \$35/hr = \$5880; 3 summer instructors x 5 days x 6 hrs/day x \$35/hr = \$3150	\$ 9,030.00	\$
Freshman Support Center	3.2	2 part-time staff x 19 hrs/wk x 35 weeks x \$17.10/hr = \$22,743	\$ 22,743.00	\$
District-wide Student Support Centers	3.2	1 part-time staff person/school x 9 schools x 19 hrs/wk x \$12.75/hr x 36 weeks = \$78,489	\$ 78,489.00	\$
Coordinator of Health Services	3.3	1 FTE to oversee school nursing staff, expansion of mental health services for students/families, implementation of state/national health regulations, and parent/family communications related to positive, healthy behaviors	\$ 90,000.00	
Expanded Mental Health Staff	3.3	1 FTE School Social Worker x \$50,000 = \$50,000 1 FTE School Psychologist x \$50,000 = \$50,000	\$ 100,000.00	
Family Outreach Coordinator	3.4	1 FTE Family Outreach Coordinator to facilitate family engagement strategies = \$74,411	\$ 74,411.00	
100: Personnel Services - Salaries Subtotal:			\$ 410,093.00	\$
200: Personnel Services - Benefits				
			\$	\$
200: Personnel Services - Benefits Subtotal:			\$	\$
300: Purchased Professional and Technical Services				
Chronic Absenteeism Initiatives	3.1	Workshop on School Phobia presented by Yale Child Study Center = \$1,000; Translation services for home visits by Interpreters and Translators, Inc. = \$11,440	\$ 12,440.00	\$
Connections Guest Speakers	3.2	Connections program at Hamden High School guest speakers estimated 8 speakers x \$250/speaker = \$2000	\$ 2,000.00	
Family University	3.4	Estimated cost for event-related expenses such as trainers/facilitators, child care providers, supplies, etc.	\$ 10,000.00	\$
300: Purchased Professional and Technical Services Subtotal:			\$ 24,440.00	\$
400: Purchased Property Services				
			\$	\$
400: Purchased Property Services Subtotal:			\$	\$
500: Other Purchased Services				
			\$	\$
500: Other Purchased Services Subtotal:			\$	\$

600: Supplies				
Chronic Absenteeism Initiatives	3.1	100 books X \$6.29 for entering kindergartners=\$629; 100 alarm clocks @ \$10/clock = \$1,000 (for kindergarten outreach)	\$	1,629.00
Connections Program at Hamden High School	3.2	Supplies for Connections Program	\$	5,475.00
600: Supplies Subtotal:			\$	7,104.00
700: Property				
SWIS	3.3	\$3,000 to renew SWIS for tracking student behavior data		3,000.00
Power School Student Information System	3.1, 3.4	Implementation of Power School district wide including transferring of data, purchasing subscription licenses, district and school-based set up, testing the system offline, connecting to other district data systems, and training for tech staff and teachers	\$	132,750.00
700: Property Subtotal:			\$	135,750.00
800: Other Objects				
800: Other Objects Subtotal:			\$	-
Culture & Climate Subtotal:			\$	577,387.00

2015-16 Operations Priorities

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

X

Student enrollment processes

Extended learning time

Other: _____

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

Operations Priorities:		Aligned SMART Goals:
4.1.	Extend Learning Opportunities at Lowest-Performing Elementary Schools: At our three lowest-performing elementary schools (Ridge Hill, Church Street, and Helen Street), HPS will introduce a new before-school program to provide an additional hour of enrichment for students prior to the start of the school day. Activities during this one-hour block may include fitness, academic enrichment, and participation in the free and reduced school breakfast program. The program will operate daily throughout the school year. These schools will also continue to extend opportunities for learning by providing after-school, summer, and kindergarten readiness programs that target students in need of additional academic support and school readiness. The district will continue to partner with Hamden's Partnership for Young Children on its broader, year-round Transition to Kindergarten Initiative that provides information and programming to families preparing to enter kindergarten as well as professional development for early childcare providers to help them facilitate the transition to kindergarten for the children they serve.	Wrap-around programming (before and after school programs) will be implemented at our three lowest performing elementary schools, providing supports to a minimum of 20 students at each location.
4.2.		
4.3.		
4.4.		

