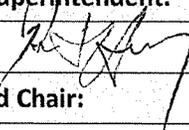
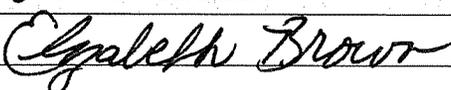


## 2017-18 Consolidated Alliance and Priority School District Application

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.

<b>Local Education Agency:</b>	
Waterbury Public Schools	
<b>FY 2018 Alliance District Allocation:</b>	<b>FY 2018 PSD Allocation (if applicable):</b>
\$19,988,884.00	\$2,016,198.00
<b>Contact Person:</b>	<b>Contact Title:</b>
Darren M. Schwartz	Chief Academic Officer
<b>Telephone:</b>	<b>E-mail Address:</b>
(203) 574-8016	dschwartz@waterbury.k12.ct.us
<b>Name of Superintendent:</b>	
Mr. Robert Henry, Deputy Superintendent of Schools	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	May 29, 2018
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Elizabeth C. Brown, President	Yes
<b>Signature of Board Chair:</b>	<b>Date:</b>
	May 29, 2018

**2017-18 Talent Priorities**

Fill in district name on this page only:

District: Waterbury

**Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.**

<input checked="" type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input checked="" type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	District/school leadership development (incl LEAD CT Coaching for Supts, Turnaround Principal programs, and Dist Capacity)
<input checked="" type="checkbox"/>	Professional development	<input checked="" type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.**

Talent Priorities:		Aligned SMART Goals:
1.1.	Improve instructional Leadership Effectiveness-The Chief Academic Officer and Instructional Leadership Directors will collaborate with colleagues to provide school leaders with differentiated job embedded professional development to meet their needs as identified by adult (CCL rubric, ILD site visits) and student measures (discipline date, chronic absenteeism data, assessment results). Instructional Leadership Directors (ILDs) will provide coaching for administration and create a district-wide PD series on SEL and monitor the implementation.	The District Performance Index (DPI) for ELA will improve from 53.4% in 2017 to 55.1% in 2018. The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The DPI for Math will improve from 46.9% in 2017 to 49.1% in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018.
1.2.	Improve Teacher Effectiveness-The Chief Academic Officer, Instructional Leadership Directors, Supervisor of Talent and Professional Development will collaborate with colleagues to provide professional development around CT Core Standards, classroom management and cultural competency. Coaching cycles will provide job-embedded professional learning for teachers to support instruction/intervention in Mathematics and ELA. All administrators will commit to walk-throughs and feedback to monitor Return on Investment of PD.	The District Performance Index (DPI) for ELA will improve from 53.4% in 2017 to 55.1% in 2018. The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The DPI for Math will improve from 46.9% in 2017 to 49.1% in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018.

1.3.	Recruitment and Retention-The Chief Academic Officer, Supervisor of Talent and Professional Development, and Recruiter, in collaboration with colleagues, will participate in focused recruitment of minority teachers and building personal relationships, "grow our own" pipeline via RELAY and Yes Clubs, partnering with higher education with a particular focus on specific HBCUs, collect data to evaluate program and establish a new teacher hiring process.	The District Performance Index (DPI) for ELA will improve from 53.4% in 2017 to 55.1% in 2018. The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The DPI for Math will improve from 46.9% in 2017 to 49.1% in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018. The total number of minority educators in Waterbury Public Schools will increase by 5% from June 2017 to June 2018. The Average percentage of Target Achieved in Literacy ELP on LAS Links will improve from 53.4% in 2017 to 57.0% in 2018.
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**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. 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:
<b>100: Personnel Services - Salaries</b>			
Chief Academic Officer	1.1, 1.2, 1.3	1 Full Time Position - 12 mos (Central Office)	\$ 158,363.00
Instructional Leadership Directors	1.1, 1.2	3 Full Time Position - 12 mos (Central Office)	\$ 447,897.00
ILD/Secondary & Turnaround (Walsh, Wilby, Kennedy, Crosby)	1.1, 1.2	1 Full Time Position - 12 mos (Central Office)	\$ 148,499.00
Supervisor of Talent & Professional Dev	1.2, 1.3	1 Full Time Position - 12 mos (Central Office)	\$ 127,679.00
Recruiter	1.3	1 Full Time Position - 12 mos (Central Office)	\$ 42,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 924,438.00</b>
<b>200: Personnel Services - Benefits</b>			
Chief Academic Officer	1.1, 1.2, 1.3	1 Full Time Position - 12 mos @ 50.79%	\$ 80,432.57
Instructional Leadership Directors	1.1, 1.2	3 Full Time Position - 12 mos @ 50.79%	\$ 227,486.89
ILD/Secondary & Turnaround (Walsh, Wilby, Kennedy, Crosby)	1.1, 1.2	1 Full Time Position - 12 mos @ 50.79%	\$ 75,422.64
Supervisor of Talent & Professional Dev	1.2, 1.3	1 Full Time Position - 12 mos @ 50.79%	\$ 64,848.16
Recruiter	1.3	1 Full Time Position - 12 mos @ 58.44%	\$ 24,544.80
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 472,735.06</b>
<b>300: Purchased Professional and Technical Services</b>			
Minority Recruitment & Retention	1.3	Recruitment and Retainment Budget activities	\$ 32,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 32,000.00</b>
<b>400: Purchased Property Services</b>			
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ <b>1,429,173.06</b>

