

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:		
Norwalk Public Schools		
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):	
\$1,148,209	\$3,283,105	
Contact Person:	Contact Title:	
Patty Foley	Director of School Improvement	
Telephone:	E-mail Address:	
203-854-4136	foley/p@norwalkps.org	
Name of Superintendent:		
Steven J. Adamowski, PhD		
Signature of Superintendent:		Date:
		5.3.18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):	
Michael Barbis		
Signature of Board Chair:		Date:
		5-3-18

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 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 type="checkbox"/>	Professional learning	<input type="checkbox"/>	Retention of top talent
<input checked="" 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 (i.e., 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.	Curriculum and Instruction Site Directors (CISD) - District will staff one or .5 CISD in each of the elementary schools. CISDs are curriculum experts and will coach Teachers and administrators in effective instructional practices. They will work side by side with Central Office Chief Academic Officer and school principals to create and implement district initiatives and coaching cycles, ensuring that all teachers receive some coaching over the school year. CISDs will provide instructional coaching, PD, model lessons, and assist with the implementation of CK3LI strategies, a literacy initiative. The CISDs will attend training for CK3LI and turnkey strategies in his/her building. Each building will also have a Reading Interventionist dedicated to K-2 who will assist with the implementation of CK3LI strategies and early interventions.	In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2015-16 to 65.6 in 2016-17. Under the Smarter Balanced Growth Model, increase average percentage of target achieved from 58.5% in 2016-17 to 61.7% in 2017-18.
1.2.	Leadership Development: - Two teachers in Residence to work at Central office and in the schools to support the STEM program and Language Arts. These two teachers will have gone through a leadership program offered by Norwalk to support teacher leaders. 2. The second cohort of potential Principals and administrators to attend the Relay Graduate School of Education National Principals Academy. A mentor from Relay will also work with these candidates throughout the school year with the primary focus on Instructional Coaching. The goal is to keep leaders in the district and offer leadership/mentor positions. 3. Continue the Emerging Leaders program in order to maintain high quality teachers and offer opportunity to others seeking leadership roles with Norwalk. This is specifically for teachers who would like to fine tune his/her craft in the classroom or move to an instructional leader in the building.	In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in ELA from 64.6% in 2016-17 to 67.3% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18.
1.3.	Teacher Evaluation - CES will complete a two day training for Principals to use the evaluation rubric and calibrate for consistency. Improving teacher evals and offering PD will result in better instruction in the classroom.	In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in ELA from 64.6% in 2016-17 to 67.3% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18.

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			
6.5 Curriculum and Instruction Site Directors in elementary schools	1.1	1 FTE in elementary schools over 400 and a .5 in the smaller schools. Salary approx. \$130,000	\$ 912,435.00
Teacher in Residence to support STEM beginning Feb. 1, 2018 and 1 Teacher in Residence to support ELA beginning March 2018.	1.2	The district will hire two full time teachers to cover the classes for the two teachers in Residence who will work for a year at Central Office. The Directors will work closely with the Teacher in Residence to design curriculum, role out professional development to schools, and coach teachers. \$78,100 is the amount for both teachers in residence for half the year.	\$ 78,100.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 990,535.00
200: Personnel Services - Benefits			
Partial benefits for the 6.5 CISDs	1.1	Partial benefits for the CISDs. Local funding will pay the rest	\$ 12,000.00
Partial benefits Teachers in Residence	1.2		\$ 8,674.00
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 20,674.00
300: Purchased Professional and Technical Services			
Relay graduate School of Education Principals Academy Fellowship Program	1.3	5 candidates selected to attend 17-18 cohort to continue to build a leadership pipeline in Norwalk-other funding source through community partners will support the program	\$ 45,000.00
Emerging Leaders - 2 cohorts will be trainer in 17-18. 10 teacher leaders accepted to the program an and 8 house leaders for the middle school	1.3	Continue training accepted applicants for the leadership pipeline	\$ 90,000.00
Evaluation training for Principals using the SEED rubric	1.3	Refresher PD to calibrate the evaluation rubric with Principals	\$ 2,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 137,000.00
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 SUB-TOTAL:			1,148,209.00

