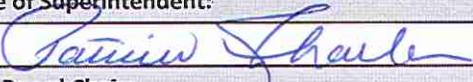


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Middletown Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
3,209,164	
Contact Person:	Contact Title:
Patricia Charles, Ed.D.	Superintendent of Schools
Telephone:	E-mail Address:
(860) 638.1401	charlesp@mpsct.org
Name of Superintendent:	
Patricia Charles, Ed.D.	
Signature of Superintendent:	Date:
	4/29/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Vincent Loffredo	Yes
Signature of Board Chair:	Date:
	4/29/2016

2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Middletown Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
\$ 3,109,856.00	
Contact Person:	Contact Title:
Patricia Charles, Ed.D.	Superintendent of Schools
Telephone:	E-mail Address:
(860) 638.1401	charlesp@mpsct.org
Name of Superintendent:	
Patricia Charles, Ed.D.	
Signature of Superintendent:	Date:
Please attached attached original signature sheet	4/29/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Vincent Loffredo	Yes, Approved on 4/29/16
Signature of Board Chair:	Date:
Please attached attached original signature sheet	4/29/2016

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Math Curriculum Support and Development: Expand days for K-5 Math Curriculum Coach to provide additional coaching for teachers who need additional support. The K-5 Coaches and 6-12 Curriculum Supervisors will attend all CT Common Core professional development opportunities offered to enhance their professional learning in order to build capacity during district professional development workshops (18 early release days), and to provide training at monthly district leadership meetings and school/District Data Teams. Building substitutes will be used to cover for teachers when they attend district and state-offered and other professional development in CCSS, technology, etc.	50% of coaching sessions that will be provided to elementary staff will be in the area of mathematics between August 2016-June 2017. There will be 100% participation rate in all coaching sessions. 90% coaching satisfaction rate as evidenced by surveys provided after each coaching session. Coaching will occur through out the 16-17 school year.
1.2.	Language Arts Curriculum Support and Development: Expand days for K-5 Language Arts Curriculum Coach to provide additional coaching. The K-5 Coaches and 6-12 Curriculum Supervisors will attend all CT Common Core professional development opportunities offered to enhance their professional learning in order to build capacity during district professional development workshops (18 early release days), and to provide training at monthly district leadership meetings and school/District Data Teams. Building substitutes will be used to cover for teachers when they attend district and state-offered and other professional development in CCSS, literacy etc.	50 % of coaching sessions that will be provided to elementary staff will be in the area of LA. 100% of participation rate in all coaching sessions. 90% coaching satisfaction rate as evidenced by surveys. Coaching will occur through out the 16-17 school year.
1.3.	Middletown's Educator Evaluation and Development (MEED) Plan: We will continue to maintain 2 assistant principal positions introduced at the beginning of the 14-15 school year to support Middletown's Educator Evaluation and Development (MEED) Plan implementation. These individuals will attend teacher evaluation and development opportunities offered by the State Department of Education and the district in order to become proficient in the areas of evaluation and calibration. In addition, one new elementary principal and one secondary principal will receive intensive leadership development and support through LEAD-CT's Turnaround Leader Intensive Planning Program.	The percent of teachers scoring proficient and higher will increase in domains 2 and 3 from 62% to 70% by the end of 2016-17 SY as measured by MEED.

