

The Commissioner's Network Turnaround Plan Application

Spring 2013

Form Number: ED700



Approved By Forms Review Committee:
ED700-03187012
The Commissioner's Network
Turnaround Plan Application

Stefan Pryor, Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue | Hartford, CT 06106
www.sde.ct.gov





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Levy Gillespie
Equal Employment Opportunity Director/
American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov



The Commissioner’s Network | Turnaround Plan Application

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PART I: TURNAROUND PLAN APPLICATION INSTRUCTIONS

A. Submission Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections (please reference Appendix A: Application Checklist).

A draft of the Turnaround Plan application **must be postmarked by May 3, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

B. Mailing and Delivery Information

<p>Mailing Address:</p> <p>Connecticut State Department of Education Chief Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Chief Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
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C. Timeline Summary

1. Districts submit a letter of interest to the CSDE.	January 2013
2. Commissioner initially selects schools to join the Commissioner's Network.	February 2013
3. Districts establish a Turnaround Committee and submit member names to the CSDE.	February 2013
4. CSDE conducts operations and instructional audits.	February – March 2013
5. Turnaround Committees participate in a training session to start the Turnaround Plan development phase of the process.	March 18, 2013
6. CSDE facilitates a series of technical assistance sessions and districts submit portions of their Turnaround Plan for periodic review by the CSDE.	March – April 2013
7. Turnaround Committees submit a draft of their Turnaround Plan for CSDE review.	May 3, 2013
8. If requested by the CSDE, Turnaround Committees revise their Turnaround Plan.	May 2013
9. Turnaround Committees reach consensus on their Turnaround Plans or the Commissioner imposes a Turnaround Plan.	May 2013
10. Commissioner and districts agree to a Memorandum of Understanding (MOU) establishing the school's operating conditions during the turnaround period.	May 2013



11. Commissioner submits acceptable Turnaround Committee-developed Turnaround Plans to the State Board of Education for approval.	June 2013
12. Local boards of education negotiate MOUs with collective bargaining units to establish the working conditions for the school during its turnaround period.	June 2013
13. Teachers employed at the school ratify MOU on working conditions.	July 2013
14. Network schools begin implementation of their Turnaround Plans with support from the CSDE.	Summer 2013

D. Questions

Any and all questions regarding the Commissioner's Network should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777
E-mail: Debra.Kurshan@ct.gov

PART II: COMMISSIONER'S NETWORK OVERVIEW

A. Network Overview

Public Act 12-116 establishes a Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest-performing schools. The Network is designed as a partnership between local stakeholders and the state, and will serve as a vehicle for innovative initiatives, a platform for sharing effective practices and a model for other schools and districts. Once selected by the Commissioner, schools shall participate in the Network for a turnaround period of three to five school years.

Each school in the Network will operate pursuant to the terms of a Turnaround Plan developed by a Turnaround Committee or by the Commissioner. To be approved, Turnaround Plans must include intensive and transformative strategies that are necessary to achieve dramatic outcomes for students. Such strategies must be aligned to the overall turnaround model described in the Turnaround Plan and supported by a school budget that is sustainable beyond the turnaround period.