II. 2017-18 Academic Priorities

Norwalk Public Schools

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 type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input type="checkbox"/>	Supports for special populations (e.g., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input 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 (i.e., 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.	Curriculum Writing and Alignment: to support Pre-School programs and work with Grades K-3 early childhood. Offer professional development to align curriculum. The goal is to provide K-3 teachers with a strong foundation in early literacy skills while including Pre-K teachers in the training. The district is supporting CK3LI this year. Teachers led by the Teacher in Residence will write Social Studies and Science units this spring. Curriculum specialists along with teachers will be on the committee for this project and then the curriculum will be introduced to faculty over the summer and paid days in August 2017. The Common Core standards will drive the work and 4 units will be written in each area for Grades K-8 and 9-10.	In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, in ELA, increase average percentage of target achieved from 58.5% in 2016-17 to 61.7% in 2017-18. PELI, a preschool literacy assessment aligns to Dibels will demonstrate a 10% decrease in students scoring in the red from 23% BOY to 13% EOY.
2.2.	K-3 Mandatory Summer School: will expand to K-5 for 5 weeks with certified teachers and 1 para per classroom. Staff will be given 4 professional development days in June 2018 and then 4 hour days at the students home school. Class size will be between 12 - 16. This is part of the district operating plan and has been in effect for two years. This is a district intervention in order to decrease summer learning loss. Also, Grades 4 and 5 will have mandatory summer school based on data and there will be summer school to bridge the transition form 8th to 9th Grade. This serves approximately 100 students per high school and we partner with the Carver foundation. Carver also helps support 6th Grade summer school.	In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18. Students in K,1 and 2 will have a baseline on Dibbles and Grade 4 and 5 will have NWEA baseline. Progress monitoring will occur over the five weeks and an exit assessment will be given. Students in the red will be reduced from EOY 2017 to BOY 2018 by 15% and students in basic to proficient will show growth of 10 points on NWEA in May 2018.

2.3	Interventions in place for elementary and middle school: Middle School redesign has changed to block scheduling and includes an intervention for all students needing extra time. Read 180 is used and when applicable system 44. Coaches are in the middle school to support the redesign and help implement curriculum. A math intervention program will be run as well in the middle schools targeting students needing additional support. These interventions will also be use with the tier 3 program at the public library in conjunction with Sacred Heart and the district. Achieve 3000 is being piloted for Grades 4 and 5 in three schools.	In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, in ELA, increase average percentage of target achieved from 58.5% in 2016-17 to 61.7% in 2017-18. In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18.
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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. 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				
1 preschool instructional specialist	2.1	Work with Pre-K teachers to align curriculum and strategies to K-3	\$ -	\$ 156,000.00
4.8 Early Literacy teachers	2.1	4.8 K-3 Early Literacy teachers	\$ -	\$ 490,000.00
4 MS reading interventionists	2.3	Read 180 specialist and reading interventionists for 6th Grade team	\$ -	\$ 387,825.00
Math after school tutoring program for middle school	2.3	Address math data and support the Carver Center for an after School math program at each of the 4 middle schools		\$ 40,000.00
Provide autonomy for 6 schools to hire interventionist/enrichment	2.3	The district office will monitor the request for interventionist/additional part time teacher etc. for non title I schools. Schools will be tiered.		\$ 261,000.00
Stipends for curriculum writing June 2018 Science/Social Studies	2.1	Teachers led by Teachers In Residence will write curriculum for SS and Science		\$ 65,000.00
K-5 Summer School June 2018	2.2	All professional development and June salaries will be paid from the allocation. District will support July. All K-5 below the benchmark will attend mandatory summer school in his/her own school for 5 weeks		\$ 160,000.00
Substitutes for Lab School at Naramake	2.3	HMH consultants working in Naramake to produce a lab school for Relevance and Rigor in the classroom		\$ 12,000.00
NPA Credit Recovery Summer School	2.2	Provide summer school for all those needing 6 or 9 credits to graduate. This will be hosted at NPA and the blended learning model will be used. Approx. 50 students will attend the last two weeks of June 2018.		\$ 18,000.00
Salaries for Tier 3 instruction elementary and MS	2.3	Sacred Heart and the Norwalk public Library in conjunction with NPS hosting an intensive 3 day per week 2 hour after school session for 30 students		\$ 28,000.00
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 1,617,825.00
200: Personnel Services - Benefits				
1 Preschool instructional specialist	2.1	medical benefits	\$ -	\$ 23,931.00
4.8 Early Literacy teachers	2.1	FICA (1.45)	\$ -	\$ 10,000.00
4 MS reading interventionists	2.3	FICA (1.45) Health Insurance	\$ -	\$ 93,612.00
200: Personnel Services - Benefits Subtotal:			\$ -	\$ 127,543.00