1.4.	Continue to develop internal leadership through opportunities for growth and advancement: One principal will participate in CT Lead which is a community of practice designed to support principals leading underperforming schools.	One administrator with 100% participation in leadership training (e.g., LEAD Connecticut). LEAD participant will share what they have learned at monthly administrative council meetings.
1.5.	Science and Social Studies Curriculum Support and Development: Stipend for one K-5 Science and 1 K-5 Social Studies Chairperson to work with district committees to develop curriculum that is aligned to NGSS and new SS State frameworks. Chairpersons will also provide training to teachers on new units. K-5 Coaches will all attend state and local professional development to enhance their professional learning and build capacity of new standards and frameworks at the elementary level. Building substitutes will be used to cover for teachers when they attend district and state-offered and other professional development in NGSS and SS state frameworks.	Chairs will meet with each grade level curriculum team four times per year for four hour sessions to develop curriculum, make decisions on resources and professional development needed to roll out the new units. 100% of teachers will participate in SS and Science PD in 2016-17 SY. 90% satisfaction rate as evidenced by surveys provided after each coaching session. 100% of teachers will implement science NGSS standards and social studies frameworks and there will be a 10% increase from pre to post CFAs. This will be the first year of implementation, therefore there is no baseline data at this time.
1.6	Standardized Academic Program: Middletown has incorporated a standardized academic program across the district. This strategic work is done through the district data team, school data teams and instructional data teams. All data teams follow the 6 step data team process and it is implemented with fidelity. Middletown is currently using common formative assessments, and these inform targeted interventions. For grades 2-12 district benchmarks in Math and ELA and plan to implement the NWEA progress monitoring module in grades 2-12 in 2016-2017 SY. The district's Associate Superintendent continues to pioneer a teacher-led CCSS aligned curriculum development team this year and continued investment in new materials has been made to support the work. Professional development time has largely focused on CCSS, the new teacher evaluation system, anti-bullying efforts, and cultural competency. Moving into the new school year, professional development will focus on classroom instructional practices.	Three district data teams will take place from September 2016-June 2017. Monthly school data teams will take place at all schools from September 2016-June 2017. Instructional data teams will take place at all elementary grades twice a month and 3-4 times a month at the secondary level. 100% of common core units will be implemented in the core subject areas. All units will be posted in Google docs for teachers to have full access. 100% of common core units will be implemented in the technical subject areas by Fall 2016. All units will be posted in Google docs for teachers to have full access. 90% of teachers will be at proficient or higher on Domains 2 and 3 of Danielson by spring 2017.

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
K-5 LA Curriculum Coach (District)	1.2 LA Curriculum Support and	Additional 5 days (per diem) for curriculum CCSS development	\$ 2,359.00
K-5 Math Curriculum Coach (District)	1.1 Math Curriculum Support and	Additional 5 days (per diem) for curriculum CCSS development	\$ 2,099.00
K-5 Science Curriculum Chairperson (District)	1.5 Science and SS Curriculum Support and Development	Additional 5 days (per diem) for curriculum CCSS development	\$ 3,000.00

K-5 Social Studies Curriculum Chairperson (District)	1.5 Science and SS Curriculum Support and Development	Additional 5 days (per diem) for curriculum CCSS development	\$ 3,000.00
Assistant Principals/MEED (Woodrow Wilson Middle School and Middletown High School)	1.3 Educator Evaluation & Dev.	Maintain 2.0 Assistant Principal positions (elevated from Dean of Students in 14-15) & Stipend for discipline supervisor for SEED implementation	\$ 84,070.00
100: Personnel Services - Salaries Subtotal:			\$ 94,528.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -

			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

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

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	ELL staff to support subgroup student achievement: We have approximately 178 students who require ESL services in the district. The district hired a new ESL teacher for the 2014-2015 SY and would like to continue to fund this position, and one additional bilingual teaching position for Farm Hill School.	70% of students meeting LAS Links benchmarks by May 2017; 75% of ELL students demonstrating growth on benchmarks in reading by May 2017; 75% of ELL students demonstrating growth on benchmarks in mathematics by June 2017.
2.2.	Special subject area staff to support elementary classroom teachers in their common planning time: The district will continue to support additional special subject area staff to provide common planning time at the elementary level for school and instructional data team support with the goal of improving NWEA and CFA results.	100% staff will utilize the five step data team process using at least three common planning periods a week during the 2016-17 school year; 85% of students will show an increase in NWEA scores and CFA scores of at least 2% during the 2016-17 School Year.
2.3.	Certified interventionists to support Tier II and Tier III instruction: The district will continue to support certified interventionist positions for Tier II and Tier III instruction using the SRBI framework as mandated by legislation in order to close the achievement gap.	30% of all students will receive Tier II and Tier III interventions, as needed. The percent of students scoring proficient and higher in grades 2-11 in math NWEA in spring 2016 is 52% and will increase by spring 2017 to 54%. This will be a 2% increase. The percent of students scoring proficient and higher in grades 2-11 in ELA NWEA in spring 2016 is 66% and will increase by spring 2017 to 68%. This will be a 2% increase.

