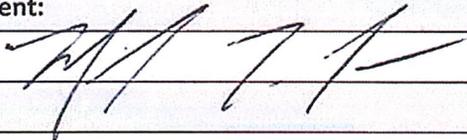
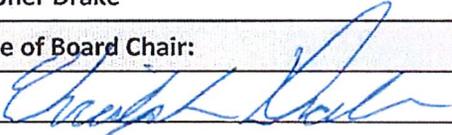


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Middletown Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
Contact Person:	Contact Title:
Natalie Forbes	Director of Grant Services
Telephone:	E-mail Address:
860.638.1414	forbesn@mpsct.org
Name of Superintendent:	
Michael Conner, Ed. D.	
Signature of Superintendent:	Date:
	1/19/2018
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Christopher Drake	No. Certified BOE Minutes will be submitted in February 2018.
Signature of Board Chair:	Date:
	1/16/18

2017-18 ALLIANCE DISTRICT (AD)/PRIORITY SCHOOL DISTRICT (PSD) APPLICATION

District Name: Middletown

I. 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 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Math, ELA, Science and Social Studies Curriculum Support and Development: Continue to fund 6-12 Curriculum Supervisor in Math and ELA, and K-5 Math Curriculum and Secondary Math Coach. Supervisors and Coaches will attend professional development opportunities offered to enhance their professional learning in order to build capacity during district professional development workshops (13 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 CCS, technology, etc. Continue to fund stipend for one K-5 Science and one 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.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18: In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. (Due to the State NGSS pilot, Science scores are not available).</p>

1.2	<p>Minority Teacher Recruitment and CT Relay Teacher Preparation Program Scholarships: Middletown believes in increasing the talent development pipeline of minority teachers from our current workforce. To this end we have partnered with CT Relay Teacher Preparation program and are offering two scholarships to minority candidates from our district chosen via competitive application. This strategy is part of Middletown's efforts to increase minority teachers in our classrooms. Further, in order to raise visibility of Minority Teacher recruitment and of the CT Relay opportunity we will seek creative marketing opportunities and produce marketing materials.</p>	<p>In alignment with ESSA goals targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of four-year Adjusted Cohort Graduation Rate from 86.5 in 2016-17 to 87.1 in 2017-18 and District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. Minority Teachers and Administrators to increase from 7.59% from 2015-2016 SY to 8.59% in 2017-18 SY.</p>
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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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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			
1.0 Curr. Supervisor (Math)	1.1	1FTE 6-12 Math Curriculum Supervisor. Salary of \$106,000/FTE. [Keigwin MS, Woodrow Wilson MS, MHS]	\$ 106,000.00
1.0 Curr. Coach (Math)	1.1	1FTE Secondary Math Coach. Salary of \$71,665/FTE. [MHS]	\$ 71,665.00
1.0 K-5 Math Curriculum Coach	1.1	1FTE K-5 Math Curriculum Coach. Salary of \$77,850/FTE [Bielefield, Farm Hill, Lawrence, Macdonough, Moody, Spencer, Snow, Wesley].	\$ 77,850.00
13.0 Building Substitutes	1.1	13 Building Substitutes to cover teacher training for PD and technology. 13 x \$14,400/yr. [All District Schools]	\$ 187,200.00
1.0 Curr. Supervisor (LA)	1.1	1FTE 6-12 LA Curriculum Supervisor. Salary of \$113,683/FTE. [Keigwin MS, Woodrow Wilson MS, MHS]	\$ 113,683.00
K-5 Social Studies Curriculum Chairperson	1.1	Additional 5 days (per diem) for curriculum CCSS development [Bielefield, Farm Hill, Lawrence, Macdonough, Moody, Spencer, Snow, Wesley Elementary Schools]	\$ 3,000.00