300: Purchased Professional and Technical Services				
Community partner to manage summer schools (June 2018) for 4th and 5th Grade students	2.2	Extend summer school to Grades 4 and 5 in home school with a community partner	\$ -	\$ 250,000.00
Middle Schools Redesign CSSR monthly PD	2.3	Teaching in the block and using additional time for intervention/enrichment	\$ -	\$ 40,000.00
Consultants to provide World language and social studies coaching	2.1	Middle science coaching to support implementation of curriculum writing this spring and summer, World language for middle and high school.		\$ 20,000.00
HMH contract for middle School redesign Read and math 180, System 44	2.3	Payment for 2017-18 and 2018-19 for all Read 180, Systems 44 and PD	\$ -	\$ 355,800.00
Lab school at Naramake Elementary School using relevance and rigor in the classroom	2.3	Consultants working with classroom teachers creating a model classroom for district PD for teachers 2 year contract with consultant		\$ 58,934.00
2 CES Coaches; ELA and Math to work with middle schools	2.3	ELA and Math coach from CES to provide monthly support to the four middle schools to help with Rigor and Relevance training and implement the curriculum		\$ 206,900.00
Contract with Carver Foundation to run summer school (June 2018) for incoming 6th Graders and bridge summer school transitional program for rising 9th Graders	2.2	Partner with the Carver Foundation to run summer school for rising 6th Graders and rising 9th Graders. Transportation, snacks and teachers and paraprofessionals are paid for the full day 5 week program.		\$ 122,000.00
Achieve 3000 (Grades 4-5 reading intervention support at Fox Run, Tracey, and Jefferson Elementary Schools	2.3	An intervention strategy for Grades 4 and 5 to increase literacy skills. This includes PD for the teachers in the schools as well as licenses and for all Grade 4 and 5 students. This will expand to the other elementary schools for 2018-19.		\$ 129,467.00
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 1,183,101.00
400: Purchased Property Services				
			\$ -	
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Transportation Tier 3 after school intervention at Public Library	2.3	Transportation from Ponus Ridge middle school and Kendal elementary school fro this pilot program	\$ -	\$ 2,500.00

Transportation for June summer school for Grades 4 and 5	2.2	Buses fro K-3 students to home school fro summer academy	\$ -	\$ 25,000.00
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ 27,500.00

600: Supplies				
Supplies for intervention programs and after school programs		Supplies and licenses for Teach to One Math at Nathan Hale Middle School	\$ -	\$ 45,350.00
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ 45,350.00
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ -	\$ 3,001,319.00

III. 2017-18 Culture and Climate Priorities

Norwalk Public Schools

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 type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	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 (i.e., 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.	PBIS/Behavior Management Training: PBIS will continue with ongoing training. Five schools in year 3 of implementation will receive 2 days of training. Additionally there will be 2 days per schools of embedded coaching by a CES consultant. There will also be five days available for two schools to receive support if they need a refresher and to go deeper to align with a character education theme. This training will also support the goal in each School's Improvement Plan to reduce chronic absenteeism.	In alignment with ESSA targets, chronic absenteeism will be reduced from 8.5% in 2016-17 to 8.2% in 2017-18. Reduction in referrals at individual schools by 10%. Schools will have a written plan for tier 2 and tier 3 interventions to support students and staff. The schools will reduce ISS by 10% and will monitor this in the plan.
3.2.	School Governance Training: Training will occur 4 times throughout the year to help train the parents and community partners on their role as a School Governance Council member. The first training will be delivered by a consultant with the Director of School improvement around School Improvement Planning. There will also be a sessions focused on site-based budgeting and Health and Wellness.	In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, in ELA, increase average percentage of target achieved from 58.5% in 2016-17 to 61.7% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18.
3.3.	School Climate Specialist: School Climate Specialist will collaborate with the School Preparedness Coordinator to reduce behavior issues and ensure students feel safe in the environment. This specialist will also work proactively and intervene with address students who are in danger of being chronically absent.	Chronic absenteeism will be reduced from 8.5% in 2016-17 to 8.2% in 2017-18. Reduce hallway and lunch room behaviors by 10%. Decrease ISS incidence from 180 to 160.

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				
1 Climate Specialist at Brien McMahon High School	3.3	Support the implementation of the new sign in procedures (Raptor) and monitor hallways to assist students getting to class.		\$ 47,000.00
			\$ -	\$ -
			\$ -	
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 47,000.00
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
PBIS training by CES for 6 schools in year three. (Brookside, Fox Run, Jefferson, Kendall, Marvin, and Tracey)	3.1	Rosario and Associates is contracted to support the SGC by offering PD throughout the year	\$ -	\$ 32,000.00
PBIS additional support for 2 schools (Tracey School and Naramake School)	3.1	Extra support for schools needing more time with Consultant to support Character Education and interface the two	\$ -	\$ 10,000.00
SGC Rosario and Associates	3.2	Rosario Consultant group will support our Councils with evening professional development on specific topics. This will be done in conjunction with central office administrators.	\$ -	\$ 20,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 62,000.00
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:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ -	\$ 109,000.00

