

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:	
Norwich Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$3,893,121	\$830,376
Contact Person:	Contact Title:
Dr. Thomas Baird	Director of Curriculum, Instruction, and Assessment
Telephone:	E-mail Address:
860-823-6284 X2011	tbaird@norwichpublicschools.org
Name of Superintendent:	
Abby I. Dolliver	
Signature of Superintendent:	Date:
<i>Abby I. Dolliver</i>	1/9/18 January 9, 2018
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Dr. Yvette Jacaruso	<i>Yvette C. Jacaruso</i> Yes
Signature of Board Chair:	Date:
<i>Yvette Jacaruso</i>	1/9/2018 January 9, 2018

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 type="checkbox"/>	District/school leadership development
<input checked="" type="checkbox"/>	Professional learning	<input 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.	Instructional Coaching: Instructional specialists will meet regularly with the administrative literacy specialists overseeing Talent and Academics to ensure consistent messages, and to ensure fidelity to established coaching cycles which will ensure that all teachers receive in-class support throughout the year. The primary responsibility for instructional specialists is to observe and provide feedback to teachers focused on their individual goal plans. In addition, instructional specialists will support their assigned schools through the facilitation of data team meetings and PLCs. Instructional specialists will support instruction by offering model lessons, and support in the development of differentiated lesson plans. Instructional specialists will also deliver building wide and grade level professional development and assist in curriculum development. Instructional specialist will be provided with opportunities for professional learning by attending in-district and out of district professional development opportunities, as well as remaining informed of current research based practices that create a highly effective classroom environment.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 60.0% in Spring of 2018 from 56.7% Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 59.4 in 2017-18. Increase Math District Performance Indices from 52.9 in 2016-17 to 54.6 in 2017-18.
1.2.	Professional Learning: The district will engage the expertise of Dr. Margie Gillis's "Literacy How" in concert with the Structured Literacy Series of professional development, programs of Lindamood Bell, and approach of Orton Gillingham to support literacy instruction and build internal expertise and capacity in the schools. Students identified with reading disabilities will receive intensive instruction using effective, research based strategies and methods.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 59.4 in 2017-18.
1.3.		

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			
Administrative Specialist	1.1	1 FTE @ \$119,429	\$ 119,429.00
Instructional Specialists	1.1	7 FTE @ average salary of \$74,376.29	\$ 520,634.03
TEAM Coordinator	1.1	\$2,500 stipend	\$ 2,500.00
Substitute Teachers to cover classrooms for teachers to attend professional learning	1.2	\$95/day @ 73 days	\$ 6,935.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 649,498.03
200: Personnel Services - Benefits			
Instructional Specialists Health Benefits	1.1	2 @ single health benefits, 2 @ couple's health benefits, 3 @ family health benefits	\$ 107,432.41
Certified Payroll Taxes	1.1	1.45%	\$ 7,585.44
Non Certified Payroll Taxes	1.2	7.65%	\$ 530.53
200: Personnel Services - Benefits Subtotal:			\$ 115,548.38
300: Purchased Professional and Technical Services			
Seeing Stars Professional Learning	1.2	6 staff @ \$749/person June 18-19 @ Farmington, CT	\$ 4,494.00
Orton Gillingham Professional Learning	1.2	6 staff @ \$1175/person May 21-25 in Hartford, CT	\$ 7,050.00
Literacyhow Structured Literacy Professional Learning	1.2	5 staff @ \$750/person January 18, February 8, Mar 8, April 5, May 3 in North Haven, CT	\$ 3,750.00
Developing Functional Behavior Assessments and Behavior Intervention Plans Professional Learning w/ Eastconn	1.2	15 staff @ \$100/person January 30, May 2, May 3 in Norwich	\$ 1,500.00

Alternate Math Calculations Strategies for Special Education Teachers Professional Learning	1.2	10 staff @ \$100/person April 24, North Haven, CT	\$	1,000.00
Changing How Struggling Students Perceive Math Professional Learning w/ CREC	1.2	10 staff @ \$100/person May 1 in Hartford, CT	\$	1,000.00
Supporting Els in the Math Classroom Professional Learning w/ CREC	1.2	5 staff @ \$100/person May 1 in Hartford, CT	\$	500.00
The COMPASS: Basic Modules Train the Trainer (2-day workshop) @ CREC	1.2	1 staff @ \$750/person May 14 & 15 in Hartford, CT	\$	750.00
Co-teaching Consultation	1.2	1 consultant for 3 days @ \$500/day	\$	1,500.00
Special Education Audit with LEARN	1.2		\$	25,000.00
Kurzweil Professional Learning	1.2	@ professional learning package rate of \$3,600	\$	3,600.00
300: Purchased Professional and Technical Services Subtotal:			\$	50,144.00
400: Purchased Property Services				
			\$	-
			\$	-
			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
Professional Resources for Special Education Teachers and Paraeducators	1.2	Approximately 10 copies @ approximate cost of \$18/copy of approximately 7 titles	\$	1,260.00
600: Supplies Subtotal:			\$	1,260.00
700: Property				

