



Schools of Excellence Best Practice Grant

Disseminating and Replicating Best Practices in
Connecticut's Schools and Districts

SUBMITTAL OF BRADLEY SCHOOL - DERBY, CT

Form Number: RFP 808

Issue Date: November 4, 2016

Due Date: November 30, 2016

Dianna R. Wentzell



Schools of Excellence Best Practice Grant

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Levy Gillespie
Equal Employment Opportunity Director
Connecticut State Department of Education
25 Industrial Park Road | Middletown, CT 06457 | 860-807-2071 | Levy.Gillespie@ct.gov

SECTION I: INTRODUCTION

A. PURPOSE

The Connecticut State Department of Education (CSDE) recognizes and celebrates school excellence by identifying schools that have achieved significant growth and/or sustained high performance. The purpose of this grant opportunity is to recognize high-performing schools and schools in which high needs students outperformed the State High Needs Index in English/Language arts, mathematics or science. The grant will support the sustainability of successful strategies and facilitate funding for sharing best practices. In particular, this grant seeks to promote strategies for implementing the Connecticut Core Standards, effective educator evaluation and development, student support systems, or approaches to improve and maintain positive culture and climate. Eligible schools may submit applications requesting up to \$25,000.

B. ELIGIBLE APPLICANTS

Eligible applicants for the Schools of Excellence Best Practice Grant are all 2014-15 Title I schools identified as Connecticut Schools of Distinction and schools in which high needs students outperformed the State High Needs Index in English/Language Arts, science, or mathematics. See Section IV, Eligible Schools List.

C. SUBMISSION INSTRUCTIONS



a. Minimum Submission Requirements

Applications must meet the following submission requirements:

1. Meet eligibility requirements as defined above in Section I: Introduction, Part B, Eligible Applicants.
2. Submit a complete application by Wednesday, November 30, 2016 at 4:00 PM EST.

Any application that does not meet these requirements will be deemed unacceptable and ineligible for further review and consideration.

b. Grant Recipient Requirements:

Grant recipients will serve as “Spotlight Schools” and join a professional learning community to facilitate collaboration between schools. Grant recipients must describe the best practice that the school seeks to share, scale, and replicate and propose methods for sharing the proposed best practice. A best practice is one that is well established, innovative, positively impacts teacher growth and student achievement, and is replicable. Examples of strategies grant applicants might propose for sharing best practices include, but are not limited to:

- producing teacher videos describing or demonstrating the strategy proposed in this application;
- presenting the proposed best practice at one or more meetings of Commissioner’s Network Schools;
- preparing and delivering professional learning sessions at one or more of Alliance Districts meetings; or
- hosting Commissioner’s Network and School Improvement Grant schools for facilitated school visits.

c. Submission Deadline:

All applications must be submitted by e-mail to Leslie Carson, CSDE Turnaround Office, at the following address: SDEAllianceDistrict@ct.gov. All applications must be received by 4:00 p.m., Wednesday, November 30, 2016.

d. Freedom of Information Act

All of the information contained in a proposal submitted in response to this application is subject to the provisions of the Freedom of Information Act (FOIA), Section 1-200 et seq. of the Connecticut General Statutes. The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in statute) are public records and every person has a right to inspect such records and receive a copy of such records.

e. Questions



Any and all questions regarding this application should be directed to: Leslie Carson, CSDE Turnaround Office at leslie.carson@ct.gov.

D. GRANT PERIOD

The anticipated grant term will be from the award date, targeted for fall 2016, through September 30, 2017.

E. FUNDING AND USE OF FUNDS

The CSDE anticipates awarding approximately \$688,230 reserved under federal Title I, Part A funds (authorized by ESEA Section 1117 (b)(1) and (c)(2)(A)). The CSDE will award grants of up to \$25,000 per school. The CSDE reserves the right to make awards totaling less than an applicant’s request. The grant will be awarded on a one-time basis at the beginning of the grant period. At least 10 percent of the total grant award must be used for the sharing and/or replication of the best practice in additional schools. Grant recipients may spend up to 90 percent of the total grant award on investments expanding and sustaining the best practices established at the school.

F. SELECTION CRITERIA

A selection committee will use the rubric provided in Section III, Application Scoring Rubric, to review and score all applications that meet the minimum submission requirements. All awards are subject to the availability of funds. Grants are not final until the award letter is executed. Given the number of eligible applicants, the CSDE anticipates a highly competitive process resulting in funding being awarded to only those applicants submitting well-developed proposals.