IV. 2017-18 Operations Priorities

Norwalk Public Schools

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 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 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 (i.e., 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.	Extended Learning Time: Focus school support to extend learning time for students at Brien McMahon HS who need additional support in math. This will provide students an extra class period a day to extend learning time.	In alignment with ESSA targets, increase the four year graduation rate from 90.4% in 2015-16 to 90.7% in 2016-17. An increase of 10 students entering IB classes who were getting extra math support.
4.2.	Additional Professional Development for Intra-District Magnet Schools and Themed Schools: Provide additional training to strengthen intra-district magnet schools and themed schools. These trainings will include: Dual Language Instruction provided by the Center for Applied Linguistics, PBIS, and Character Education Training.	In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in ELA from 58.5% in 2016-17 to 61.7% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18. In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. Increase in NWEA scores with 60% of students surpassing their projected targeted growth number set by NWEA.

<p>4.3. Computer Adaptive Software: Computer adaptive software will support curriculum implementation in a blended learning model. Each of the 12 Elementary Schools will have software that connects with the curriculum and allows for blended learning.</p>	<p>In alignment with ESSA targets, increase the DPI in ELA from 64.8 in 2016-17 to 65.6 in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in ELA from 58.5% in 2016-17 to 61.7% in 2017-18. Under the Smarter Balanced Growth Model, increase the average percentage of target achieved in math from 64.6% in 2016-2017 to 67.3% in 2017-18. In alignment with ESSA targets, increase the DPI in math from 59.8 in 2016-17 to 61% in 2017-18. 60% of all students will surpass the projected target growth set for them by NWEA and teacher based on MOY data.</p>
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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				
Additional Math teacher to support intervention at Brien McMahon High	4.1	District must support focus school in math for high needs population	\$ -	\$ 63,786.00
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 63,786.00
200: Personnel Services - Benefits				
FICA for Math Interventionist	4.1	FICA for Math Interventionist	\$ -	\$ 5,000.00
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ 5,000.00
300: Purchased Professional and Technical Services				
Additional PD for Magnet Schools; Bank Street and Dual Language strategies to strengthen Magnet themes.	4.2	Support schools in additional to site based budget to provide staff additional training.	\$ -	\$ 20,000.00
Adaptive software to support curriculum in 12 Elementary schools	4.3	All school will have additional software to be able to implement a blended learning model and support tiers of learning	\$ -	\$ 84,000.00
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 104,000.00
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:			\$ -	\$ 172,786.00

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

Norwalk Public Schools

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	\$ 990,535.00	\$ -	\$ 1,617,825.00	\$ -	\$ 47,000.00	\$ -	\$ 63,786.00	\$ -	\$ 990,535.00	\$ 1,728,611.00
200: Personnel Services - Benefits	\$ 20,674.00	\$ -	\$ 127,543.00	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ 20,674.00	\$ 132,543.00
300: Purchased Professional and Technical Services	\$ 137,000.00	\$ -	\$ 1,183,101.00	\$ -	\$ 62,000.00	\$ -	\$ 104,000.00	\$ -	\$ 137,000.00	\$ 1,349,101.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ 27,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,500.00
600: Supplies	\$ -	\$ -	\$ 45,350.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,350.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,148,209.00	\$ -	\$ 3,001,319.00	\$ -	\$ 109,000.00	\$ -	\$ 172,786.00	\$ -	\$ 1,148,209.00	\$ 3,283,105.00

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: Dr. Steven J. Adamowski HEREBY ASSURES THAT:
Norwalk 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 granter 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.

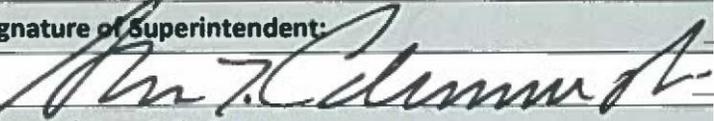
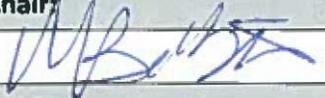
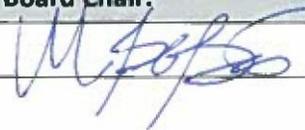
(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies,

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

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:	
Norwalk Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$1,148,209	\$3,283,105
Contact Person:	Contact Title:
Patty Foley	Director of School Improvement
Telephone:	E-mail Address:
203-854-4136	foleyp@norwalkps.org
Name of Superintendent:	
Steven J. Adamowski, PhD	
Signature of Superintendent:	Date:
	... > '3. 18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Michael Barbis 	
Signature of Board Chair:	Date:
	5-3-18

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:



Steven J. Adamowski PhD

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

Date:

■ ,