			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
TALENT SUB-TOTAL:			\$	816,450.41

II. 2017-18 Academic Priorities

Norwich

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 type="checkbox"/>	Common Core-aligned curriculum	<input checked="" type="checkbox"/>	Full-day kindergarten
<input 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 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	PreK - Grade 3 Literacy: Academic interventionists will provide direct instruction and monitor student progress using research based interventions in the areas of reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Foundations. Additionally, the district will offer a full day kindergarten program district wide for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Foundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 59.4 in 2017-18.
2.2	College and Career Ready: Norwich will be undertaking a major review and revision of all extended core curriculum in the district. The district will hire technology integration teachers to instruct students in 21st century technology literacy skills. Two world language teachers will be maintained at the middle schools to provide Spanish instruction to all students. To enhance the arts, instrumental instruction will be increased to 2 FTE and an art teacher will be added all at the middle school level. Additionally, academic interventionists will provide direct instruction and monitor student progress using research based interventions in the areas of math for students in grades 3-6 during the after school hours.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 60.0% in Spring of 2018 from 56.7% Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 59.4 in 2017-18. Increase Math District Performance Indices from 52.9 in 2016-17 to 54.6 in 2017-18.

<p>2.3 Special Populations: Review building level SRBI (intervention) and SST (Student Support Team) practices for English Learners. Develop and implement consistent district-wide SRBI and SST practices. Include English Learner teachers in grade level data-team meetings in order to plan for specialized instruction for students. Provide professional learning opportunities for teachers on specialized instruction. Include English Learner teachers in the curriculum development process in all content areas.</p> <p>Additionally, the district will invest in an extended continuum of in-district services for Special Education. The district continues to have increasing needs for special education students. Providing programming in-district is best practice and adheres to the principles of the least restrictive environment. Norwich has developed a model program for students with Autism Spectrum Disorder, but increasing numbers of students are requiring services and our current program requires additional materials. The district is also seeking invest in internal systems and technology related to the services for students requiring special education. To improve inclusive opportunities in the area of mathematics, funds are required to train teachers in addressing math challenges students experience in co-taught classrooms and for curriculum development of specialized mathematics modules designed for special education students. Increasing needs involving assistive technology in students' IEPs require the coordination of services and devices. Funding will be used to support the addition of an Assistive Technology Coordinator. In response to needing to improve data collection systems and tools to drive Planning and Placement Team decisions, funding for building data collection toolbox used across district is required.</p>	<p>ELA Smarter Balanced Growth Model average percentage of target achieved for English Learners will meet or exceed the district benchmark of 58.2% in Spring 2018.</p> <p>Math Smarter Balanced Growth Model average percentage of target achieved for English Learners will meet or exceed the district benchmark of 60.0% in Spring 2018.</p> <p>Increase ELA District Performance Indicies from 58.1 in 2016-17 to 59.4 in 2017-18.</p> <p>Increase Math District Performance Indicies from 52.9 in 2016-17 to 54.6 in 2017-18.</p>
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Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. 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				
Kindergarten Teachers	2.1	9 FTE @ average salary of \$65,882.56	\$ 36,030.84	\$ 556,912.20
Interventionists	2.1	10,889 interventionist hours @ \$22/hr.	\$ 73,482.81	\$ 166,075.19
After School Math Interventions (3-6)	2.2	3 teachers per elementary school for 1.5 hours for 70 days @ \$34.02/hr, 2 teachers @ 6GA for 2 hours for 70 days @	\$ 84,539.70	
Teacher pay for SRBI process/ specialized math instruction development	2.3	440 Hours @ \$34.02/hr	\$ 14,968.80	
Instrumental Music Teachers	2.2	2 FTE @ average salary of \$61,096	\$ 122,192.00	
Media Arts Teacher	2.2	1 FTE @ Teachers' contract rate	\$ 53,437.00	
Technology Integration Teachers	2.2	4.6 FTE @ average salary of \$75,605.70	\$ 347,786.22	
World Language Teachers	2.2	2 FTE @ average salary of \$59,100.50	\$ 118,201.00	
TESOL/ Bilingual Teachers	2.3	11.6 FTE @ average salary of \$66,972.10	\$ 776,876.36	
EL Paraeducator	2.3	0.4 FTE @ \$7,818.32	\$ 7,818.32	
Teacher hours for Curriculum Development: Special Education Math	2.3	300 hours @ \$34.02	\$ 10,206.00	
Teacher hours for Design of Data Collection System for Special Education	2.3	150 hours @ \$34.02	\$ 5,103.00	
Assistive Technology Committee Coordinator	2.3	6 hours X 10 days X \$34.02/hr	\$ 2,041.20	
100: Personnel Services - Salaries Subtotal:			\$ 1,652,683.25	\$ 722,987.39
200: Personnel Services - Benefits				
Kindergarten Teachers Health Benefits	2.1	2 @ no benefits, 2 @ single health benefits, 5 @ family health benefits	\$ 4,557.35	\$ 86,608.63
Instrumental Music Teachers	2.2	1 @ no health benefits, 1 @ family health benefits	\$ 20,080.69	
Media Arts Teacher	2.2	1 @ single health benefits	\$ 7,768.23	
Technology Integration Teachers	2.2	0.6 @ single health benefits, 0.3 @ single health benefits, 1 @ couple's health benefits, 3 @ family health benefits	\$ 83,060.42	