SECTION II: APPLICATION TEMPLATE

A. APPLICANT INFORMATION

District Name:	Superintendent’s Name:
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Derby Public Schools		Dr. Matthew J. Conway, Jr.	
School Name:		Principal's Name:	
Bradley School		Mario Ciccarini	
Grades Served:		Approximate # of Students Served:	
K-5		320	
Grant Contact Name:		Grant Contact Email:	Grant Contact Phone #:
Mario Ciccarini		mciccarini@derbyps.org	203-736-5040
Title I Classification: (check applicable category)			
<input type="checkbox"/> School wide <input type="checkbox"/> Targeted Assistance			
Type of Recognition Received: (check all that apply)			
<input type="checkbox"/> School of Distinction: Highest Performing Overall <input type="checkbox"/> School of Distinction: Highest Performing Subgroup <input checked="" type="checkbox"/> School's High Need Index Score Greater than the Statewide High Needs Index			

B. BEST PRACTICE OVERVIEW

Program Title: Identify a title for the grant application and best practice presented in this application.
Improving Math Fact Fluency and Number Sense through Hands-On Activities, Student Led Small Group Instruction, Financial Literacy, and Progress Monitoring through Integrated Technology
Program Description: In the space provided, please describe the best practice the school seeks to share, scale and replicate through this grant application. Summarize the program components, population served and the implementation process.
If we focus on math fact fluency as a whole school across all grade levels, we will see an increase in student understanding and achievement in all areas of the math curricula.

- Would address all students in grades K-5 with a focus on our transient population (students in district two years or less, in first grade that have not attended a Derby Kindergarten program, or in Kindergarten that did not attend a formal Pre-K program).
- Math fact fluency strategies would be shared with individual students who are trained to be “math counselors” - these students would lead small group instruction during their own math block as part of the Daily Three rotation (a combination from math with an adult/small group math/math and technology/independent practice). All students would be trained to be math counselors and have opportunities to lead groups throughout the school year.
- Math counselors in the upper grades would also work with students in K-2 to lead small groups around math fact fluency.
- Reflex Math (an online developmentally appropriate and response adaptable program) would be used to support math fact fluency in school as part of the Daily Three and at home to support the home-school connection.
- Hands-on math games incorporated as part of the Math Daily Three rotation

If we continue to support our students’ understanding number sense, we will see increases in acquisition of higher order math skills across all grade level mathematics curricula.

- Would address all students in grades K-5 with a focus on our transient population (students in district two years or less, in first grade that have not attended a Derby Kindergarten program, or in Kindergarten that did not attend a formal Pre-K program).
- We would increase the use of math manipulatives in conjunction with the grade level curriculum to increase student engagement and improve number sense.
- We will increase the use of mathematics themed books as part of the math and reading instruction and to strengthen the relationship between literacy and mathematics.
- We will increase opportunities for financial literacy lessons and activities in grades K-5, including using Moonjars in the younger grades.

If we continue to support our teaching staff with effective mathematics instructional practices through an embedded coaching model, we will see increases in student engagement and achievement in mathematics across all grade levels.

- Would address all teachers in grades K-5 with a focus on our current Math Expressions program.
- Consultants from Houghton Mifflin Harcourt will unwrap the Math Expressions content and materials for teachers at different levels of understanding.

- Consultants from Reflex Math would coach teachers on how to use the program for progress monitoring Tier I, II, and III students with an emphasis on improving instructional practices through a data driven decision making process.
- Staff-led instructional rounds to reflect on current practices, engage in a feedback cycle, and calibrate current model of teaching and learning to maximize student engagement and achievement.

C. EVIDENCE OF SUCCESS

Impact and Results: In the space provided, please summarize the results achieved by the best practice described above in Section II: *Part B, Best Practice Overview*. Include qualitative and quantitative data that provides evidence of the impact the practice has had on students, staff and/or families.

If we continue to expand our scope of math instruction strategies and progress monitoring, students will see academic gains on our standardized assessment (Grades 3-5 SBAC) and in our district and building level assessments, including our high needs/transient student population.