**2017-18 Academic Priorities**

District: Waterbury

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

**Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.**

Academic Priorities:		Aligned SMART Goals:
2.1.	Improve Special Populations -The Director of Teaching and Learning and Early Childhood Special Education Supervisor will collaborate with colleagues to provide professional learning opportunities for Bilingual/ESL Teachers, Pre-K Teachers and Pre-K Assistants to support the delivery of CCSS aligned curriculum to EL students district-wide. Provide monthly offerings for Elementary ESL teachers, and quarterly for new teachers, Secondary ESL teachers, Bilingual teachers, Pre-K teachers and Pre-K assistants.	The District Performance Index (DPI) for ELA will improve from 53.4% in 2017 to 55.1% in 2018. The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The average percentage of Target Achieved in Oral ELP on LAS Links will improve from 64.5% in 2017 to 67.2% in 2018. The Average percentage of Target Achieved in Literacy ELP on LAS Links will improve from 53.4% in 2017 to 57.0% in 2018.
2.2.	Improve English Language Arts Outcomes for PK-12th grade students -Literacy Facilitators (9 Schools), Reading Teachers (15 schools), PK Teachers, PK Assistants and Director of Teaching and Learning will ensure: curriculum writing and adoption continues, tiered services are implemented with fidelity, job-embedded and district professional development is effective via coaching cycles and Instructional Data Teams are focused on student learning and implementation of best practices (Music, Library/Media and Art).	The District Performance Indices in ELA will improve from 53.4 in 2017 to 55.1 in 2018. The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018.
2.3.	Improve Math and Science Outcomes for PK-12th grade students-Math Supervisor, Math Coaches, PK teachers, PK Assistants, Director of Teaching and Learning and WCA STEM program will ensure: curriculum writing and adoption continues, tiered services are implemented with fidelity, job -embedded and district professional development is effective via coaching cycles and IDTs are focused on student learning (Music, Library/Media and Art teachers).	The District Performance Indices in Math will improve from 46.9 in 2017 to 49.1 in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018.

**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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:
<b>100: Personnel Services - Salaries</b>				
Director of Teaching Learning/Assessment	2.1, 2.2, 2.3	1 Full Time Position - 12 mos (Central Office)	\$ 149,799.00	\$ -
Early Childhood Special Ed Supervisor	2.1	1 FT position (Preschool)	\$ 100,126.00	
Math Supervisor	2.3	1 Full Time Position - 12 mos (Central Office)	\$ 114,630.00	\$ -
PreK Certified Teachers	2.1, 2.2, 2.3	2 Full Time PreK Teacher positions - 10 mos (Wtby Career Academy, Sprague)	\$ 179,346.00	\$ -
Teaching Assistants PreK	2.1, 2.2, 2.3	2 Part Time PreK assistant positions - 10 mos (Maloney, Wtby Career Academy, Sprague)	\$ 56,552.00	\$ -
Literacy Facilitators	2.2	11 Full Time Literacy Facilitators, including Focus Schools (Hopeville, Walsh, Gilmartin, Kingsbury, Generali, Bunker, Reed, North End, Chase)	\$ 837,702.00	\$ -
Art/Music Teachers	2.2, 2.3	7 Full Time Art/Music Teachers (2-Crosby, 2-Reed, Sprague, Maloney, Carrington)	\$ 384,601.00	\$ -
Math Coaches	2.3	2 Full Time (1 @ K-8/1 @ Middle) that serve Bucks Hill /Gilmartin and West Side/Wallace (Focus Schools)	\$ 129,092.00	\$ -
Math Coach	2.3	1 FT Positions (spilt 50% Title I) (Bunker Hill)	\$ 30,188.00	
Reading Teachers	2.2	15 Full time (Positions) (Various)	\$ 927,335.00	\$ -
Walsh Teachers	2.2, 2.3	4 Full Time positions	\$ 253,507.00	
Crosby Teachers	2.1, 2.2, 2.3	9 positions	\$ 612,550.00	
TESOL/Bilingual Teachers	2.1	17 Full Time positions (Various)	\$ 1,214,801.00	
Teacher Prep Time	2.2, 2.3	11 Substitutes @ \$20,000	\$ 220,000.00	
WCA STEM	2.3	Part Time support staff after school @ \$32/hr for teachers & \$38/hr for administrators	\$ 33,428.00	\$ -