B. Turnaround Committee

1. **Composition:** Upon selection by the Commissioner for participation in the Network, the local board of education for the school shall establish a Turnaround Committee for the district. The Turnaround Committee shall consist of the following members:
 - a. Two appointed by the local board of education, at least one of whom shall be an administrator employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the district;
 - b. Three appointed by the exclusive bargaining unit for teachers chosen, pursuant to section 10-153b of the general statutes, at least two of whom shall be teachers employed by such board of education and at least one of whom shall be the parent or guardian of a student enrolled in the district;
 - c. The Commissioner of Education or the Commissioner's designee; and
 - d. The superintendent of schools for the district, or the superintendent's designee, where such school is located. The superintendent, or the superintendent's designee, is a nonvoting ex-officio member who will serve as the chairperson of the Turnaround Committee.
2. **Qualifications:** In selecting members, the local board of education or the local bargaining unit should ensure that the members they respectively select have sufficient and relevant expertise and experience such that the Turnaround Plan is likely to be effective in improving student performance. Pursuant to the timeline established by the CSDE, the district shall send the names, addresses, resumes, and other relevant credentials of the members to the CSDE.
3. **Duties:** The Turnaround Committee, in consultation with the School Governance Council for the school selected to participate in the Network, shall:
 - a. Assist the CSDE in conducting the operations and instructional audit of the school;
 - b. Develop a Turnaround Plan for the school in accordance with the relevant provisions of C.G.S. § 10-223h and the guidelines issued by the Commissioner; and
 - c. Monitor the implementation of the Turnaround Plan after it is approved by the State Board of Education or imposed by the Commissioner. The CSDE recommends that the Turnaround Committee meet on a quarterly basis.
4. **Responsibilities:**
 - a. Work cooperatively with the Commissioner and his team, provide any information that they request in a timely manner, and support the CSDE fiscal and programmatic reviews;
 - b. Report annual progress against goals in an annual report format to be established by the CSDE; and
 - c. Annually review and, if necessary, update or revise the Turnaround Plan, in accordance with the procedure described in Section 9 of this application.

C. Turnaround Plan

The Turnaround Plan shall establish a preeminent strategic outline for the school's annual improvement plan. Accordingly, the Turnaround Plan must: (a) describe a vision for the school; (b) address deficiencies identified in the operations and instructional audit; (c) utilize a turnaround model; and (d) present a comprehensive set of transformative strategies for improving student academic achievement at the school. The Turnaround Plan may include proposals changing the hours and schedules of teachers and administrators at the school, the length and schedule of the school day, the length and calendar of the school year, the amount of time teachers shall be present in the school beyond the regular school day, and the hiring or reassignment of teachers or administrators at the school.

The structure of the Turnaround Plan follows a clear, research-based process:

1. Articulate the mission, vision and values for the school;
2. Provide a data profile and needs analysis that is informed by the operations and instructional audit;
3. Identify three or four outcome-oriented goals for the school to strive toward over the next three years;
4. Select a turnaround model for the school, and explain how it will serve as a catalyst for school transformation;
5. List specific, action-oriented strategies to achieve each big goal; and
6. Propose a three-year budget for the school that aligns all funding streams to the comprehensive Turnaround Plan.

D. Turnaround Framework

The CSDE has established a research-based turnaround framework, which includes seven elements for dramatic and sustainable school turnaround, including:

1. Family and Community Engagement.
2. School Environment.
3. School Leadership.
4. Teachers and Support Staff.
5. Use of Time.
6. Curriculum and Instruction.
7. Use of Data.

The framework should guide and inform the Turnaround Committee's planning process.



PART III: COMMISSIONER'S NETWORK TURNAROUND PLAN

Section 1: Cover Page

Instructions: Using the space provided below, please complete this cover page by identifying a point of contact for the Turnaround Plan and providing that individual's contact information.

Name of School District:			
Name of School:			
Turnaround Plan Contact Person:			
Phone # of Contact Person:			
Fax # of Contact Person:			
E-mail of Contact Person:			
Address of Contact Person:	Street Address:		
	City:		Zip Code:
Name of School Board Chairperson:			
Signature of School Board Chairperson:		Date:	
Name of Superintendent:			
Signature of Superintendent:		Date:	



Section 2: Vision, Mission & Values

2.1. VISION, MISSION & VALUES

Instructions: Using the space provided below, articulate the school's proposed vision statement describing aspirations for the school's future. Insert the mission statement explaining the school's driving purpose. Lastly, define the school's core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What will be the school's **vision statement**?

What will be the school's **mission statement**?

What will be the school's **core values**?



2.2. DAY IN THE LIFE OF A STUDENT

Instructions: In the space provided, describe the ideal day in the life of a student at the school. This should reflect what the school will look and feel like once the Turnaround Plan is successfully implemented.

Guiding questions:

- What do students see when they walk into the building?
- How are students treated by adults and other students?
- How do adults interact and treat one another?
- What do students experience in the classroom? What does instruction look like?
- In a typical day, how are academic and behavioral expectations communicated to students?
- What opportunities do students have at the school, both academic and non-academic, and before and after school?
- What role do students' families play in their education? What role does the community play?