Standardized Assessment:

- Increased student achievement on the Grades 3-5 Math portion of the Smarter Balance (both horizontal and vertical data)

Benchmark Assessments:

- Increased student achievement on the Houghton Mifflin Harcourt Math Expressions Winter and Spring Benchmark Assessments

Formative Assessments:

- Increased student achievement on Math Expressions quick quizzes with an emphasis on informing mathematics instruction prior to administering summative assessments.
- Increased student achievement on Math Expressions fact fluency checks with a focus through daily warm-up activities

Summative Assessments:

- Increased student achievement on Math Expressions unit assessments



Progress Monitoring:

- Adopting the Reflex Math progress monitoring tool to track growth and inform instruction

Observations:

- Building based instructional rounds focused on best math practices
- Staff led instructional rounds focused on best math practices
- District level collaboration at elementary level around best math practices
 - Horizontal grade level collaboration at building and district level
 - Vertical grade level collaboration at building and district level

D. EXPANSION OF BEST PRACTICE

Plans for Scaling: In the space provided, please provide details of the school’s plan for expansion, during the 2016-17 school year, of the best practice strategies described above in *Part II, Best Practice Overview*. Summarize the timeline for implementation. Describe performance targets the school expects to achieve as a result of the expansion as well as the impact the school expects on students, staff and/or families.

Math Expressions proficiency is considered 70% accuracy on the end-of-year benchmark assessment with a goal of 75% accuracy. Bradley School finished the 2015-16 school year with an 80% accuracy average for the whole school. On the strength of of this data, 80% is the new school benchmark for goal as measured through current Indicators for Academic Growth and Development in the teachers’ Student Learning Objectives.

We administered our BOY assessment in the Fall 2016 and only 39.5% of students met proficiency (70% accuracy) on the previous year’s standards. This would indicate that not only does our school need to continue to increase student engagement and achievement in mathematics, but we need to address summer regression so students come into the following school year with a stronger knowledge base. In order to accomplish this we will employ the following timeline:

Winter 2016

- Increase teacher capacity through coaching with Math Expressions consultants to further unwrap mathematics curriculum and corresponding materials, including integrated technology such as Soar to Success.
- Increase teacher capacity through coaching with Reflex Math consultants to identify specific student needs in math fact fluency and improve instructional practices through weekly (Tier III), bi-weekly (Tier II) or monthly (Tier I) progress monitoring.

Winter 2017/Spring 2017

- Adopt Reflex Math as a source of math fact fluency practice and a tool for progress monitoring
- Create student accounts and share login information with parent and guardians
- Create a progress monitoring timeline including progress monitoring schedule for Tier I, II and III students
- Implement Reflex Math as part of the Daily Three math rotations in all math blocks grades K-5
- Start developing “math counselors” in grades 3-5 using strategies in Math Expressions and Reflex Math
- Rotate “math counselors” in existing classroom(s) to develop leadership and feedback skills

Spring 2017

- “Math Counselors” in grades 3-5 to begin working with students in grades K-2 during Math blocks and/or Daily Three
- Family Math Night event hosted by students to share current math learning

Summer 2017

- Students to continue using Reflex Math in conjunction with current IXL-Math program to practice current skills

Bradley School performance targets:

The goal for mastery as identified by Math Expressions is 75% accuracy on the end-of-year assessment. Bradley School finished the 2015-16 school year with a school average of 80%.



Currently 30% (89/297) of Bradley School students met goal as measured by the BOY assessment. Although the BOY assessment measures previous years standards, we can use it as a predictor of future student achievement. The EOY will be given three times - September 2016, January 2017, and May 2017. Based on the previous year's data, we have set the following school goals:

100% of Bradley School students currently in Tier I (75% or higher) will maintain Tier I (80%) as measured by the EOY #3 Math Expressions benchmark assessment.

100% of Bradley School students currently in Tier II (50-70%) will reach goal (80%) as measured by the EOY #3 Math Expressions benchmark assessment.

100% of Bradley School students currently in Tier III (0-49%) will reach proficiency (70%) as measured by the EOY #3 Math Expressions benchmark assessment.

E. BEST PRACTICE SHARING

Lessons Learned: In the space provided, please summarize any lessons learned in implementing and/or refining the proposed best practice. How would the school support other schools as they seek to employ or replicate this strategy? What lessons learned could the applicant offer to these schools?

We finished the previous school year showing great gains over the course of the school year. Our school average for % accuracy increased from 40 to 80% by the Spring 2016 benchmark assessment. In retrospect we should have measured the percentage of students meeting proficiency (70%) or higher. To address this we administered a beginning of year benchmark assessment that measured student accuracy on their previous year's standards. Only 39.5% of students in K-5 met the benchmark for proficiency (70%), indicating significant regression from where the students ended last school year and where they started the new year. This resulted in teachers spending extra time at the start of the school year reviewing previous years' standards prior to beginning the grade level curriculum. We feel that by further empowering students and providing students/families with specific online programs that they can access at home and school, we can decrease summer learning regression. We will be using progress monitoring data to show growth during the school year in conjunction with our own district assessments. We will be comparing the results of the 2015-16 and 2016-17 school years with that from 2016-17 and 2017-18 to show the effectiveness of our math strategy.