2.4	<p>Increase support staff in teaching and learning department to support CCSS implementation: Three instructional coaches (one at secondary and two at elementary levels), two curriculum supervisors at secondary level.</p>	<p>50% of administrative council meetings (every other month) will be used to provide professional learning opportunities for central office and building administrators. 90% professional development satisfaction rate as indicated on surveys after each PD. Instructional coaches and supervisors will spend 90% of their time providing coaching to teachers and data teams from September 2016-June 2017. Increase on Reading and Math benchmarks by 3% from fall to spring in high risk subgroups. The percent of students scoring proficient and higher in math NWEA grades 2-11 will increase by 3% in the following subgroups: Black (31-34%), Hispanic (30-33%), Special Education (7-10%), ELL (12-15%), and F/R (34-37%). The percent of students scoring proficient and higher in ELA NWEA grades 2-11 will increase by 3% in the following subgroups: Black (49-52%), Hispanic (50-53%), Special Education (16-19%), ELL (17-20%), and F/R (50-53%).</p>
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
STEM Classroom Teacher (Macdonough)	2.2 Special Subject Area Staff	Academic rigor and engagement - .5 STEM classroom teacher	\$ 44,406.00	\$ -
ELL Teachers (Bielefeld, MHS)	2.1 ELL staff to support subgroup	2.0 ELL teachers to address subgroup student achievement	\$ 148,583.00	\$ -
ELL Tutors (Interventionists) MHS	2.1 ELL staff to support subgroup	1.0 ELL interventionist to support Tier 11 and Tier 111 Instruction	\$ 21,600.00	\$ -
Certified Interventionists (District)	2.3 Certified Interventionists	23.0 FTE interventionists to support Tier 11 and Tier 111 Instruction	\$ 496,852.00	\$ -
Building Substitutes (District)	2.4 Professional Development	17 FTE to support building-level professional development	\$ 244,800.00	\$ -
Library/Media Specialists (Bielefeld, Lawrence, Macdonough, Spencer)	2.1 ELL staff to support subgroup	5.53 FTE to support CCSS ELA standards	\$ 394,219.00	\$ -
Common Planning Time Special Area Teachers (Bielefeld, Farm Hill, Lawrence, Moody, Snow, Spencer, Wesley)	2.2 Special Subject Area Staff	3.97 FTE special subject area teachers to allow for consistent common planning time for elementary staff	\$ 228,828.00	\$ -

Classroom Teacher	2.1 ELL staff to support subgroup	1.0 FTE bilingual classroom teacher to address class size	\$ 46,987.00	\$ -
K-12 Math Supervisors and Coach (District)	2.5 Increase support staff for CCSS	1.0 6-12 Curriculum Supervisor position; 1.0 K-5 Curriculum Coach; 1.0 6-12 Curriculum Coach	\$ 251,431.00	\$ -
K-12 ELA Supervisors and Coach (District)	2.5 Increase support staff for CCSS	1.0 6-12 Curriculum Supervisor position; .8 K-5 Curriculum Coach; 1.0 Secondary Specialist	\$ 269,737.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 2,147,443.00	\$ -
200: Personnel Services - Benefits				
ELL Teachers	2.1 ELL staff to	Benefits for 2.0 ELL teachers	\$ 49,392.00	\$ -
Library/Media Specialists	2.1 ELL staff to	Benefits for 1.0 CCSS ELA standards	\$ 24,696.00	\$ -
Common Planning Time Special Area Teachers	2.2 Special Subject Area Staff	Benefits for 3.27 FTE special area subject teachers	\$ 100,989.00	\$ -
Sec. Math Coach + Sec. (LA) Specialist	2.5 Increase support staff for CCSS	Benefits for 1.0 Sec. Curriculum Coach + 1.0 Sec. LA Specialist	\$ 33,654.00	\$ -
STEM Classroom Teacher	2.2 Special Subject Area Staff	Benefits for .5 STEM classroom teacher	\$ 24,696.00	\$ -
Classroom Teacher	2.1 ELL staff to support subgroup student achievement	Benefits for 1.0 FTE bilingual classroom teacher to address class size	\$ 8,958.00	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 242,385.00	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 2,389,828.00	\$ -