Section 3: Data Profile & Needs Analysis

3.1. SCHOOL DATA PROFILE

Instructions: Complete the school data profile by providing enrollment and demographic data for the current 2012-13 school year, and by inserting achievement and school climate data from the past four school years (2008-09 to present).

School Enrollment Data (2012-13):				
Grades:		# of Administrators:		
Student Enrollment:		# of Teachers:		
5-yr Enrollment Trend:		# of Support Staff:		
Student Demographic Breakdown (2012-13):				
% Black:		% Limited English Proficient (LEP):		
% Hispanic:		% Special Education:		
% White:		% Free/Reduced (F/R) Meals:		
% Other:				
CMT/CAPT Achievement:	2008-09	2009-10	2010-11	2011-12
Math % Proficient:				
Math % at or above Goal:				
Reading % Proficient:				
Reading % at or above Goal:				
Writing % Proficient:				
Writing % at or above Goal:				
Science % Proficient:				
Science % at or above Goal:				
School Climate Data:	2008-09	2009-10	2010-11	2011-12
Student Attendance Rate:				
Teacher Attendance Rate:				
Graduation Rate (HS only):				
Dropout Rate (HS only):				
School Performance Index (SPI):	2012-2013 Target	2009-10	2010-11	2011-12
SPI:				



3.2. NEEDS ANALYSIS

Instructions: Using the spaces provided, identify the school's greatest strengths and areas of need based on the results of the operations and instructional audit. Provide specific data points to support the analysis.

Summarize the school's greatest **strengths**.

Summarize the school's most significant **growth areas**.



Section 4: Goal Areas

Instructions: Successful and sustainable school turnaround requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect on school data, the operations and instructional audit, and the needs analysis to identify several goals to serve as the driving force for the school's turnaround efforts. Develop three or four SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. The goals should not be attainable within one year; rather, they should be big, overarching goals that are ambitious, yet achievable, over a three-year period.

GOAL #1: Insert the first SMART goal below.

Provide a rationale and 2-3 specific data points substantiating the selection of this goal area.

GOAL #2: Insert the second SMART goal below.

Provide a rationale and 2-3 specific data points substantiating the selection of this goal area.

GOAL #3: Insert the third SMART goal below.

Provide a rationale and 2-3 specific data points substantiating the selection of this goal area.

GOAL #4: Insert the fourth SMART goal below (optional).

Provide a rationale and 2-3 specific data points substantiating the selection of this goal area.

Section 5: Turnaround Model

5.1. MODEL SELECTION

Instructions: Pursuant to Public Act 12-116, schools participating in the Commissioner’s Network must pursue a research-based turnaround model to structure and frame the school’s turnaround efforts. Select a model for the turnaround process that is informed by the school’s data, needs analysis, and goal areas.

In the space provided, **describe or summarize** what this model will look like.

5.2. RATIONALE FOR MODEL SELECTION

Instructions: In the space provided, explain why this particular model was selected for the school by describing how the model is conducive to bold and innovative reform, and by stating how the model will serve as a vehicle and catalyst for achieving the school’s three or four big goals.

Section 6: Turnaround Strategies

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school's three or four big goals and turnaround model, described in Sections 4 and 5 of this application, respectively. Select strategies that are transformative, actionable, and student-centered. Collectively, these strategies should also correspond with the seven elements of the turnaround framework. Complete the following strategic planning process outlined below for each of the three or four goal areas.