K-5 Science Curriculum Chairperson	1.1	Additional 5 days (per diem) for curriculum CCSS development. [Bielefield, Farm Hill, Lawrence, Macdonough, Moody, Spencer, Snow, Wesley Elementary Schools]	\$ 3,000.00
100: Personnel Services - Salaries Subtotal:			\$ 562,398.00
200: Personnel Services - Benefits			
1 Curr. Coach (Math)	1.1	Health benefits	\$ 9,027.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 9,027.00
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
Marketing Materials for Minority Recruitment	1.2	Marketing materials incl. Newspaper advertising for Minority recruitment	\$ 1,762.00
			\$ -
400: Purchased Property Services Subtotal:			\$ 1,762.00
500: Other Purchased Services			
Scholarships for Minority candidates for CT Relay program	1.2	Two District Minority candidates chosen on merit through formal application and committee review. 1 x \$3,500 and 1 x \$1,000	\$ 4,500.00
			\$ -
500: Other Purchased Services Subtotal:			\$ 4,500.00
600: Supplies			
			\$ -
			\$ -

			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
TALENT SUB-TOTAL:				

II. 2017-18 Academic Priorities

Middletown

Step 1: Place an "X" beside the district's 2017-18 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	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Targeted Intervention for Student Subgroup Achievement. MPS will utilize a multifaceted approach to this priority: EL Intervention: We have approximately 199 students who require EL services in the district. The district will support 2 EL teaching positions and 1 EL interventionist for the 2017-18 SY. Grade 2-5 Blended Learning: MPS will implement the use of Edgenuity's Pathways software, a blended learning platform, to provide intervention and enrichment for students in both ELA and Mathematics. This blended learning platform, integrated with Northwest Evaluation Association (NWEA) benchmark assessment, allows interventionists and classroom teachers align specific skills gap demonstrated in benchmark assessments to targeted interventions within the blended learning platform using embedded digital tools and supplemental resources available for small group instruction.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. In addition, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. In addition, in alignment with ESSA goal targets, decrease the percent of Chronic Absenteeism from 9.1 in 2016-17 to 8.8 in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of the Four-Year Adjusted Cohort Graduation Rate, improve the Percent from 86.5 in 2015-16 to 87.1 in 2016-17.</p>

2.2.	<p>Instructional Support Staff: 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 SB, NWEA and CFA results; and 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</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. In addition, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. In addition, in alignment with ESSA goal targets, decrease the percent of Chronic Absenteeism from 9.1 in 2016-17 to 8.8 in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of the Four-Year Adjusted Cohort Graduation Rate, improve the Percent from 86.5 in 2016-17 to 87.1 in 2017-18.</p>
2.3	<p>District STEM Initiative: The Elementary Science Chair will collaborate with K-2 grade level science committees to select science modules, books and materials for the implementation of the Next Generation Science Standards. A continuing STEM Extended Learning initiative allows 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 4-5 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, and the CT Center for Advanced Technology.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. Further, in the period September 2017-June 2018: 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. In lieu of state performance measures (based on the one year waiver), Middletown will use local science performance measures to assess the growth of students in the area of science.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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				
2.0 ELL Teacher	2.1	2.0 FTE District ELL Teachers. Salary \$159,794 /FTE. [All District Schools]	\$ 159,794.00	\$ -