As a school community we are willing to host site visits from other schools as well as present at a future Alliance Convening with data to support our findings.

Vehicles for Collaboration: In the space provided, please explain how the school proposes to share this strategy with other schools (e.g., videos, webinars, toolkits, professional development, site visits, etc.).

The Bradley School community is prepared to share our model for math improvement by presenting at a future Alliance Convening. Our school staff is also willing to host visits from other schools with time to meet prior and debrief afterwards.



F. BUDGET PROPOSAL

Applicant Name:		Town Code:	
Grant: Schools of Excellence Best Practice Grant: Disseminating and Replicating Best Practices in Connecticut's Schools and Districts			
Grant Period: November 2016 through September 30, 2017			
<p>Budget Narrative: In the space provided, please summarize the costs associated with scaling, sharing and/or replicating the best practice described in <i>Part II, Best Practice Overview</i>. At least 10 percent of the total request must be used for the costs associated with best practice sharing; the other 90 percent must be used to expand a best practice in your school. In addition, complete the chart below outlining proposed investments. Please categorize proposed expenditures by the Uniform Chart of Accounts codes (see table on the next page). For each expenditure, provide the following information in the appropriate columns: (a) budget item (position/service/item); (b) cost information and/or a budget justification (e.g., summary of the expense, # of units, and cost per unit); and (c) total cost of the budget item. If you need additional rows for any given cost category, please add rows to the template; unused rows may be left blank or deleted.</p>			
Code :	Budget Item:	Description and Cost Justification:	Cost:
100	Substitute Coverage	Substitute coverage for building and staff instructional rounds Substitute coverage for district level collaboration (32 days required * \$103.50)	\$3,312
200			\$



300	Professional Development	Houghton Mifflin Harcourt/Math Expressions training for all elementary certified staff to further unwrap mathematics materials and resources, including available integrated technology.	\$3,000
400			\$
500			\$
600	Math Games Math Literature Moonjars Dry Erase Markers	Purchase of various math games to help support the Math Daily Three in all K-5 classrooms. (18 classrooms * \$100/ea) = \$1,800 Purchase leveled readers and other books with math themes to support mathematics understanding during reading block and strengthen the connection between reading and math (18 classrooms * \$100/ea) = \$1,800 Purchase Moonjars for grades K-2 (150 students) to develop a sense of financial literacy in the younger grades. (9 classrooms kits * \$140/ea) = \$1,260 Purchase dry-erase markers to be used by student-led groups at the newly purchased dry-erase tables as part of the Math Daily Three rotation. (9 classrooms * 3 pkgs/classroom * \$36/ea) = \$972	\$5,832
700	7 Dry Erase Tables 18 iPads (1 per classroom)	Purchase dry-erase tables to be used in all 3-5 classrooms to pilot the "math counselors" strategy. (7 classrooms * 1 table * \$325)= \$2,275 Purchase 1 iPad per classroom to increase use of Reflex Math in all Math Daily Three rotations. (18 classrooms * 1/classroom * \$400) = \$7,200	\$9,475
800	Reflex Math School License	Purchase a one-year school license for Reflex Math to provide math fact fluency for all students in grades K-5 and provide staff	\$3,295



		with a progress monitoring tool for all tiers. Includes a 90-minute webinar for all staff.	
			\$
Total Proposed Budget:			\$24,914



**Uniform Chart of Accounts
ED114 Cost Categories**

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. In accordance with the Connecticut State Comptroller’s definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000 and the useful life of more than one year and data



	processing equipment that has unit price under \$1,000 and a useful life of not less than five years.
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.



G. STATEMENT OF ASSURANCES

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

PROJECT TITLE:	Schools of Excellence Best Practice Grant	
THE APPLICANT:	Dr. Matthew J. Conway, Jr.	HEREBY ASSURES THAT:
	Derby Public Schools	

(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:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related



identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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



- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with 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, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the



Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
 - (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
 - (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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



Superintendent Signature:

Dr. Matthew J. Conway, Jr.