1. **Step 1:** In the space provided, describe how the school will target efforts and improve performance within the particular goal area. Explain how this work aligns with the selected turnaround model and describe how the strategies fit together to drive comprehensive improvement within the goal area.
2. **Step 2:** Enumerate up to seven action-oriented strategies necessary to achieve the goal area. Be discerning and avoid creating an unmanageable set of strategies. Select strategies that will have the biggest return on investment and, most importantly, impact on student achievement.
3. **Step 3:** Secure conditions for success by identifying any potential barriers or obstacles to effective execution of the strategies, such as contractual language, district or state policies, funding contingencies, and/or human capital. Using the chart provided, list potential barriers and describe necessary action steps to address and/or mitigate these challenges.
4. **Step 4:** The turnaround framework include seven research-based elements for dramatic and sustainable school turnaround. After developing strategies for each goal area, reflect on the seven framework elements. In the chart provided, check any of the seven elements that are impacted by strategies for the particular goal area. Each goal area need not align with or reinforce all framework elements. For each of the checked elements, list the corresponding strategies. The turnaround framework elements are:
 1. Family and Community Engagement;
 2. School Environment;
 3. School Leadership;
 4. Teachers and Support Staff;
 5. Use of Time;
 6. Curriculum and Instruction; and
 7. Use of Data.



6.1. GOAL #1: _____

Step 1: Describe how the school will target improvement efforts in this goal area. Explain how this work aligns with the selected turnaround model and describe how the strategies enumerated in Step 2 fit together to drive comprehensive improvement within the goal area.



Step 2: Identify a core set of action-oriented strategies to achieve this goal area.

1.1.
1.2.
1.3.
1.4.
1.5.
1.6.
1.7.

Step 3: Identify potential barriers or constraints and describe necessary action steps to mitigate these challenges.

Potential Barriers/Constraints	Plan of Action

Step 4: Indicate which of the seven framework areas are addressed by strategies for Goal #1 by checking the framework areas that are impacted and listing the corresponding strategies in the appropriate row. Note that strategies for a particular goal need not align with all seven framework areas.

CSDE Turnaround Framework Areas	Goal #1 Aligned Strategies
<input type="checkbox"/> 1. Family and Community Engagement	
<input type="checkbox"/> 2. School Environment	
<input type="checkbox"/> 3. School Leadership	
<input type="checkbox"/> 4. Teachers and Support Staff	
<input type="checkbox"/> 5. Use of Time	
<input type="checkbox"/> 6. Curriculum and Instruction	
<input type="checkbox"/> 7. Use of Data	



6.2. GOAL #2: _____

Step 1: Describe how the school will target improvement efforts to meet this goal. Explain how this work aligns with the selected turnaround model and describe how the strategies enumerated in Step 2 fit together to drive comprehensive improvement within the goal area.



Step 2: Identify a core set of action-oriented strategies to achieve this goal area.

2.1.
2.2.
2.3.
2.4.
2.5.
2.6.
2.7.

Step 3: Identify potential barriers or constraints and describe necessary action steps to mitigate these challenges.

Potential Barriers/Constraints	Plan of Action

Step 4: Indicate which of the seven framework areas are addressed by strategies for Goal #2 by checking the framework areas that are impacted and listing the corresponding strategies in the appropriate row. Note that strategies for a particular goal need not align with all seven framework areas.

CSDE Turnaround Framework Areas	Goal #2 Aligned Strategies
<input type="checkbox"/> 1. Family and Community Engagement	
<input type="checkbox"/> 2. School Environment	
<input type="checkbox"/> 3. School Leadership	
<input type="checkbox"/> 4. Teachers and Support Staff	
<input type="checkbox"/> 5. Use of Time	
<input type="checkbox"/> 6. Curriculum and Instruction	
<input type="checkbox"/> 7. Use of Data	



6.3. GOAL #3: _____

Step 1: Describe how the school will target improvement efforts to meet this goal. Explain how this work aligns with the selected turnaround model and describe how the strategies enumerated in Step 2 fit together to drive comprehensive improvement within the goal area.



Step 2: Identify a core set of action-oriented strategies to achieve this goal area.

3.1.
3.2.
3.3.
3.4.
3.5.
3.6.
3.7.

Step 3: Identify potential barriers or constraints and describe necessary action steps to mitigate these challenges.

Potential Barriers/Constraints	Plan of Action

Step 4: Indicate which of the seven framework areas are addressed by strategies for Goal #3 by checking the framework areas that are impacted and listing the corresponding strategies in the appropriate row. Note that strategies for a particular goal need not align with all seven framework areas.