World Language Teachers	2.2	2 @ family health benefits	\$ 40,161.38	
TESOL/ Bilingual Teachers	2.3	2 @ no health benefits, 2 @ single health benefits, 1 @ couple's health benefits, 4 @ family health benefits	\$ 111,686.16	
EL Paraeducator	2.3	1 @ no health benefits	\$ -	\$ -
Certified Payroll Taxes	2.1/2.2/2.3	1.45%	\$ 21,559.22	\$ 8,075.23
Non Certified Payroll Taxes	2.1/2.2	7.65%	\$ 12,686.82	\$ 12,704.75
200: Personnel Services - Benefits Subtotal:			\$ 301,560.27	\$ 107,388.61
300: Purchased Professional and Technical Services				
Fluency: Read Naturally	2.3	200 licenses @ \$19/unit	\$ 3,800.00	\$ -
Mind Play: Virtual Reading Coach Program	2.3	200 licenses @ \$200/unit	\$ 40,000.00	
Kurzweil Software	2.3	474 licenses @ \$25/student	\$ 11,850.00	\$ -
Boardmaker: license for communication boards for non-verbal students	2.3	10 licenses @ \$199/unit	\$ 1,990.00	\$ -
LEARN Professional Services for Program Development	2.3	20 days @ \$1,035/day	\$ 20,700.00	
300: Purchased Professional and Technical Services Subtotal:			\$ 78,340.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Foundations Consumables	2.1	Durables & Consumables grades K-3	\$ 46,555.00	\$ -

Literacy Workshop Consumables	2.1	send home bags, pocket folders, charts, markers, post-its, composition books	\$ 22,603.07	
STEM Instructional Supplies	2.2	Related curricular texts and consumable materials, robotics, makerspace, and other devices	\$ 50,000.00	
Reader's Workshop Books	2.1	\$250 per classroom (ELA, SpEd, EL) @60 teachers	\$ 15,000.00	\$ -
School Library Books	2.1	approximately \$2,778 per school	\$ 25,000.00	\$ -
Seeing Stars Kits	2.3	7 kits @ \$499.95	\$ 3,499.65	
Next Steps in Guided Reading Books	2.3	K-2: 10 units @ \$44.99 3-8: 20 units @ \$44.99	\$ 1,349.70	
Instructional Supplies for ABA Classrooms	2.3		\$ 2,000.00	
Partitions for Special Education Resource Rooms	2.3		\$ 5,000.00	
600: Supplies Subtotal:			\$ 171,007.42	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 2,203,590.94	\$ 830,376.00