Name: *(typed)*

Dr. Matthew J. Conway, Jr.
Superintendent

Title: *(typed)*

Superintendent of Schools

Date:

November 30, 2016



SECTION III: APPLICATION SCORING RUBRIC

I. APPLICATION RUBRIC

All applicants for the Schools of Excellence Best Practice Grant will be evaluated using the criteria shown below. Each section of the application will be rated from 0 to 3 points. If the applicant does not answer a question or if no evidence is apparent, the section will receive a score of 0 points. Sections of the Schools of Excellence Best Practice grant are weighted differently. Each section will be scored from 0 to 3 points and multiplied by the weight factor indicated below. Plans can receive up to 105 possible points. Alliance District schools receive a six-point advantage to ensure more equitable distribution of awards. The Schools of Excellence Best Practice Grant is a competitive grant; awards will be based on the quality and potential of the proposed best practice and sharing strategies. Awarded Schools may receive up to \$25,000.

Indicator	1 Point	2 Points	3 Points	Weight Factor	Total Possible Points
Alliance District Advantage: Applicants from one of the state's 30 Alliance Districts receives a six-point advantage to ensure more equitable distribution of awards.	The applicant school is a part of one of the state's 30 Alliance Districts.			6	6
II. Best Practice Overview: The applicant must describe the best practice it seeks to share, scale, and replicate through the grant, summarizing the program components, population served, and the implementation process.	<p>The application:</p> <ul style="list-style-type: none"> ● describes the general approach to the best practice the school proposes to share, scale, and replicate, but does not describe root causes dictating the need for implementation of the best practice; ● describes the population served by the best practice in a way that is unclear; ● provides a description of the components of the best practice that lacks clarity or sufficient detail to allow replication; and ● describes professional development that does not appear to align to needs of the staff to ensure implementation of the best practice with fidelity, or does not describe professional development conducted to ensure effective implementation of the best practice. 	<p>The application:</p> <ul style="list-style-type: none"> ● describes a realistic theory of action or approach to the best practice the school proposes to share, scale, and replicate but identifies root causes which are limited in scope or only describe symptoms of the problem the best practice seeks to address; ● defines the population served by the proposed best practice; ● provides details about the components of the proposed best practice, including an implementation timeline and how the best practice is evaluated; and ● describes professional development the school conducted that focuses on needs of the staff to ensure effective implementation of the proposed best practice. 	<p>The application:</p> <ul style="list-style-type: none"> ● describes a strong, clear, and compelling theory of action or approach to the best practice strategy the school proposes to share, scale, and replicate, including identification of root causes and the performance targets set by the school; ● defines the population served by the proposed best practice; ● describes thoughtful preparation the school participated in prior to implementation which other schools can replicate, including a timeline of implementation; ● provides a clear, concise description of the components of implementation of the proposed best practice, including how the best practice is evaluated and how decisions for midcourse corrections were made; and ● describes professional development necessary for successful implementation of proposed best practice which is aligned to the needs of the school staff to ensure effective implementation of the proposed best practice. 	6	18