CSDE Turnaround Framework Areas	Goal #3 Aligned Strategies
<input type="checkbox"/> 1. Family and Community Engagement	
<input type="checkbox"/> 2. School Environment	
<input type="checkbox"/> 3. School Leadership	
<input type="checkbox"/> 4. Teachers and Support Staff	
<input type="checkbox"/> 5. Use of Time	
<input type="checkbox"/> 6. Curriculum and Instruction	
<input type="checkbox"/> 7. Use of Data	



6.4. GOAL #4 (optional): _____

Step 1: Describe how the school will target improvement efforts to meet this goal. Explain how this work aligns with the selected turnaround model and describe how the strategies enumerated in Step 2 fit together to drive comprehensive improvement within the goal area.



Step 2: Identify a core set of action-oriented strategies to achieve this goal area.

4.1.
4.2.
4.3.
4.4.
4.5.
4.6.
4.7.

Step 3: Identify potential barriers or constraints and describe necessary action steps to mitigate these challenges.

Potential Barriers/Constraints	Plan of Action

Step 4: Indicate which of the seven framework areas are addressed by strategies for Goal #4 by checking the framework areas that are impacted and listing the corresponding strategies in the appropriate row. Note that strategies for a particular goal need not align with all seven framework areas.

CSDE Turnaround Framework Areas	Goal #4 Aligned Strategies
<input type="checkbox"/> 1. Family and Community Engagement	
<input type="checkbox"/> 2. School Environment	
<input type="checkbox"/> 3. School Leadership	
<input type="checkbox"/> 4. Teachers and Support Staff	
<input type="checkbox"/> 5. Use of Time	
<input type="checkbox"/> 6. Curriculum and Instruction	
<input type="checkbox"/> 7. Use of Data	

Section 7: Implementation Timeline

Instructions: Create an action plan to guide the implementation of the Turnaround Plan. Insert the strategies developed in Section 6 below. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester (check all columns that apply).

Strategies:	Performance Metric:	Year 1		Year 2		Year 3	
		S1	S2	S1	S2	S1	S2
Goal #1:							
1.1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal #2:							
2.1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategies:	Performance Metric:	Year 1		Year 2		Year 3	
		S1	S2	S1	S2	S1	S2
2.7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal #3:							
3.1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal #4:							
4.1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 8: Budget

8.1. BUDGET WORKBOOK

Instructions: Pursuant to Public Act 12-116, the Turnaround Plan shall direct all resources and funding to programs and services delivered at the school for the educational benefit of the students enrolled. Accordingly, using the Excel workbook provided, create a three-year budget proposal for the school that includes all funding sources. The budget workbook consists of five sheets. Enter budget information on tabs 2, 3, and 4. Note that all proposed expenditures will be revisited and evaluated for strategic alignment and anticipated impact after the award amount is determined by the CSDE.

1. **Budget Cover Page:** Enter the school name on the cover sheet. The remaining cells summarizing the three-year budget will be auto-generated as you complete the Year 1, 2, and 3 budget sheets. Do not enter cost information on the cover page.
2. **Year 1, 2, and 3 Budgets:** For the following three worksheets, insert information pertaining to the proposed three-year budget for the school. The proposed budget should reflect the entire school budget, including the annual district operating budget and the anticipated Commissioner's Network award. Categorize proposed expenditures by Uniform Charts of Accounts (UCOA) codes (see Appendix B). For each expenditure, provide the following information in the appropriate columns:
 - a. Label the position/service/item;
 - b. Provide cost information and/or a budget justification (e.g., summary of the expense, # of units, cost per unit, etc.);
 - c. Enter the total cost;
 - d. List all funding source(s) (e.g., Title I, Alliance District, Priority District, grants, Title I 1003a, Commissioner's Network); and
 - e. Show how the investment is strategically aligned to the Turnaround Plan by identifying the goals and strategies that the investment is intended to support.
3. **Budget Summary:** Do not enter cost information on the final sheet. This page will provide a summary of proposed costs by category. This final sheet will be auto-generated as you complete the Year 1, 2, and 3 budget sheets.