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

200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Kindergarten Transition Task Force (Hamden Partnership for Young Children)	4.1	To provide funding support to HYPC to implement kindergarten readiness programs for families, disseminate registration materials to local early providers, and provide professional development to early childhood providers to support transition to kindergarten.	\$ 20,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 20,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Summer Bus Transportation	4.1	2 schools x 2 buses/school x \$240/day x 16 days = \$15,360	\$ 15,360.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 15,360.00	\$ -

600: Supplies					
Kindergarten Readiness Materials	4.1	Instructional materials and supplies for 3 schools x \$1333/school	\$	4,000.00	\$
Summer Enrichment Program Materials	4.1	Instructional materials and supplies for 3 schools x \$1333/school	\$	3,469.00	\$
Extended Day Enrichment Materials	4.1	Instructional materials and supplies for 3 schools x \$2,000/school = \$6,000	\$	6,000.00	\$
600: Supplies Subtotal:			\$	13,469.00	\$
700: Property					
			\$		\$
			\$		\$
			\$		\$
700: Property Subtotal:			\$		\$
800: Other Objects					
			\$		\$
			\$		\$
			\$		\$
800: Other Objects Subtotal:			\$		\$
Talent Subtotal:			\$	292,320.00	\$

Non-Reform Budget - Optional Section

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

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

Non-Reform Budget - Optional Section			
500: Other Purchased Services			
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

FY 16 AD and PSD Budget Summary

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

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 50,960	\$ 2,223,749	\$ 2,223,749	\$ 410,093	\$ -	\$ 243,491	\$ -	\$ -	\$ 2,928,293	\$ 2,223,749
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ 214,267	\$ 65,075	\$ 65,075	\$ 24,440	\$ -	\$ 20,000	\$ -	\$ -	\$ 323,782	\$ 65,075
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 10,000	\$ 49,440	\$ 49,440	\$ -	\$ -	\$ 15,360	\$ -	\$ -	\$ 74,800	\$ 49,440
600: Supplies	\$ -	\$ 324,258	\$ 324,258	\$ 7,104	\$ -	\$ 13,469	\$ -	\$ -	\$ 344,831	\$ 324,258
700: Property	\$ -	\$ 141,400	\$ 141,400	\$ 135,750	\$ -	\$ -	\$ -	\$ -	\$ 277,150	\$ 141,400
800: Other Objects	\$ -	\$ 151,520	\$ 151,520	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 151,520	\$ 151,520
TOTALS:	\$ 275,227	\$ 2,955,442	\$ 2,955,442	\$ 577,387	\$ -	\$ 292,320	\$ -	\$ -	\$ 4,100,376	\$ 2,955,442