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

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

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Enhanced District Climate Survey: In the 2015-16 school year Middletown Public Schools administered a district-wide school climate survey based on the National School Climate Center's (NSCC) Comprehensive School Climate Inventory (CSCI). The assessment served as an interim survey to monitor progress on two priority areas: (1) Sense of Social-Emotional Security and (2) Physical Surroundings. The school climate survey informs district- and school-wide climate strategies through the analysis of climate data in District Data Team meetings. The climate survey results are analyzed by school, stakeholder, subgroups, and climate dimension to identify gaps and strategies to improve school climate.</p>	<p>The District Climate Committee will use both the 2015-2016 student, parent, and staff school climate survey in conjunction with the standards data from the National School Climate Standards that have been embedded into the 2014-2015 report cards and classroom instruction, to create an action plan for the 2016-2017 school year. The action plan will address how the district will respond to school safety and climate trends and needs that have emerged as a result of the aforementioned survey results. Goals for the action plan will include to: administer the 2016-2017 District Climate Survey to increase the response rates from 72% to 87% for students in grades 3-12, from 43% to 45% for parents, and from 89% to 92% for school staff reduce chronic absenteeism rates of Hispanic (14%), Special Education (18%), Free/Reduced (14%), and ELL (12%) subgroups by 2% in 2016-2017 by engaging the truancy officer, school nurse, and guidance counselors in a tiered intervention approach as outlined by Attendance Works, establishing earlier communication with home, establishing weekly attendance meetings to include family members</p>

3.2.	<p>Maintain mental health professional staff to support social-emotional and mental health needs and ensure a positive learning environment for all students; number of students receiving and referred to mental health services will be tracked and monitored through the school year.</p>	<p>Track the number of students accessing mental health supports and interventions through school and community based programs and services. During the 2015-2016 school year, a total of 1,366/5199 of the students in PK through grade 12 received school-based mental health services. This represents 26.3% of the student population in-district. Please note that data collection process differed this year as our staff is now submitting this information into PowerSchool allowing for more accurate reporting.</p> <p>As a reminder, our data for 2013-14 was 21.16% (1010/4774) and 2014-15 was 21.0% (894/4266). During the 2015-2016, OSS represented 36% of all suspensions, while ISS represented 64% of all suspensions. The goal for the 2016-2017 school year is to reduce the percentage of OSS by 5%.</p>
3.3.	<p>Provide wraparound services through sustained home visiting program at Focus School and in response to need in District: We will continue to provide wraparound services at Bielefeld School(former Focus school), Snow School and Woodrow Wilson Middle School, and expand services to Macdonough School (Focus School in SY16-17). Families will receive home visiting interventions to enhance family engagement and provide appropriate wraparound services. Home visitors will meet with families year-round to address individual action plan goals and objectives in the home environment. Middletown Public Schools wishes to achieve equity in education by providing additional services for our most vulnerable families through Home Visiting. Families can self-identify and/or the visitors receive referrals through the SRBI process and at the school based Climate Committee meetings. Home Visitors strengthen the parent/child relationship and support parents in meeting their child's developmental, behavioral, health and educational needs by providing intensive, high quality home visitation, establishing connections to community resources and building a strong partnership with the child's school.</p>	<p>The following goals refer to the 16-17 school year: 2% increase in number of home visits completed annually per family; 3% increase in number of adults who report a decrease in rigidity on the Child Abuse Potential Inventory; 3% increase in number of adults who report an increase in life skill attainment on the Community Life Skills Scale. A 3% increase from parents reporting their children are safe and have a positive experience coming to and from school (total of "All of the time" and "Most of the time") on School Climate Inventory.</p>
3.4	<p>Target Chronic Absenteeism through Dual Capacity Framework of building parent and staff capacity for engagement.</p>	<p>The District Partnership Coordinator will work with the district attendance and school attendance committees, truancy officer, and parent liaison to foster parent engagement using the Dual Capacity Framework and tiered intervention to establish relationships to combat chronic absenteeism. The overall district chronic absenteeism rate will continue to decline by 0.5%, and sub-groups, Hispanic (14%), Special Education (18%), Free/Reduced (14%), and ELL (12%) subgroups by 2% in 2016-2017 school year.</p>
3.5	<p>Behavioral Support Administrator for At-risk students at Woodrow Wilson Middle School who have specific behavioral needs and will support administration with developing plans to decrease chances of repeating inappropriate behaviors.</p>	<p>Decrease referrals (expulsions, suspensions, bus suspensions) by 20% in SY16-17. The percent of referrals at Woodrow Wilson Middle School will decrease from 214 incidents during the 2015-2016 school year to 193 (10%) for the 2016-2017 school year.</p>