8.2. BUDGET NARRATIVE

Instructions: Using the space provided, explain the major expenditures associated with the strategies outlined in this Turnaround Plan. Explain how Commissioner's Network funding would support high-yield strategic investments. Describe how the Turnaround Committee prioritized these expenditures as having the greatest potential return on investment and impact on student achievement. Explain how these investments will be sustainable beyond the turnaround period.



Section 9: Modifications

During the term of a school's participation in the Commissioner's Network, the Commissioner shall review the progress of each school. The Commissioner or his designee may, on the basis of such review, convene the Turnaround Committee to, as part of its monitoring responsibility, address a lack of sufficient progress or other implementation issues at the school. The Turnaround Committee may consider and enact changes to the Turnaround Plan by consensus. If the Turnaround Committee does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including but not limited to, finding the Turnaround Plan deficient and developing a revised Turnaround Plan.

Appendix A: Commissioner's Network Application Checklist

The following sections of the Commissioner's Network Turnaround Plan application constitute a completed application and must be submitted in accordance with the instructions set forth in Part I: Submission Instructions. The completed application must include this checklist. Please be sure to check each box as you complete and attach the required documentation.

A completed application shall include:

- Section 1: Cover Page
- Section 2: Vision, Mission & Values
 - 2.1. Vision, Mission & Values
 - 2.2. Day in the Life of a Student
- Section 3: Data Profile & Needs Analysis
 - 3.1. School Data Profile
 - 3.2. Needs Analysis
- Section 4: Goal Areas
 - 4.1. Goal Area #1
 - 4.2. Goal Area #2
 - 4.3. Goal Area #3
 - 4.4. Goal Area #4 (optional)
- Section 5: Turnaround Model
 - 5.1. Model Selection
 - 5.2. Model Rationale
- Section 6: Turnaround Strategies
 - 6.1. Goal Strategies #1
 - 6.2. Goal Strategies #2
 - 6.3. Goal Strategies #3
 - 6.4. Goal Strategies #4 (optional)
- Section 7: Implementation Timeline
- Section 8: Budget
 - 8.1. Budget Workbook
 - 8.2. Budget Narrative
- Section 9: Modifications
- Appendix A: Application Checklist
- Appendix C: Stakeholder Engagement
- Appendix D: Turnaround Committee Signatures Page
- Appendix E: Statement of Assurances



Appendix B: Budget Information

As noted in Section 8, the entire school budget must be accounted for in the attached budget worksheet. Please code all expenditures in accordance with the state's Uniform Charts of Accounts as summarized below.

CODE:	OBJECT:
100	PERSONNEL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the grantees.
200	PERSONNEL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personnel services.
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, technical assistance support organizations, school management partners, etc.
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.
800	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes.

Appendix C: Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan.



Appendix D: Turnaround Committee Signatures Page

We, the undersigned members of the Turnaround Committee, on the basis of a consensus agreement, submit this Turnaround Plan to the CSDE for final selection of the school into the Commissioner’s Network. This section should not be signed until a final draft of the plan is submitted and consensus is reached by the Turnaround Committee. ***Turnaround Committee members shall sign and submit Appendix D only when consensus is reached on the Turnaround Plan.***

Signature of Superintendent, Non-Voting Chair

Date

Typed Name of Superintendent

Signature of Board of Education-appointed Parent

Date

Typed Name of Board of Education-appointed Parent

Signature of Board of Education-appointed Administrator

Date

Typed Name of Board of Education-appointed Administrator

Signature of Union-appointed Teacher

Date



Typed Name of Union-appointed Teacher

Signature of Union-appointed Teacher

Date

Typed Name of Union-appointed Teacher

Signature of Union-appointed Parent

Date

Typed Name of Union-appointed Parent

Signature of Commissioner of Education

Date

Typed Name of Commissioner of Education



Appendix E: Statement of Assurances

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

Two horizontal lines for project title input

THE APPLICANT:

HEREBY ASSURES THAT:

Horizontal line for applicant name

(insert Agency/School/CBO Name)

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

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
 - 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

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

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



- 3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
- 6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
- 7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.
- 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.



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

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____