III. 2017-18 Culture and Climate Priorities

Norwich

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 (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.	Suspension Rate: Implement restorative practices, inclusive of trauma informed teaching strategies, district-wide during the 2017-2018 school year. Train administration and select social workers, school counselors, psychologists, teachers, and ISS paraeducators on advanced tiered restorative practices with implementation during the 2017-2018 school year.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 60.0% in Spring of 2018 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 59.4 in 2017-18. Increase Math District Performance Indicies from 52.9 in 2016-17 to 54.6 in 2017-18.
3.2.	Family Engagement: Revise school compacts with families and schools. Revise the student and family handbook. Develop grade level, parent friendly, academic guides as district academic curricula is developed (tentative implementation for the 2018-2019 school year). Develop School Improvement Plans in collaboration with families.	Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 60.0% in Spring of 2018 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 59.4 in 2017-18. Increase Math District Performance Indicies from 52.9 in 2016-17 to 54.6 in 2017-18.

<p>3.3. Attendance/Chronic Absenteeism: The manager of media communications will oversee the implementation of a marketing campaign, inclusive of automated phone messaging, web presence and paper communication that ensures clear and shared definitions related to absenteeism and clarifies expectations and procedures to staff, students, families and the community. Each school will ensure attendance reporting is completed daily. The coordinator of after school programs and attendance will call home each day to the family of any absent child. Central office will provide bi-weekly attendance updates to the attendance teams at each school and ensure the scheduling of bi-weekly attendance team meetings. Each attendance team will review current data, establish appropriate interventions for both Tier II and Tier III students, and will plan for school-wide (Tier I) interventions such as perfect attendance awards, monthly incentives for the classroom with the highest attendance, and workshops for families. Additionally, the attendance team will work with community partners and the nursing supervisor to provide appropriate supports for students with chronic health issues to ensure students have access to educational supports when out of school. Meetings will collaboratively address issues related to truancy to ensure streamlined communication between the family and the school. Tier II and III interventions may include: individualized family meetings and home visits, "lunch bunch" groups, referrals to local programs and agencies, individualized goal setting, etc.</p>	<p>No more than 11.7% of students will be identified as chronically absent for the 2017-18 school year, a 0.6% decrease from 2016-17's rate of 12.3%.</p>
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. 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				
Middle School Counselor	3.1	1 FTE @ Teachers' contract rate	\$ 87,956.00	
School Psychologist	3.1	1 FTE @ Teachers' contract rate	\$ 87,956.00	
ISS Paraeducators	3.1	2 FTE @ Paraeducators' contract rate	\$ 43,434.00	
Manager of Media Communication	3.2	1 FTE @ Board approved rate	\$ 57,222.00	\$ -
Nursing Supervisor	3.3	1 FTE @ Board approved rate	\$ 61,200.00	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 337,768.00	\$ -
200: Personnel Services - Benefits				
Middle School Counselor Health Benefits	3.1	1 @ no health benefits	\$ -	
School Psychologist Health Benefits	3.1	1 @ family health benefits	\$ 20,080.69	
ISS Paraeducators Health Benefits	3.1	1 @ single health benefits	\$ 8,637.05	
Manager of Media Communication Health Benefits	3.2	1 @ couple's health benefits	\$ 18,324.50	\$ -
Nursing Supervisor Health Benefits	3.3	1 @ no health benefits	\$ -	\$ -
Certified Payroll Taxes	3.1/3.2/3.3	1.45%	\$ 2,550.72	
Non Certified Payroll Taxes	3.1/3.2/3.3	7.65%	\$ 12,381.98	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 61,974.95	\$ -
300: Purchased Professional and Technical Services				
Contracted School Psychologist	3.1	\$85/hr * 7.5 hrs/day * 175 days	\$ 111,562.50	\$ -
			\$ -	\$ -

			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 111,562.50	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Attendance Incentives - Huntington	3.3	380 students @ \$3/student	\$ 1,140.00	\$ -
Attendance Incentives - Mahan	3.3	245 students @ \$3/ student	\$ 735.00	
Attendance Incentives - Moriarty	3.3	413 students @ \$3/ student	\$ 1,239.00	
Attendance Incentives - Stanton	3.3	336 students @ \$3/ student	\$ 1,008.00	
Attendance Incentives - Uncas	3.3	267 students @ \$3/ student	\$ 801.00	
Attendance Incentives - Veterans	3.3	317 students @ \$3/ student	\$ 951.00	
Attendance Incentives - Wequonnoc	3.3	275 students @ \$3/ student	\$ 825.00	
Attendance Incentives - Kelly	3.3	679 students @ \$3/ student	\$ 2,037.00	
Attendance Incentives - Teachers	3.3	307 students @ \$3/ student	\$ 921.00	

600: Supplies Subtotal:			\$ 9,657.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 520,962.45	\$ -

IV. 2017-18 Operations Priorities

Norwich

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 checked="" type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input 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 (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.	Technology Integration: Over the past 5 years, the district has completed a major infrastructure upgrade in all schools and buildings. At this stage, the director of information technology is now developing systems and strategies to ensure proper maintenance of upgraded student technologies and ensure adequate response times to tickets. Upgrades to technology in 2017-18 will focus on updating staff devices as deemed appropriate based on an inventory of these devices. As a result, academic and administrative programs and services can flourish and can utilize all new technologies to the highest capacities. Also, the information technology staff will research and implement cost effective solutions that enhances the district's ability to provide a quality education for students and give administrators and faculty the means to operate successfully.	<p>Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 58.2% in Spring 2018 from 54.7% in Spring of 2017.</p> <p>Increase Math Smarter Balanced Growth Model average percentage of target achieved to 60.0% in Spring of 2018 from 56.7% Spring of 2017.</p> <p>Increase ELA District Performance Indices from 58.1 in 2016-17 to 59.4 in 2017-18.</p> <p>Increase Math District Performance Indices from 52.9 in 2016-17 to 54.6 in 2017-18.</p>
4.2.	Student Enrollment Process: With the intent of opening two additional magnet schools in the district, the position of central registrar is of utmost importance. The district will operate a central registration center to enroll new students into the district and facilitate timely transfer of records as students move between schools. The Central Registrar will ensure timely, accurate entry of student data and will facilitate district and state level needs of student data exports. The Registrar will involve guidance department for middle school enrollment to ensure smooth transition and scheduling of appropriate coursework.	No more than 11.7% of students will be identified as chronically absent for the 2017-18 school year, a 0.6% decrease from 2016-17's rate of 12.3%.

4.3.		
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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				
Director of Information Technology	4.1	1 FTE Director of Information Technology	\$ 70,380.00	\$ -
Central Registrar	4.2	1 FTE Central Registrar	\$ 45,900.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 116,280.00	\$ -
200: Personnel Services - Benefits				
Director of Information Technology Health Insurance	4.1	1 @ couple's health benefits	\$ 18,108.92	\$ -
Central Registrar Health Insurance	4.2	1 @ no health benefits	\$ -	\$ -
Non Certified Payroll Taxes	4.1/4.2	7.65%	\$ 8,895.42	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 27,004.34	\$ -
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				
Staff Devices	4.1	To be determined based on a needs assessment currently being conducted across the district. Although the need is larger than the budgeted amount, funds will be allocated to the positions and departments most in need of resources. Roughly 209 computers @ \$1,000/unit	\$ 208,832.86	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 208,832.86	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-TOTAL:			\$ 352,117.20	\$ -

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

Norwich

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	\$ 649,498.03	\$ 1,652,683.25	\$ 722,987.39	\$ 337,768.00	\$ -	\$ 116,280.00	\$ -	\$ -	\$ 2,756,229.28	\$ 722,987.39
200: Personnel Services - Benefits	\$ 115,548.38	\$ 301,560.27	\$ 107,388.61	\$ 61,974.95	\$ -	\$ 27,004.34	\$ -	\$ -	\$ 506,087.94	\$ 107,388.61
300: Purchased Professional and Technical Services	\$ 50,144.00	\$ 78,340.00	\$ -	\$ 111,562.50	\$ -	\$ -	\$ -	\$ -	\$ 240,046.50	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
600: Supplies	\$ 1,260.00	\$ 171,007.42	\$ -	\$ 9,657.00	\$ -	\$ 208,832.86	\$ -	\$ -	\$ 390,757.28	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 816,450.41	\$ 2,203,590.94	\$ 830,376.00	\$ 520,962.45	\$ -	\$ 352,117.20	\$ -	\$ -	\$ 3,893,121.00	\$ 830,376.00

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: Abby I. Dolliver **HEREBY ASSURES THAT:**
Norwich 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,

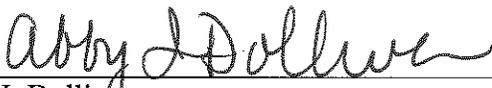
patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (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)* Abby I. Dolliver
Title: *(typed)* Superintendent
Date: 1/16/2018