1.0 ELL Interventionist	2.1	1.0 ELL Interventionist. Salary \$18,360/FTE. [All District Schools]	\$ 18,360.00	\$ -
6.0 Library Media/Reading Specialists	2.2	6.0 Library Media/Reading Specialists. Salary \$430,415. [Bielefield, Farm Hill, Lawrence, Moody, Snow, Spencer, Wesley Elementary Schools]	\$ 430,415.00	\$ -
2.0 Common Planning Time Special Area teachers	2.2	2.0 Common Planning Time Special Area teachers. Salary \$124,707 [District]	\$ 124,707.00	
22.0 Certified Interventionists	2.2	22.0 Certified Interventionists. Salary \$408,144. [All District Schools]	\$ 408,144.00	
15.0 Leadership/Design team members stipend	2.1	15 L/D team members will meet with Center for Secondary School Redesign (CSSR) consultants up to 4 hrs/month. 15 L/D team members x \$29/hr x 4hrs/month x 6 months = \$10,440	\$ 10,440.00	
.5 STEM Teacher	2.3	.5FTE STEM Teacher for STEM Extended Program [Macdonough Elementary]	\$ 45,200.00	
Certified staff for STEM Summer school	2.3	140 hrs certified staff @ \$29/hr for STEM Summer school	\$ 4,060.00	
Certified staff for STEM After school Program	2.3	557 hours x certified staff @ \$29/hr for STEM Afterschool program for SY	\$ 16,153.00	
100: Personnel Services - Salaries Subtotal:			\$ 1,217,273.00	\$ -
200: Personnel Services - Benefits				
2.0 ELL Teacher	2.1	2.0 FTE District ELL Teachers. Health benefits \$48,148	\$ 48,148.00	\$ -
6.0 Special Subject staff	2.2	6.0 Special subject staff. Health benefits \$80279	\$ 80,279.00	\$ -
.5 STEM Teacher	2.3	.5FTE STEM Teacher Health benefits	\$ 24,074.00	\$ -
2.0 Common Planning Time Special Area teachers	2.2	2.0 Common Planning Time Special Area teachers. Health benefits \$67,483	\$ 67,483.00	
200: Personnel Services - Benefits Subtotal:			\$ 219,984.00	\$ -
300: Purchased Professional and Technical Services				
Edgenuity Pathways software and professional development	2.1	Consultant/Site manager for PD \$58,000; Software licenses \$20,000	\$ 78,000.00	\$ -
K-5 Literacy Professional development	2.1	Hill for Literacy consultant for PD and intensive side by side coaching	\$ 85,000.00	\$ -
Grade 6-8 Stand Alone Intervention Teacher and Leadership Institute	2.1	Software licenses and consultant/PD	\$ 87,080.00	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 250,080.00	\$ -
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
K-2 Science Supplies for NGSS implementation	2.3	Science modules, books, and materials.	\$ 181,599.00	\$ -
STEM Summer School supplies	2.3	STEM Summer School educational supplies	\$ 1,500.00	\$ -
Professional texts and training materials for PD	2.1	Professional texts and training materials for PD	\$ 23,000.00	\$ -
600: Supplies Subtotal:			\$ 206,099.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 1,893,436.00	\$ -

III. 2017-18 Culture and Climate Priorities

Middletown

Step 1: Place an "X" beside the district's 2017-18 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 2017-18 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/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services		Other: _____

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1	<p>Social/Emotional Support initiatives. The District will: maintain mental health professional staff to support social-emotional and mental health needs and ensure a positive learning environment for all students by supporting a tiered system of supports and build capacity to meet the diverse social, emotional and behavioral needs of students; engage Behavioral Support Monitors for at-risk students Woodrow Wilson Middle School and Keigwin Middle School who have specific behavioral needs and will support administration with developing plans to decrease chances of repeating inappropriate behaviors; and provide wraparound services through sustained home visiting program at Title 1 Schools and in response to need. We will continue to provide wraparound services at Bielefeld Elementary I(Title 1/former Focus school), Snow Elementary (Title 1), Macdonough Elementary (Title 1/Focus School) and Woodrow Wilson Middle School. Families will receive home visiting interventions to enhance family engagement and provide appropriate wraparound services.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. In addition, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. In alignment with ESSA goal targets, decrease the percent of Chronic Absenteeism from 9.1% in 2016-17 to 8.8% in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of the Four-Year Adjusted Cohort Graduation Rate, 86.5 in 2015-16 to 87.1 in 2016-17.</p>

3.2	<p>Restorative Justice Training. In June 2018, provided by Justin Carbonella, City of Middletown Youth Services Coordinator, to support implementation of the practice at the school level. In depth training will provide teachers with the capacity to use restorative justice practices to assist students to accept accountability, identify the impetus for undesired behavior, and provide a mechanism for restoring relationships with peers and staff.</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. In addition, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. In addition, in alignment with ESSA goal targets, decrease the percent of Chronic Absenteeism from 9.1 in 2016-17 to 8.8 in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of the Four-Year Adjusted Cohort Graduation Rate, improve the Percent from 86.5 in 2015-16 to 87.1 in 2016-17.</p>
3.3	<p>District equity coaches will receive two days training from the Pacific Education Group on how to support school staff to be more culturally responsive in the classroom, discipline practices, and interaction with the school community (Day 1) and planning for training at the school level (Day 2). A third day, which will be funded by the District, will engage District Leaders and Central Office Leadership (Day 3).</p>	<p>In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics from 59.1 in 2016-17 to 60.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 57.7 in 2016-17 to 61.0 in 2017-18. In addition, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.5 in 2016-17 to 65.3 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 53.5 in 2016-17 to 57.1 in 2017-18. In addition, in alignment with ESSA goal targets, decrease the percent of Chronic Absenteeism from 9.1 in 2016-17 to 8.8 in 2017-18. Furthermore, in alignment with ESSA goal targets, increase the percent of the Four-Year Adjusted Cohort Graduation Rate from 86.5 in 2016-17 to 87.1 in 2017-18.</p>