ALLIANCE - FY 2015-1016 - YEAR 4

2015-16 Academic Priorities

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

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

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

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Academic Priorities:		Aligned SMART Goals:
2.1.	Redesign Curriculum to Increase Rigor and Align with CCSS, Next Generation Science Standards, and CT Social Studies Frameworks: HPS will continue its comprehensive, ongoing redesign of the K-12 curriculum to increase rigor and align with relevant standards. In 2015-16, the focus will be on the following subjects and grade levels: aligning middle school math with the CCSS and developing an accelerated math curriculum for high-achieving students; updating Algebra I, II and Geometry to align with CCSS at the high school level; developing Social Studies curriculum at the elementary and secondary levels to align with the new CT Social Studies Frameworks; and beginning to develop new K-12 science curricula aligned to the Next Generation Science Standards.	The Hamden Board of Education will approve new Algebra I, Algebra II, Geometry, and Accelerated 7/8 Mathematics curricula by June of 2016. The Social Studies Department will have Grade 3 approved by June 2016. The Science Department will realign Science Units to the Next Generation Science Standards, dependent upon State approval of the standards.
2.2.	Provide Monitoring and Embedded Professional Development to Improve Fidelity: Math and literacy specialists will continue to play a central role in the development and consistent implementation of curricula district wide. Each school has a dedicated team of a full-time math and a full-time literacy specialist who are trained in the new curriculum units and who provide embedded professional development for teachers in their building. The elementary science specialist performs this role across the eight elementary schools for new science units. Curriculum implementation is also monitored through the educator evaluation process. Administrators will receive professional development to familiarize them with new curricula as it is created so that they can effectively monitor implementation during formal and informal observations of teachers.	100% of teachers will participate in embedded professional development which will focus on high leverage strategies and implementation of curriculum that is aligned to the CCSS. 100% of teachers will be implementing these high leverage strategies by May of 2016. Utilization of strategies will be monitored through informal observations by district administrators.
2.3.	Create a District-wide System of Assessments Aligned to the CCSS: In 2015-16, HPS will transition its system of assessments to utilize the state-approved NWEA assessments. The NWEA menu of assessments and support tools will help teachers to identify student learning needs and track student growth. We anticipate that the introduction of NWEA will improve our capacity to support SRBI interventions efficiently and effectively as well as increase teachers' abilities to differentiate instruction appropriately for all students. There will also be associated costs to institute the necessary data analysis and assessment connections needed to support implementation of the NWEA.	By May 2016 the district will fully implement K-12 district-wide online benchmark assessments in math and reading in order to analyze student growth by purchasing NWEA Measures of Academic Progress, providing professional development on report analysis, and providing expectations and guidance for its use.
2.4.	Support an Extended Continuum of In-District Service Options for Special Education: The need for special education services continues to grow in HPS. The district has responded by seeking effective ways to extend the options for in-district services. Over the past two school years, HPS has developed 10 Instructional Intervention Centers (IICs) at several elementary schools to improve instruction for special education students in the least restrictive environment. The IICs are partially-contained classrooms that permit special education students to have interaction with their typical peers and access to grade-level instruction while also benefitting from having a certified special education teacher. At least one additional elementary IIC will be added in 2015-16. HPS will continue to support two special education teachers for the IICs from Alliance funds in 2015-16 and hire two additional full-time paraprofessionals to provide support in IICs. HPS will also hire a part-time speech and language pathologist to meet the growing need for this type of support in the district.	All students attending elementary IIC's during 2015-16 will demonstrate progress on their IEP goals by the end of the school year. 80% of the students attending elementary IIC's during 2015-16 will demonstrate mastery on their IEP goals by the end of the year.

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<p>2.5 Expand Capacity to Support and Track SRBI: HPS continues its efforts to standardize and strengthen the implementation of SRBI at all of its schools. At the three lowest-performing elementary schools, there are high numbers of students receiving tier 2 and tier 3 SRBI. Alliance funds are used to support a full-time data facilitator/SRBI specialist at each of these schools who work closely with data teams and teachers to identify appropriate interventions, train tutors and teachers to implement them, and monitor their implementation to ensure effectiveness. A fourth full-time data facilitator assists with this work at the other five elementary schools. The effective implementation of SRBI also relies upon the use of both certified teachers and tutors to deliver individualized and small-group instruction for targeted students. Alliance funds are used to allow the district to deploy a sufficient number of tutors and aides for SRBI interventions as at our lowest performing schools. At the high school, HPS will hire two math tutors to enhance the successful efforts of the math specialist there to provide more individual and small-group remediation for students who need additional math support. Efforts to standardize and strengthen</p>	<p>Tier 2 and 3 interventions will be implemented with fidelity thereby reducing the overall number of students needing interventions at our highest needs schools to no more than 20% at a grade level or in a course by May 2016.</p>
<p>2.6 Increase College and Career-Readiness Programs at Hamden High School: HPS is embarking on an extensive new initiative in partnership with several post-secondary/job training partners to provide a wide array of college and career readiness opportunities for Hamden high schoolers. Working with Gateway Community College, Education Connection, Connecticut Center for Arts and Technology, and the University of New Haven/Project Lead the Way, HPS will explore, plan and then offer programs in areas such as engineering, phlebotomy, medical coding, pharmacy technician, automotive technician, app development, culinary and other fields that will connect students to hands-on learning and academic instruction that can lead to valuable certifications and direct connections to post-secondary studies. Alliance funds will be used to help launch this project by providing support for transportation, professional development for HHS teachers, licensing fees, certification exams, and technology. HPS will also continue to offer the RAISES program to encourage and support minority and under-represented students taking higher level and AP classes; a summer and school-year credit recovery program to improve on-tit</p>	<p>During the 2015-16 school year, HHS will initiate three new college/career focused programs of study, involving at least 40 students.</p>
<p>2.7 Better Prepare Students to Navigate Important Educational Transitions: HPS will introduce summer programs designed to better prepare students for the transitions in academic and social expectations that occur as they progress from elementary to middle to high school. These programs will include summer study and success skills programs for rising 7th and 9th graders who are at risk of falling behind as they enter a new school setting as well as summer "boot camp" programs to review and enhance English and math skills for students entering 9th grade who have struggled in middle school to reach established academic benchmarks. HPS will also increase the opportunities for communication and support to help parents better understand school expectations at these key transition points in the educational system.</p>	<p>Satisfaction Surveys administered in November 2015 to students who participated in 7th and 9th grade transition programs or boot camps will indicate that the transition program helped at least 70% of them to be more successful in school.</p>