3.6	Anti-bullying & At-risk Youth Support Advisors/Facilitators: Provide support to create a climate of mutual respect and decrease the number of students self-reporting incidents of meanness. Work as PBIS partners to support anti-bullying initiatives. Student members of Pride Patrol advocate for fellow students who are being bullied, and serve as peer mediators and mandatory reporters.	The percent of students participating in Pride Patrol for the 2016-2017 school year will increase by 2% (502 students in the 2015-2016). The total number of students for the 2016-2017 will be determined by enrollment. In the 2016-2017 school year, the number of students self-reporting acts of meanness to Pride Patrol will decrease by 5% (50 incidents reported during the 2015-2016 school year).
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Mental Health Professionals (Farm Hill, Macdonough, Snow)	3.2 Mental Health Professional staff	2.5 FTE mental health positions to support high quality teaching and learning, and a positive learning environment	\$ 135,479.00	\$ -
Alternative Ed Psychologist (Woodrow Wilson Middle School)	3.2 Mental Health Professional staff	1.0 FTE for middle school alternative education program (Oasis)	\$ 77,247.00	\$ -
District Family Partnership Coordinator	3.4 Target Chronic Absenteeism	1.66 FTE District Family Partnership coordinator to coordinate and refer families to Home Visitors.	\$ 10,000.00	\$ -
Home Visitor (Bielefeld)	3.3 Wraparound services through	2.16 FTE Home Visitors to engage families in the educational process and activities.	\$ 62,088.00	\$ -
ISS Teacher and Monitor (Keigwin, Woodrow Wilson)	3.2 Mental Health Professional staff	1.0 FTE ISS Teacher and 1.0 FTE Monitor to ensure academic support and safety of students at WWMS.	\$ 38,425.00	\$ -
Behavioral Support Administrator (Woodrow Wilson Middle School)	3.5 Behavioral Support for At-risk	Administrative stipend to provide behavioral support and planning to at-risk youth.	\$ 9,500.00	\$ -
Anti-bullying & At-risk Youth Support Advisors/Facilitators (Woodrow Wilson)	3.6 Pride Patrol Advisors/Facilitator	2 Facilitator and 3 Advisor stipends to support anti-bullying initiatives.	\$ 9,500.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 342,239.00	\$ -
200: Personnel Services - Benefits				
Intensive Case management psychologist	3.2 Mental Health Professional staff	Benefits for 1.0 Intensive Case management psychologist	\$ 24,696.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 24,696.00	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -

800: Other Objects			
			\$ - \$ -
		800: Other Objects Subtotal:	\$ - \$ -
		Talent Subtotal:	\$ 366,935.00 \$ -