Indicator	1 Point	2 Points	3 Points	Weight Factor	Total Possible Points
<p>III. Evidence of Success: The applicant must summarize results achieved by the best practice described in <i>Part II, Best Practice Overview</i>, including qualitative and quantitative data that provides evidence of the impact of the practice on students, staff, and/or families.</p>	<p>The application:</p> <ul style="list-style-type: none"> describes the data the school used to measure progress on annual achievement goals resulting from the best practice; identifies at least one evaluation tool the school used to evaluate the impact of the proposed best practice; describes the quantitative impact the proposed best practice had on student achievement; describes the qualitative impact the proposed best practice had on teacher quality; and describes the qualitative impact the proposed best practice had on school climate and culture. 	<p>The application:</p> <ul style="list-style-type: none"> describes the process the school used to measure progress on annual achievement goals and intervention goals resulting from the best practice; identifies evaluation tools the school used to evaluate impact of the proposed best practice; describes the quantitative impact the proposed best practice had on student achievement; describes the quantitative impact the proposed best practices had on teacher quality; and describes the quantitative impact the proposed best practice had on school climate and culture, including impact on students, staff, and/or families. 	<p>The application:</p> <ul style="list-style-type: none"> describes in detail the systematic process the school used for measuring progress on annual achievement goals, intervention goals, and leading indicators resulting from the proposed best practice; identifies multiple evaluation tools the school used to evaluate impact of proposed best practice and how the use of each tool assisted the school in refining best practices; describes the quantitative impact the proposed best practice had on student achievement for all students and students in all subgroups; describes qualitative and quantitative impact the proposed best practice had on teacher quality; describes qualitative and quantitative impact on school climate and culture, including impact on students, staff and/or families; and provides comparative analysis of data, pre- and post-implementation, of proposed best practice. 	6	18
<p>IV. Expansion of Best Practice: The applicant must provide details of the plan the school has for expansion, during the 2016-17 school year, of the best practice strategies described above in <i>Part II, Best Practice Overview</i>, including a summary of the timeline for implementation and a description of performance targets and impact on students, staff, and/or families the school expects to achieve as a result of the expansion.</p>	<p>The application:</p> <ul style="list-style-type: none"> describes a limited approach to the expansion of the best practice the school proposes to scale that does not include performance targets or expected impact on students, staff, or families; describes the population served through the proposed expansion of the best practice in a way that is unclear; provides a description of the components of the proposed expansion of the best practice that lacks clarity or sufficient detail to allow replication; describes professional development that does not appear to align to needs of the staff to successfully expand the best practice, or fails to describe professional development necessary to ensure successful expansion of the best practice; and provides a limited description of how the school will monitor and evaluate the expansion of the best practice. 	<p>The application:</p> <ul style="list-style-type: none"> describes a realistic theory of action or approach to the expansion of the best practice the school proposes to scale that includes performance targets but not the expected impact on students, staff, or families; defines the population served through the proposed expansion of the best practice; provides details about the components of the proposed expansion of the best practice, including an implementation timeline and how the best practice is evaluated; describes professional development necessary for successful expansion of the best practice; and provides a general description of how the school will monitor and evaluate the expansion of the best practice. 	<p>The application:</p> <ul style="list-style-type: none"> describes a strong, clear, and compelling theory of action or approach to the expansion of the best practice strategy the school proposes to scale, including the performance targets and expectations for its impact on students, staff, and families; defines the population served through the proposed expansion of the best practice; describes thoughtful preparation for expansion of best practice strategies, including a timeline of implementation; describes professional development necessary for successful expansion of the best practice; and provides a clear, concise description of how the school will monitor and evaluate the expansion of the best practice, including metrics and tools it will use in the process. 	8	24



Indicator	1 Point	2 Points	3 Points	Weight Factor	Total Possible Points
<p>V. Best Practice Sharing, Lesson Learned and Vehicles of Collaboration: The applicant must summarize lessons learned during implementation and/or refining the best practice described in <i>Part II, Best Practice Overview</i> and how the applicant will support other schools as they seek to employ or replicate the strategy. The applicant must also describe how it will share the best practice strategy with other schools.</p>	<p>The application:</p> <ul style="list-style-type: none"> provides minimal details about lessons learned or fails to provide information about lessons the school learned during implementation of the proposed best practice; describes minimal details necessary to understand how a school can replicate the proposed best practice; and includes a summary of how the school will share the proposed best practice that is not clear or includes activities that cannot realistically be implemented. 	<p>The application:</p> <ul style="list-style-type: none"> provides a general summary of lessons learned during implementation of the proposed best practice; describes a clear, realistic picture of how the proposed best practice can be replicated in other schools that resemble the applicant's school in enrollment and grade level; and includes a general summary of how the school will share the proposed best practice and lessons learned with other schools. 	<p>The application:</p> <ul style="list-style-type: none"> provides a detailed summary of lessons learned during implementation of the proposed best practice; describes a clear and compelling picture of how the proposed best practice can be replicated in other schools, including how other schools can use lessons the school learned to avoid pitfalls during implementation and how schools with different grade levels or enrollment can adapt the best practice; and includes a comprehensive description of how the school will share the proposed best practice and lessons learned with other schools, including how it will support schools during implementation. 	8	24
<p>VI. Budget Narrative: The applicant must summarize proposed costs associated with scaling, sharing and/or replicating the best practice shared in <i>Part II, Best Practice Overview</i> (Ninety percent of costs should be associated with expanding the best practice within the school with 10 percent of costs associated with sharing of the proposed best practice). The applicant must also provide an ED 114 of proposed costs.</p>	<p>The application:</p> <ul style="list-style-type: none"> provides a limited description of each major expenditure associated with sharing, scaling, and replicating the proposed best practice; describes major expenses but it is unclear if the school is proposing to spend at least 10 percent of the proposed budget for sharing the school's best practice and up to 90 percent for expanding the best practice at the school; categorizes proposed expenditures using the state's Uniform Chart of Accounts codes but budget justifications simply name the expenditure; and displays a budget narrative which does not clearly align to the school's proposed plans, or which raises concerns about the school's understanding of the purpose of the grant. 	<p>The application:</p> <ul style="list-style-type: none"> provides a general summary of each major expenditure associated with sharing, scaling, and replicating the proposed best practice; details how at least 10 percent of the proposed budget will be used for sharing the school's best practice with up to 90 percent used for expanding the best practice at the school; categorizes proposed expenditures using the state's Uniform Chart of Accounts codes, and includes a minimal description of the cost for each proposed expenditure; and displays a budget narrative which aligns to the school's proposed plans, but some expenditures may appear unnecessary to the successful implementation of the plan. 	<p>The application:</p> <ul style="list-style-type: none"> provides a detailed summary and rationale of each major expenditure associated with sharing, scaling, and replicating the proposed best practice; details how at least 10 percent of the proposed budget will be used for sharing the school's best practice with up to 90 percent used for expanding the best practice at the school; categorizes proposed expenditures using the state's Uniform Chart of Accounts codes, including a list of all budget items, cost information and/or budget justification for each budget item, a unit cost of each budget item, number of units, and a total for the proposed budget; and displays a budget narrative and budget item costs that are reasonable and proportional to proposed activities. 	5	15
Total Possible Points					105