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2.8 Increase Access to High Quality Affordable Preschool: The district will continue to use Alliance funds to provide financial assistance for low-income families to enroll in HPS preschool programs given the very limited number of School Readiness slots available in Hamden.	3 scholarships for low-income families to attend full-day preschool will be awarded for the 2015-16 school year.
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

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Cost:	Alignme nt:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Curriculum Development to Align with Common Core, Social Studies and Science Standards	2.1	43 teachers x \$42/hr x 5 hrs/day x 15 days = \$135,450	\$ 135,450.00	
7 Math Specialists	2.2	7 schools x 1.0 FTE x \$76,050 (average salary) = \$532,350	\$ 532,350.00	
Language Arts Department Chair	2.2	1.0 FTE x \$85,285 (MA Top Step) = \$85,285	\$ 85,285.00	
3 Literacy Specialists	2.2	3 schools x 1.0 FTE x \$81,908 = \$245,724	\$ 245,724.00	
1 Elementary Science Specialist	2.2	1.0 FTE x \$67,949	\$ 67,949.00	
2 Special Education Teachers	2.4	2.0 FTE x \$58,460 = \$116,920	\$ 116,920.00	
1 part-time Speech and Language Pathologist	2.4	.5 FTE x \$50,000 = \$25,000	\$ 25,000.00	
1 FTE BCBA School Psychologist for 3 district wide self-contained special education classrooms	2.4	1 FTE School Psychologist (BCBA)	\$ 87,422.00	
2 Paraprofessionals	2.4	2 FTE x \$30,000 = \$60,000	\$ 60,000.00	
Math Tutors at Hamden High School	2.5	2 part-time tutors x \$17.10/hr x 19 hrs/wk x 35 weeks = \$22,743	\$ 22,743.00	
3 Data Facilitator/Intervention Specialists	2.5	3 Tier I schools x \$85,285 (MA Top Step) = \$255,855	\$ 255,855.00	\$ -
1 Data Facilitator	2.5	1.0 FTE x \$65,796 (serves 5 elementary schools and 1 high school)	\$ 65,796.00	\$ -
Substitute coverage to support data team meetings	2.5	20 floaters x 2 meetings/month x \$104/day x 9 months = \$37,440	\$ 37,440.00	
8 SRBI Intervention Aides	2.5	8 elementary schools x 1.0 FTE x \$25,000 = \$200,000	\$ 200,000.00	
18 SRBI Tutors at Tier 1 schools	2.5	18 tutors x \$17.10/hr x 15 hrs/week x 35 weeks = \$161,595	\$ 161,595.00	
Extended Day Programming Teachers: 5 Title I Schools Morning, 3 Tier 1 Schools Morning and Afternoon	2.6	Before School: 5 schools x 2.0 FTE/school x 1 hrs/day x 5 days/week x 30 weeks/yr x \$35/hr = \$52,500 After School: 3 schools x 4.0 FTE/school x 2 hrs/day x 4	\$ -	
4 Part-Time Literacy Tutors	2.6	4 part-time literacy tutors at HHS x \$8,000 tutor = \$32,000	\$ 32,000.00	

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4 Credit Recovery Summer Program Teachers at Hamden High School	2.6	4 teachers x 4 hrs/day x 18 days x \$35/hr = \$10,080	\$	10,080.00
3 Credit Recovery School-Year Teachers at Hamden High School	2.6	3 teachers x \$10,000/yr stipend = \$30,000	\$	30,000.00
1 RAISES Program Coordinator at Hamden High School	2.6	1 RAISES coordinator x \$5000/yr stipend	\$	5,000.00
2 part-time RAISES summer institute instructors	2.6	2 teachers x \$35/hr x 16 hr/week x 4 weeks = \$4,480	\$	4,480.00
1 NEASC Coordinator at Hamden High School	2.6	1 NEASC coordinator x \$5000/yr stipend	\$	5,000.00
Career and College Readiness Professional Development for High School Instructors	2.6	2 teachers x 80 hours x \$35/hr for Engineering Program = \$5,600; 1 teacher x 40 hours x \$35/hr for App Development = \$1,400	\$	7,000.00
Curriculum Development for Transition Initiatives	2.7	6 teachers x \$42/hr x 15 hours = \$3780	\$	3,780.00
Summer Transition Program Staff	2.7	12 FTE x \$35/hr x 4 hrs/day x 16 days = \$26,880	\$	26,880.00
100: Personnel Services - Salaries Subtotal:			\$	2,223,749.00
			\$	2,223,749.00

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200: Personnel Services - Benefits				
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Data Analysis and Assessment Connections (Scantron Analytics)	2.3	Fee to provide data analysis and assessment connections for implementation of NWEA = \$10,000	\$ 10,000.00	
External Professional Development Providers for College and Career Readiness initiatives	2.6	2 teachers x \$2,400/teacher = \$4,800 (Engineering)	\$ 4,800.00	
Instructional Services by External Partners for College and Career-Readiness Initiatives	2.6	15 students x \$1400/student = \$21,000 (Phlebotomy); 20 students x \$750 per student = \$15,000 (Medical Coding)	\$ 36,000.00	
Accuplacer Placement Tests and Certificate Exam Fees for HHS Students	2.6	100 Accuplacer tests x \$5.25/test = \$525 50 Certificate Exam Fees x \$275/exam = \$13,750	\$ 14,275.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 65,075.00	\$ 65,075.00
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Bus Transportation for College and Career Programs at Hamden High School	2.6	142 round trips x \$240/trip = \$34,080	\$ 34,080.00	
Bus Transportation for Summer Transition programs at HMS and HHS	2.7	16 round trips x 4 buses x \$240/bus = \$15,360	\$ 15,360.00	
500: Other Purchased Services Subtotal:			\$ 49,440.00	\$ 49,440.00

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600: Supplies				
Common Core and other Standards-Aligned Curriculum Resources	2.1, 2.6	New texts, online resources, and materials to support roll out of curricula aligned to relevant standards, including middle and high school math, high school social studies and English, science all levels, tech education at HHS, and guided reading at elementary level	\$ 266,228.00	\$ -
Common Core Curriculum Resources	2.1	Writing materials to support implementation of Lucy Calkins writing workshop model at grade levels 4-6	\$ 47,030.00	\$ -
Library Media Materials	2.1	Library Media Materials to support 21st Century curriculum instruction	\$ 5,000.00	
Summer Transition Program Materials	2.7	Instructional materials for kindergarten readiness, supplies, healthy snack for 3 programs x \$2,000/school = \$6,000	\$ 6,000.00	
600: Supplies Subtotal:			\$ 324,258.00	\$ 324,258.00
700: Property				
Software and Licensing	2.1, 2.3	Software and licensing purchases to support new NWEA assessments and additional licenses for Lexia, Odysseyware, and other instructional applications	\$ 76,000.00	\$ -
Equipment Purchases to Support College and Career Readiness Initiatives	2.6	Engineering program: 21 computers x \$2000/computer = \$42,000; \$3,000 for software license; \$2,000 additional equipment App Development program: 22 mobile devices x \$200/device = \$4,400; 20 laptops x \$700/laptop = \$14,000	\$ 65,400.00	\$ -
700: Property Subtotal:			\$ 141,400.00	\$ 141,400.00
800: Other Objects				
218 IPADS to support grades 4-6.	2.1, 2.3	Daily Five program for new Common Core supported Language Arts Curriculum	\$ 131,520.00	
Preschool financial assistance	2.8	Need-based financial support for low-income families = approx. \$555/month x 12 months x 3 families = \$20,000	\$ 20,000.00	\$ -
800: Other Objects Subtotal:			\$ 151,520.00	\$ 151,520.00
Academics Subtotal:			\$ 2,955,442.00	\$ 2,955,442.00



Appendix A. Statement of Assurances

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

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

THE APPLICANT: Hamden Public Schools **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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



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

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual



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

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

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

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

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

Superintendent Signature:

Name: *(typed)*

Jody Goeler

Title: *(typed)*

Superintendent

Date:

4/10/2015