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	District-wide implementation of Google Apps for Education and increase blended learning environment. In order to support fidelity and innovation of district-wide technology initiatives, we will retain the Director of Instructional Technology and Professional Development position hired in 2015-16.	100% of teachers will receive PD in instructional technology from September 2016-June 2017; 90% satisfaction rate on workshops provided to support continued integration of technology into instructional and professional responsibilities. During the 2015-2016 school year, 52% of students in grades 3-12 used Google Apps for Education to create more personalized learning opportunities. The percent of students using Google Apps for Education will increase by 20% in the 2016-2017 school year.
4.2	STEM Extended Learning Program: A continuing STEM initiative is the highlight of the district's 2016-17 Operations focus to allow for engaging learning opportunities for gifted and talented students and students/families who have expressed interest in the STEM domains. The district intends to offer STEM courses to students in Grades 4-8 to enhance and deepen student learning. The ultimate goal of STEM education is to encourage Middletown students to take an interest in STEM subjects at an early age. It is the district's goal to provide hands-on learning activities in STEM that will provide an enhanced skill set when our students enter the job market, and in turn it will benefit the region's economy. Course offerings will include Robotics, Manufacturing, Aerospace, and curriculum offered by Engineering is Elementary (EIE) in partnership with the CT Science Center, the CT Center for Advanced Technology and 3M.	In the period September 2016-June 2017: 95% of target enrollment will be met; 100% science teachers trained in STEM programs; 75% of students demonstrating growth on NWEA-MAP benchmarks in mathematics; 75% of students demonstrating growth on CMT benchmarks in science.
4.3	Elementary and Middle School Extended Learning Programs. In SY16-17, students in grades K-8 will receive Extended Learning Programs such as Academic Enrichment, Coding or extra wellness activities depending on the needs of the school.	95% of target population will be enrolled in an after school activity. The percent of students scoring proficient and higher in math NWEA grades 2-11 will increase by 3% in the following subgroups: Black (31-34%), Hispanic (30-33%), Special Education (7-10%), ELL (12-15%), and F/R (34-37%).

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Director of Instructional Technology and Professional Development (District)	4.1 District-wide technology implementation	Promote organizational effectiveness - Technology position to support implementation of Teachscape, SBAC, and PowerSchool	\$ 104,710.00	\$ -
Middle School Extended Learning program (Gr. 6) (Keigwin)	4.3 Elementary & Middle School Extended Learning	Academic rigor and extended learning opportunities- 2 days/week x 36 weeks x 50 students	\$ 27,995.00	\$ -
Middle School Extended Learning program (Gr. 7 & 8) (Keigwin)	4.3 Elementary & Middle School Extended Learning	Academic rigor and extended learning opportunities- 2 days/week x 36 weeks x 50 students	\$ 27,995.00	\$ -
Elementary Extended Learning program (K-5) Keigwin Middle School, Woodrow Wilson Middle School, and all eight elementary schools.	4.3 Elementary & Middle School Extended Learning programs	Academic rigor and extended learning opportunities- teacher's stipends for academic and enrichment programs - 8 stipends x \$1,768; enrichment supplies \$900	\$ 15,048.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 175,748.00	\$ -
200: Personnel Services - Benefits				
Director of Instructional Technology and Professional Development	4.1 District-wide technology	Benefits for 1.0 FTE technology teacher position	\$ 24,696.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 24,696.00	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
STEM Transportation Cost	4.2 STEM Extended Learning Program	Academic rigor and engagement - pupil transport and entrance fees to STEM career and enrichment sites	\$ 10,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 10,000.00	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 210,444.00	\$ -

Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Grants Coordinator (District)		.28 grants coordinator position to support fiscal management and implementation	\$ 23,425.00
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 23,425.00
200: Personnel Services - Benefits			
Grants Coordinator		Benefits for grants coordinator position at 100%	\$ 24,696.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 24,696.00

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
			600: Supplies Subtotal:
			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
			700: Property Subtotal:
			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
			800: Other Objects Subtotal:
			\$ -
			Talent Subtotal:
			\$ 48,121.00

FY 17 AD and PSD Budget Summary

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

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 94,528.00	\$ 2,147,443.00	\$ -	\$ 342,239.00	\$ -	\$ 175,748.00	\$ -	\$ 23,425.00	\$ 2,783,383.00	\$ -
200: Personnel Services - Benefits	\$ -	\$ 242,385.00	\$ -	\$ 24,696.00	\$ -	\$ 24,696.00	\$ -	\$ 24,696.00	\$ 316,473.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00	\$ -
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 94,528.00	\$ 2,389,828.00	\$ -	\$ 366,935.00	\$ -	\$ 210,444.00	\$ -	\$ 48,121.00	\$ 3,109,856.00	\$ -

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: LEA **HEREBY ASSURES THAT:**

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



(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

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

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

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

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

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

Superintendent Signature:

Patricia Charles

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

4/29/16

Date: