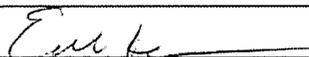
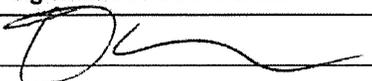


2017-18 Consolidated Alliance and Priority School District Application

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:	
Stamford Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$2,824,882	\$269,074
Contact Person:	Contact Title:
Judith Singer	Executive Director of Research
Telephone:	E-mail Address:
(203) 977-4320	jsinger@stamfordct.gov
Name of Superintendent:	
Earl Kim	
Signature of Superintendent:	Date:
	3-14-18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
David Mannis	Yes
Signature of Board Chair:	Date:
	3/27/18

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 checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input 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 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.	Support teacher and administrator training in the evaluation process to improve student achievement. *Hold PDGE (Professional Development Growth and Evaluation) meetings to review and revise evaluation plan as needed; hold a one day orientation meeting and provide professional development to new teachers	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.
1.2.	Support TEAM Program *Continue funding the TEAM Program to support beginning educators and new staff to SPS. In 2017-18, 98 teachers are in the TEAM Program, each with a mentor. Stamford requires a minimum of 25 annual contact hours between mentor and mentee, with meetings documented. The annual cost is approximately \$1,000 per mentor, half of which has been absorbed by the CSDE. However, support for TEAM was discontinued by the CSDE for the 2017-18 school year and the district is sustaining the program.	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.
1.3.	Enhance the diversity of teachers/administrators in Stamford Public Schools *Enroll teachers for TESOL cross certification in the ARCTELL and Southern Connecticut State University programs *Travel for administrators to attend minority recruitment fairs in Connecticut	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.

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			
Stipends for teachers	1.1	PDGE steering committee meetings after school 2 meetings X 2 hrs. X \$37.39 per hr. X 30 members =\$4,487	\$ 4,487.00
Subs for steering committee	1.1	PDGE committee meetings 5 teachers X 2 days X \$90 per day = \$900	\$ 900.00
Stipends for mentor teachers	1.2	75 members X \$500=\$37,500	\$ 37,500.00
Tuition Reimbursement	1.3	Tuition reimbursement for teachers to participate in ARCTEL program. 4 teachers X \$1200 =\$4,800; Teachers enrolled in TESOL at SCSU 8 teachers X \$1,000 = \$8,000	\$ 12,800.00
100: Personnel Services - Salaries Subtotal:			\$ 55,687.00
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			

			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -

500: Other Purchased Services			
Administrators/Teachers/HR staff	1.3	Travel to minority recruitment fairs in Connecticut	\$ 2,500.00
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ 2,500.00
600: Supplies			
TEAM software	1.2	\$150 X 75 members = \$11,250	\$11,250
			\$ -
			\$ -
600: Supplies Subtotal:			\$ 11,250.00
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
TALENT SUB-TOTAL:			\$ 69,437.00

II. 2017-18 Academic Priorities

STAMFORD

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 checked="" type="checkbox"/>	Pre-Kindergarten
<input 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 (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.	<p>Strengthen instruction & improve attendance at Focus Schools: Rippowam and Westhill High schools, including continued support for Roxbury and Davenport Ridge schools that moved out of Focus School Status.</p> <p>*Continue Instructional Support Teachers (IST) to support literacy instruction</p> <p>*Continue PreK program at Davenport, Roxbury, KT Murphy and funding for Para at PreK School Readiness Class</p> <p>*Expand Tier II interventions, Math 180 and Read 180 at the secondary schools</p> <p>* Hire a consultant to assist in the development of a framework for enrichment programming</p>	<p>In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.</p>
2.2.	<p>Strengthen and extend core instruction K-12, literacy, math and science districtwide.</p> <p>*Revise Project Opening Doors (POD) program to focus on tutoring of underrepresented AP students</p> <p>*Continue AVID program in secondary schools</p> <p>*Continue districtwide K-2 ISTs, Teacher on Special Assignment (TOSA) for ELL and TOSAs for elementary & secondary math</p> <p>*Continue Dreambox program;</p> <p>*Continue after school/during day tutoring support for all students including struggling students in Algebra 1</p>	<p>In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.</p>
2.3.	<p>Continue Professional Development and for staff to improve literacy and math achievement of all students.</p> <p>*Continue training for teachers to complete 8 modules in EL instructional strategies as required by the DOJ</p> <p>*Initiate consultant to support SRBI programming at the secondary level</p> <p>*Continue New England League of Middle Schools consultants to operationalize middle school redesign</p> <p>*Continue training of AP teachers in conjunction with TAFT Education Center</p> <p>*Continue coaching and Professional Development for teachers and administrators on early grade reading</p> <p>*Consultant to work with elementary principals in scheduling to ensure students are receiving all components of the core curriculum particularly ELL, SPED and Title I students.</p>	<p>In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Teachers	2.1	8 FTE IST teachers in K-2 (PSD) Davenport \$109,148, Hart \$101,597, Toquam \$109,148, KTM \$109,148, Rogers \$91,195, Roxbury \$49,357, Springdale \$84,641 Stark 110,334 = \$764,568, 1 FTE IST teacher at Davenport (Alliance) (\$85,781)	\$ 85,781.00	\$ 764,568.00
Teachers PreK	2.1	2 FTE PreK teachers at Davenport (\$62,355) and Roxbury (\$68,689)=\$131,044	\$ 131,044.00	\$ -
Para Educators PreK	2.1	4 FTE para educators for PreK classes at Davenport \$28,399, Roxbury \$32,784, KT Murphy \$32,784 and Rippowam PreK \$25,497 =\$119,464	\$ 119,464.00	
Teachers extra service	2.2	Advanced Placement Focused Tutoring and Study Sessions. 68 Teachers X 13 hours X \$44pr/hr.= \$38,896; 3 hour study sessions. 18 courses X 2 schools X 2 sessions X 4 hours X \$44 pr/hr. =\$12,672; AP Coordinator 8 coordinators X 30 hours X \$37.36 pr/hr. =\$8,966	\$ 60,534.00	\$ -
AVID High School Teacher	2.2	1 FTE AVID teacher at Westhill High focus school.		\$ 114,675.00
AVID tutors	2.2	College tutors to tutor in AVID program as required by AVID certification guidelines (5 schools each receive \$6,000 for tutors)	\$ 30,000.00	
Teachers ELL, Math	2.2	Teachers on Special Assignment to support curriculum and coaching for ELL (PSD) \$79,326 (1 FTE), Math Elementary (1 FTE) \$92,907 and Math Secondary (1 FTE) \$95,611	\$ 188,518.00	\$ 79,326.00
Teachers, Extra Service	2.2	Provide instruction in literacy and math through before and after school intervention services or by overseeing certified teacher/tutors during the day for targeted students at all schools. This represents \$10,000 for each schools (21 schools) to provide tutoring services.	\$ 210,000.00	
Sub Coverage for EL PD	2.3	Substitute coverage for EL training for new teachers. 35 teachers X 8 modules X 3days X \$90 per day =\$75,600; Studio Model training 8 sessions X \$90pr/day X 15 subs=\$10,800; EL Advanced Coaching Model 90 pr/day X 327 teachers =\$29,430	\$ 115,830.00	

Sub coverage for literacy PD	2.3	Cover the cost for travel of subs for 24 teacher leaders to attend multiple session of CK3LI early literacy training in New Britain and North Haven locations and CL3LI coaching for 6 teachers 24 subs X 7 sessions X \$90 pr/day = \$15,120	\$	15,120.00	
Sub Coverage-literacy	2.3	Sub Coverage for teachers to prepare and present new literacy curriculum units 13 teachers X 20 days X \$90 per/day = \$23,400	\$	23,400.00	
Teachers, Extra Service	2.3	Teachers will develop resources that align with the CT Core Standards within each curriculum unit of study for Grades K-5. 6 teachers X \$38.00 X 26 hours = \$5,928	\$	5,928.00	
Teachers, Extra Service	2.3	Committee on middle school redesign to prepare PD for peers 5 teachers X 37 hours X \$37.39 = \$6.917	\$	6,917.00	
Sub Coverage, Middle School Redesign	2.3	Substitutes for teachers to attend Middle School Redesign committee during school day. 5 teachers X 10 meetings X \$90 = \$4,500	\$	4,500.00	
100: Personnel Services - Salaries Subtotal:			\$	997,036.00	\$ 958,569.00
200: Personnel Services - Benefits					
IST Teacher Benefits	2.1	Benefits for 8 FTE IST teachers in K-2 (PSD), Davenport \$1,286, Hart \$26,618, Toquam \$26,618, KTM \$19,716, Rogers \$9,862, Roxbury \$13,309, Springdale \$26,618, Stark 26,618, 1 FTE IST teacher at Davenport (Alliance) (\$26,618)	\$	26,618.00	\$ 150,645.00
PreK Teacher Benefits	2.1	Benefits for 2FTE PREK teachers at Davenport (\$26,618)and Roxbury (\$0)	\$	26,618.00	
Para Educators PreK Benefits	2.1	Benefits for 4 FTE para educators for PreK classes at Davenport (\$30,021), Roxbury (\$11,262), KT Murphy (\$0) and Rippowam PreK (11,262)	\$	52,545.00	\$ -
AVID Teacher Benefits	2.2	Benefits for 1 FTE AVID teacher at Westhill High focus school.			\$ 19,717.00
Teachers, EL and Math Benefits	2.2	Benefits for teachers on Special Assignment to support curriculum and coaching for ELL(\$26,618) (PSD) (1 FTE), Math Elementary(\$26,618) (1 FTE) and Math Secondary (\$19,717) (1 FTE) (Alliance)	\$	46,335.00	\$ 26,618.00
200: Personnel Services - Benefits Subtotal:			\$	152,116.00	\$ 196,980.00
300: Purchased Professional and Technical Services					
Consultant for Enrichment	2.1	Hire a consultant to work with Davenport and Roxbury and other elementary schools to develop enrichment programming.	\$	25,000.00	\$ -
AVID Center	2.2	AVID Center membership fee for five schools	\$	18,995.00	\$ -

Consultants for EL Training	2.3	Consultants to provide PD for classroom teachers to support EL students	\$ 12,000.00	
Partnership with Community Agency	2.2	During the day Algebra 1 tutoring support at Stamford High School in partnership with Stamford Public Education Foundation (SPEF)	\$ 281,489.00	
Coordinators for Academic Tutoring in partnership with SPEF	2.2	2 Coordinators at Stamford and Westhill High Schools to oversee the Student Athletics tutoring program to support high school varsity athletes (\$35,000 for each coordinator)	\$ 70,000.00	
Program Fees	2.2	Program fees to provide field experiences at local science centers during the day for elementary students (Bartlett Arboretum and Stamford Museum and Nature Center and after school programming for middle school students at SoundWaters Environmental Center.	\$ 16,716.00	\$ 25,000.00
Consultants for SRBI at the Secondary level	2.3	Consultants to provide PD and coaching to the secondary schools for intervention support in literacy	\$ 50,000.00	
Consultant for Middle School redesign	2.3	Consultants to work with committees to operationalize middle school redesign including scheduling	\$ 7,200.00	
Consultant for Early Grade Reading	2.3	Consultant to coach and provide PD for teachers and administrators in early reading	\$ 111,433.00	\$ 48,567.00
Consultant for Scheduling of Core Curriculum	2.3	Consultant to ensure all students are receiving all components of the core curriculum particularly ELL, SPED and Title I students.		\$ 46,433.00
300: Purchased Professional and Technical Services Subtotal:			\$ 592,833.00	\$ 120,000.00

400: Purchased Property Services				
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Busses for AVID	2.2	Busses for AVID for Connecticut College tours (\$1,000 per each school, 5 schools)	\$ 5,000.00	\$ -
Busses for Intervention Program	2.2	Busses to transport students home from after school intervention program at all schools	\$ 40,000.00	
Busses	2.2	Busses to transport students to science programs to participate in activities related to classroom curriculum	\$ 18,850.00	
Travel and registration to AP workshops	2.3	Cover the cost for travel and registration for AP Summer Institutes in CT in Science, Math, English and Social Studies for AP teachers. 16 teachers X \$1200=	\$ 19,200.00	
Travel to Literacy	2.3	Cover the cost for travel of 24 teacher leaders to attend multiple session of CK3LI early literacy training in CT locations	\$ 6,872.00	
500: Other Purchased Services Subtotal:			\$ 89,922.00	\$ -
600: Supplies				
Materials for PreK classes	2.1	Materials to support PreK classrooms (\$5,000 for three schools)	\$ 15,000.00	\$ -
Materials for Read 180/Math 180	2.1	Materials to support Tier II intervention, Read 180 and Math 180, including Hosting fees	\$ 138,161.00	\$ -
Materials for AP Tutoring (POD)	2.2	Materials needed for AP classes	\$ 3,000.00	\$ -
Materials/Supplies for AVID program	2.2	Supplies for AVID program	\$ 5,769.00	
Software	2.2	Software to support Alternate Routes To Success program (ARTS)		\$ 8,959.00
Materials/Supplies Middle School Redesign	2.3	Materials for PD for middle school redesign	\$ 1,000.00	
600: Supplies Subtotal:			\$ 162,930.00	\$ 8,959.00
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 1,994,837.00	\$ 1,284,508.00

III. 2017-18 Culture and Climate Priorities

STAMFORD

Step 1: Place an "X" beside the district's 2017-18 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input 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.	Improve attendance, reduce chronic absenteeism and promote engagement of parents in their children's education at all schools. * Continue Outreach Coordinator at Davenport *Continue Bilingual social worker (.3) at Westhill High School *Continue PBIS support programs at selected schools including PBIS workshops located in CT	In alignment with ESSA targets, to reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2017-18 target of 8.6%.
3.2.	Promote engagement of parents in their children's education *Continue Parent Facilitators at all schools to promote outreach to parents *Continue District Wide School Family Resource Facilitator (.7)	In alignment with ESSA targets, to reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2017-18 target of 8.6%.
3.3.	Work to personalize the educational experience for high school students through alternative scheduling, revision of Connection Time and development of procedures for Capstone Projects. *High School Scheduling Committee will explore scheduling alternatives *Connection Time Committee will revise and improve Connection Time experience for students *Collaboration with the Mayors Youth Service Bureau regarding internship programs and after school Mayor's Youth Leadership Council to work with high school students on public awareness activities. *Continue drop out prevention program for teen mothers in partnership with Family Centers. *Hire a .4 College and Career Readiness coordinator at Stamford High School to assist students with Post-Secondary plans.	In alignment with ESSA targets, to reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2017-18 target of 8.6%. To increase the adjusted four-year cohort graduation rate from the 2015-16 baseline of 88.5% to the 2016-17 target of 88.9%.

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				
Family Outreach Coordinator	3.1	.5 FTE at Davenport Ridge School	\$ 3,411.00	\$ -
Bilingual Social Worker	3.1	.3 Bilingual Social Worker at Westhill High School		\$ 26,547.00
Parent Facilitators	3.2	Parent Facilitators in all schools including PreK program at School Readiness. 10 hrs. X \$17.65 per hr X 40 weeks X 20 = \$141,200; Parent Facilitator to work with PreK 20 hrs X 17.65 X 40 weeks = \$14,120	\$ 14,120.00	\$ 141,200.00
FTE Family Resource Facilitator	3.2	.7 Family Resource Facilitator		\$ 55,945.00
Teachers, Extra Service	3.3	High School teachers will investigate, analyze and recommend a scheduling structure that will optimize student learning. 10 teachers X 10 meetings X 2 hrs X \$37.39 = \$7,478	\$ 7,478.00	
Teachers, Extra Service	3.3	Teachers to work on curriculum for Connection Time period 6 teachers X 12 hrs X \$37.39 per/hr = \$2,692	\$ 2,692.00	
College and Career Readiness Counselor	3.3	.4 college and career readiness coordinator at Stamford High School. \$39,152		\$ 39,152.00
100: Personnel Services - Salaries Subtotal:			\$ 27,701.00	\$ 262,844.00
200: Personnel Services - Benefits				
Family Outreach Coordinator Benefits	3.1	Benefits for .5 FTE Outreach Coordinator at Davenport Ridge School	\$ 643.00	\$ -
Bilingual Social Worker Benefits	3.1	Benefits for .3 Bilingual Social Worker at Westhill High School		\$ 7,985.00
Family Resource Facilitator Benefits	3.2	Benefits for .7 Family Resource Facilitator		\$ 9,614.00
College and Career Readiness Counselor	2.1	Benefits for .4 college and career readiness coordinator at Stamford High School.		\$ 9,862.00
200: Personnel Services - Benefits Subtotal:			\$ 643.00	\$ 27,461.00
300: Purchased Professional and Technical Services				
Mayor's Youth Leadership Council Program	3.3	After school student club to create public awareness activities		\$ 38,000.00
Partnership with Family Centers	3.3	Teen Pregnancy Program		\$ 9,285.00
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 47,285.00
400: Purchased Property Services				

			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
Travel to PBIS workshops	3.1	Travel within CT to PD related to PBIS program	\$ 2,341.00	\$ -
500: Other Purchased Services Subtotal:			\$ 2,341.00	\$ -
600: Supplies				
Supplies and Materials for PBIS	3.1	Materials for PBIS data collection, supplies for program	\$ 3,231.00	\$ -
Supplies for Internship Program	3.3	Supplies for Summer Internship program for SPS students in collaboration with the Mayors Youth Service Bureau.	\$ 2,200.00	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 5,431.00	\$ -
700: Property				
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 36,116.00	\$ 337,590.00

IV. 2017-18 Operations Priorities

STAMFORD

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 (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.	Implement Year 3 of the Technology Plan *Provide a District Wide Middle School Tech Boot Camp day *Implement online K12 In-Service To Go Google Bundle at all 21 schools to support Google applications for all teachers *Integration of technology into the curriculum using Chromebooks and Google online	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.
4.2.	Enhance staffing to promote student achievement, K-12 *Continue support for Chief Information Officer, Data Analyst, Teacher on Special Assignment (TOSA) for Data Monitoring and Administrative Interns at Academy of Information, Technology and Engineering, Davenport and Roxbury. *Continue partial funding for Director of Preschool, Director of School Improvement, Direct of Grants and Assistant Director of Grants *Continue consultant support for research analyst to maintain district reporting for state and schools	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.
4.3.	Strengthen systems for data analysis through Focus Walks and Data Teams districtwide.	In alignment with ESSA targets, increase the DPI in ELA from the 2016-17 baseline at 65.6% to the 2017-18 target at 66.3% and increase the DPI in math from the 2016-17 baseline at 61.9% to the 2017-18 target at 62.9%. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved in ELA from the 2016-17 baseline at 57.3% to the 2017-18 target at 60.6% and in math from the 65.5% baseline to the 2017-18 target at 68.2%.

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				
Teacher, Extra Service	4.1	Teachers to present technology workshops to peers at a one day Tech Day Boot Camp 8 teachers X 4 hours X \$37.39 per hour = \$1,196.48. \$1, 196.00 Alliance and 0.48 District	\$ 1,196.00	\$ -
Chief Information Officer	4.2	.5 FTE Chief Information Officer	\$ 70,000.00	\$ -
TOSA for Data Monitoring	4.2	1 FTE TOSA for Data Monitoring, K-12	\$ 113,564.00	
Data Analyst	4.2	1 FTE Districtwide Data Analyst	\$ 50,000.00	
Administrative Interns	4.2	3 FTE Administrative Interns at AITE (\$104,291) , Davenport(\$90,393) and Roxbury (\$104,291) Schools	\$ 298,975.00	
Subs for District Data Team	4.3	Subs for District Data Team meetings. 10 subs X 8 meetings X \$90 = \$7200	\$ 7,200.00	
Subs for Focus Walks at all Schools	4.3	Subs for Focus Walks at all schools 4 subs X 4 days X 21 schools X \$90 = \$30,240	\$ 30,240.00	
Administrators	4.2	1.8 FTE partial salaries for Director of PreK (\$82,656), Director Grants (\$83,556), Assistant Director of Grants (\$77,159) and Director of School Improvement (\$47,527)		\$ 290,898.00
100: Personnel Services - Salaries Subtotal:			\$ 571,175.00	\$ 290,898.00
200: Personnel Services - Benefits				
TOSA for Data Monitoring, Benefits	4.2	Benefits for 1 FTE TOSA for Data Monitoring	\$ 19,717.00	\$ -
Data Analyst	4.2	Benefits for 1 FTE Data Analyst	\$ 13,309.00	\$ -
Administrative Interns, Benefits	4.2	Benefits for 3 FTE Administrative Interns at Davenport \$26,618, AITE \$26,618, Roxbury \$26,618	\$ 79,854.00	
Administrator, Benefits	4.2	Benefits for 1.8 partial salaries of Director of PreK (\$7,751), Director of Grants (\$7,751), Assistant Director of Grants (\$10,456), and Director of School Improvement (\$4,665)	\$ -	\$ 30,623.00
200: Personnel Services - Benefits Subtotal:			\$ 112,880.00	\$ 30,623.00
300: Purchased Professional and Technical Services				
Research Analyst Consultant	4.2	Research Analyst to provide data for state and school reporting \$50 pr/hr X 600 hours = \$30,000	\$ 30,000.00	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 30,000.00	\$ -

400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Online subscription	4.1	K-12 In service online Google bundle for all teachers	\$ 10,437.00	\$ -
600: Supplies Subtotal:			\$ 10,437.00	\$ -
700: Property				
Chromebooks	4.1	285 Chromebooks to assist in the integration of technology into the curriculum \$285 per unit X 300 units = \$85,500		\$ 85,500.00
700: Property Subtotal:			\$ -	\$ 85,500.00
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
OPERATIONS SUB-TOTAL:			\$ 724,492.00	\$ 407,021.00

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

STAMFORD

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	\$ 55,687.00	\$ 997,036.00	\$ 958,569.00	\$ 27,701.00	\$ 262,844.00	\$ 571,175.00	\$ 290,898.00	\$ -	\$ 1,651,599.00	\$ 1,512,311.00
200: Personnel Services - Benefits	\$ -	\$ 152,116.00	\$ 196,980.00	\$ 643.00	\$ 27,461.00	\$ 112,880.00	\$ 30,623.00	\$ -	\$ 265,639.00	\$ 255,064.00
300: Purchased Professional and Technical Services	\$ -	\$ 592,833.00	\$ 120,000.00	\$ -	\$ 47,285.00	\$ 30,000.00	\$ -	\$ -	\$ 622,833.00	\$ 167,285.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 2,500.00	\$ 89,922.00	\$ -	\$ 2,341.00	\$ -	\$ -	\$ -	\$ -	\$ 94,763.00	\$ -
600: Supplies	\$ 11,250.00	\$ 162,930.00	\$ 8,959.00	\$ 5,431.00	\$ -	\$ 10,437.00	\$ -	\$ -	\$ 190,048.00	\$ 8,959.00
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 85,500.00	\$ -	\$ -	\$ 85,500.00
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 69,437.00	\$ 1,994,837.00	\$ 1,284,508.00	\$ 36,116.00	\$ 337,590.00	\$ 724,492.00	\$ 407,021.00	\$ -	\$ 2,824,882.00	\$ 2,029,119.00

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: STAMFORD PUBLIC SCHOOLS **HEREBY ASSURES THAT:**

STAMFORD 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: 
Earl Kim
Name: *(typed)* _____
Superintendent of Schools
Title: *(typed)* _____
Date: 4/16/18