SECTION IV: ELIGIBLE SCHOOLS LIST

Schools eligible to apply for the 2016 Schools of Excellence Best Practice Grant are the 2014-15 Title I schools identified as Connecticut Schools of Distinction and schools in which high needs students outperformed the State High Needs Index in English/Language Arts, science, and/or math.

Reporting District Name	Reporting District Code	School Name	School Code	School of Distinction Highest Performing Overall	School of Distinction Highest Performing Subgroup	High Needs Subgroup Outperforms State High Needs Index in Subject Area Listed
Andover School District	0010011	Andover Elementary School	0010111	X	X	
Avon School District	0040011	Pine Grove School	0040411	X	X	
Branford School District	0140011	Mary T. Murphy School	0141411		X	
Bridgeport School District	0150011	Black Rock School	0150311			ELA
Bridgeport School District	0150011	Hooker School	0151311			ELA, Science
Bridgeport School District	0150011	Park City Magnet School	0151711			ELA, Math, Science
Bridgeport School District	0150011	Madison School	0152011			ELA, Math
Bridgeport School District	0150011	Classical Studies Academy	0152111			ELA, Math
Bridgeport School District	0150011	Winthrop School	0153611			ELA, Math, Science
Bridgeport School District	0150011	Interdistrict Discovery Magnet School	0153711			ELA, Math, Science
Bridgeport School District	0150011	High Horizons Magnet School	0154511			ELA, Math, Science
Bridgeport School District	0150011	Multicultural Magnet School	0154611			ELA, Math, Science
Canton School District	0230011	Cherry Brook Primary School	0230211		X	
Chester School District	0260011	Chester Elementary School	0260111	X	X	
Darien School District	0350011	Holmes Elementary School	0350711	X		
Darien School District	0350011	Middlesex Middle School	0355111	X	X	
Derby School District	0370011	Bradley School	0370611			Math
East Granby School District	0400011	R. Dudley Seymour School	0400211		X	
East Hartford School District	0430011	Hockanum School	0430511			ELA, Math
East Haven School District	0440011	Dominick H. Ferrara School	0441311			Math
East Haven School District	0440011	Carbone School/East Haven Academy	0441711			Math
East Lyme School District	0450011	Niantic Center School	0450211	X	X	
East Lyme School District	0450011	Lillie B. Haynes School	0450411	X		
Reporting District Name	Reporting District Code	School Name	School Code	School of Distinction Highest	School of Distinction Highest	High Needs Subgroup Outperforms State High Needs Index in Subject Area Listed



				Performing Overall	Performing Subgroup	
Ellington School District	0480011	Center School	0480111		X	
Farmington School District	0520011	Irving A. Robbins Middle School	0525111	X		
Guilford School District	0600011	Melissa Jones School	0600311	X	X	
Hartford School District	0640011	Environmental Sciences Magnet School at Mary M. Hooker	0640911			Science
Hartford School District	0640011	R. J. Kinsella Magnet School of Performing Arts	0641111			Science
Hartford School District	0640011	Noah Webster Micro Society School	0642011			Science
Hartford School District	0640011	STEM Magnet School at Annie-Fisher	0642511			Science
Hartford School District	0640011	Breakthrough Magnet School	0643311			Science
Hartford School District	0640011	Renzulli Academy	0644011			Science
Hartford School District	0640011	Hartford Magnet Trinity College Academy	0645411			Science
Hartford School District	0640011	Sports and Medical Sciences Academy	0646511			Science
Hartford School District	0640011	University High of Science and Engineering	0646711			Science
Litchfield School District	0740011	Center School	0740211	X		
Manchester School District	0770011	Waddell School	0771311			Science
Mansfield School District	0780011	Annie E. Vinton School	0780411		X	
Mansfield School District	0780011	Southeast Elementary School	0780511	X	X	
Meriden School District	0800011	Benjamin Franklin School	0800111			Math
Meriden School District	0800011	Roger Sherman School	0800811			Math
Meriden School District	0800011	Thomas Hooker School	0801011			ELA, Math, Science
Meriden School District	0800011	Casimir Pulaski School	0801111			ELA, Math, Science
Naugatuck School District	0880011	Andrew Avenue School	0880811			Math
New Britain School District	0890011	Gaffney School	0890511			Math
New Britain School District	0890011	Holmes School	0890611			ELA, Math, Science
New Britain School District	0890011	Jefferson School	0890711			ELA, Math
New Britain School District	0890011	Lincoln School	0890811			ELA, Math
New Britain School District	0890011	Smith School	0891311			Math
New London School District	0950011	Winthrop STEM Elementary Magnet School	0950811			ELA, Math, Science
New London School District	0950011	Nathan Hale Arts Magnet School	0950911			ELA, Math
Reporting District Name	Reporting District Code	School Name	School Code	School of Distinction Highest Performing Overall	School of Distinction Highest Performing Subgroup	High Needs Subgroup Outperforms State High Needs Index in Subject Area Listed
Plainville School District	1100011	Louis Toffolon School	1100511			Math
Redding School District	1170011	Redding Elementary School	1170111	X	X	



Ridgefield School District	1180011	Veterans Park Elementary School	1180211	X		
Simsbury School District	1280011	Central School	1280111	X	X	
Simsbury School District	1280011	Tariffville School	1280311		X	
Stonington School District	1370011	West Broad Street School	1370411		X	
Union School District	1450011	Union Elementary School	1450111	X		
Waterbury School District	1510011	Wendell L. Cross School	1510811			ELA, Math, Science
Waterbury School District	1510011	Margaret M. Generali Elementary School	1511111			ELA, Math
Waterbury School District	1510011	F. J. Kingsbury School	1511411			ELA, Math
Waterbury School District	1510011	B. W. Tinker School	1512111			ELA, Math
Waterbury School District	1510011	Washington School	1512311			ELA, Math
Waterbury School District	1510011	Regan School	1512811			ELA, Math
Waterbury School District	1510011	Maloney Interdistrict Magnet School	1513111			ELA, Math, Science
Waterbury School District	1510011	Rotella Interdistrict Magnet School	1513311			ELA, Math, Science
Waterbury School District	1510011	Waterbury Arts Magnet School (Middle)	1515011			ELA, Math
Waterbury School District	1510011	Waterbury Arts Magnet School (High)	1516011			ELA, Science
Waterbury School District	1510011	Waterbury Career Academy	1516711			Science
Westbrook School District	1540011	Daisy Ingraham School	1540211	X	X	
West Haven School District	1560011	Forest School	1560311			ELA, Math
Windham School District	1630011	North Windham School	1630311			ELA, Math
Windham School District	1630011	Charles H. Barrows STEM Academy	1630411			ELA, Math, Science
Windham School District	1630011	Windham Center School	1630511			Math
Windham School District	1630011	W. B. Sweeney School	1630611			Math
Wolcott School District	1660011	Frisbie School	1660211	X	X	Math
Regional School District 10	2100012	Harwinton Consolidated School	2100312	X	X	
Regional School District 12	2120012	Washington Primary School	2120412	X		
Regional School District 17	2170012	Haddam-Killingworth High School	2176112	X		
Regional School District 18	2180012	Lyme Consolidated School	2180112	X	X	
Reporting District Name	Reporting District Code	School Name	School Code	School of Distinction Highest Performing Overall	School of Distinction Highest Performing Subgroup	High Needs Subgroup Outperforms State High Needs Index in Subject Area Listed
Cooperative Educational Services	2430014	Six-Six Magnet School	2430114			ELA, Math
Learn	2450014	Marine Science Magnet High School of Southeastern Connecticut	2456114			Science
Amistad Academy District	2790013	Amistad Academy	2795113	X	X	
Elm City College Preparatory School District	2890013	Elm City College Preparatory School	2890113		X	



Connecticut Technical High School System	9000016	Bullard-Havens Technical High School	9001116			Math
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