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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 Professional staff	3.1	2.5FTE Mental Health Professional staff salaries [District]	\$ 141,716.00	\$ -
Mental Health Professional staff	3.1	1.0FTE Psychologist [Woodrow Wilson MS]	\$ 82,832.00	\$ -
Home Visitors	3.1	3.5FTE Home Visitors [Bielefield, Snow, Macdonough Elementary Schools]	\$ 73,528.00	\$ -
Behavior Support Monitors	3.1	2.0FTE Behavior Support monitors [Keigwin and Woodrow Wilson MS]	\$ 38,246.00	
Restorative Justice stipends	3.2	64 certified teachers x \$29/hr x 7.5 hrs each [District]	\$ 13,920.00	
100: Personnel Services - Salaries Subtotal:			\$ 350,242.00	\$ -
200: Personnel Services - Benefits				
Mental Health Professional staff	3.1	1.0 Psychologist: Health benefits	\$ 24,074.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 24,074.00	\$ -
300: Purchased Professional and Technical Services				
Pacific Education Group consultant	3.3	2 day x Culturally Responsive practices training. \$6,000/day.	\$ 12,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 12,000.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Mileage for Home Visitors	3.1	Up to \$6,000 with supported documentation including miles traveled, Google maps print out and client visits log. Reimbursement rate if 54.5cents/mile in SY18. All mileage is in state.	\$ 6,000.00	\$ -

			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 6,000.00	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 392,316.00	\$ -

IV. 2017-18 Operations Priorities

Middletown

Step 1: Place an "X" beside the district's 2017-18 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

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

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.		
4.2.		
4.3.		

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
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:			\$ -	\$ -
OPERATIONS SUB-TOTAL:			\$ -	\$ -

V. Non-Reform Budget - Optional Section

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

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

400: Purchased Property Services Subtotal:			\$ -
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:			\$ -
NON-REFORM SUB-TOTAL:			\$ -

VI. FY '18 AD and PSD Budget Summary

Middletown

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	\$ 562,398.00	\$ 1,217,273.00	\$ -	\$ 350,242.00	\$ -	\$ -	\$ -	\$ -	\$ 2,129,913.00	\$ -
200: Personnel Services - Benefits	\$ 9,027.00	\$ 219,984.00	\$ -	\$ 24,074.00	\$ -	\$ -	\$ -	\$ -	\$ 253,085.00	\$ -
300: Purchased Professional and Technical Services	\$ -	\$ 250,080.00	\$ -	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ 262,080.00	\$ -
400: Purchased Property Services	\$ 1,762.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,762.00	\$ -
500: Other Purchased Services	\$ 4,500.00	\$ -	\$ -	\$ 6,000.00	\$ -	\$ -	\$ -	\$ -	\$ 10,500.00	\$ -
600: Supplies	\$ -	\$ 206,099.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 206,099.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 577,687.00	\$ 1,893,436.00	\$ -	\$ 392,316.00	\$ -	\$ -	\$ -	\$ -	\$ 2,863,439.00	\$ -

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: _____ **HEREBY ASSURES THAT:**
Middletown Public Schools
(insert LEA 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

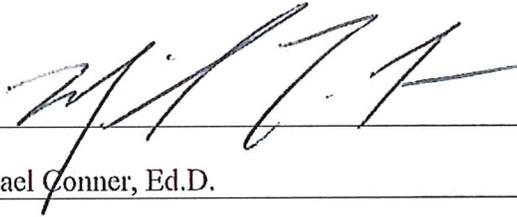
result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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:



Name: *(typed)*

Michael Conner, Ed.D.

Title: *(typed)*

Superintendent

Date:

1/19/18