Extended Day Kindergarten - 20% Early Literacy	2.2	7 FT Kindergarten Teachers, 1 FT Kindergarten Teacher 50% (Chase, Maloney, Washington, Hopeville)/4 FT Kindergarten Aides (Chase, Driggs)	\$	685,184.00
Early Reading Initiatives - 20% Early Literacy	2.1, 2.2	1 Adm @ 50%, 3 Bilingual Rdg Tchrs. @ 100%, 1 Literacy Facilitator @ 50%, 2 Literacy Tchrs @ 100%, 2 Reg Tchrs @ 50%, 1 Rdg Tchr @ 100% (District Wide)	\$	672,896.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$</b>	<b>5,243,657.00</b>
<b>200: Personnel Services - Benefits</b>				
Director of Teaching Learning/Assessment	2.1, 2.2, 2.3	1 Full Time Position - 12 mos @ 50.79%	\$	76,082.91
Early Childhood Special Ed Supervisor	2.1	1 FT position (Preschool) @50.79%	\$	50,854.00
Math Supervisor	2.3	1 Full Time Position - 12 mos @ 50.79%	\$	58,220.58
PreK Certified Teachers	2.1, 2.2, 2.3	2 Full Time Positions - 12 mos @ 50.79%	\$	91,089.83
Teaching Assistants PreK	2.1, 2.2, 2.3	2 Part Time Position - 12 mos @ 12.79%	\$	7,233.00
Literacy Facilitators	2.2	11 Full Time Positions - 12 mos @ 50.79%	\$	425,468.85
Art/Music Teachers	2.2, 2.3	7 Full Time Positions - 12 mos @ 50.79%	\$	195,338.85
Math Coaches	2.3	2 Full Time Positions - 12 mos @ 50.79%	\$	65,565.83
Math Coach	2.3	1 FT Positions (spilt 50% Title I) @ 50.79%	\$	15,332.49
Extended Day Kindergarten, Early Reading Initiative Programs - 20% Early Literacy	2.2	7 FT Kindergarten Teachers, 1 FT Kindergarten Teacher 50%/4 FT Kindergarten Aides, 1 Adm @ 50%, 3 Bilingual Rdg Tchrs. @ 100%, 1 Literacy Facilitator @ 50%, 2 Literacy Tchrs @ 100%, 1 Rdg Tchr @ 100%	\$	129,159.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$</b>	<b>985,186.32</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$	-
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$</b>	<b>-</b>
<b>400: Purchased Property Services</b>				
			\$	-
<b>400: Purchased Property Services Subtotal:</b>			<b>\$</b>	<b>-</b>
<b>500: Other Purchased Services</b>				

Pre-K Bussing	2.2, 2.3	All Star Pre-K bussing x 2 busses x 182 days	\$ 100,000.00	\$ -
School Improvement Bussing	2.3	After School bussing	\$ 23,000.00	
WCA STEM bussing	2.3	Bussing for WCA Stem program	\$ 38,000.00	\$ -
Literacy Initiatives (ERI)	2.2	Literacy How Mentor Support		\$ 69,000.00
Destiny/Follett	2.2	Open Source Library System		\$ 25,679.00
<b>500: Other Purchased Services Subtotal:</b>			\$ 161,000.00	\$ 94,679.00
<b>600: Supplies</b>				
Curriculum Textbooks/Supplies	2.1, 2.2, 2.3	Leveled reading books & other resources for all curriculum	\$ 108,211.00	\$ -
College Readiness System Solutions	2.2, 2.3	SAT testing materials & scoring	\$ 25,800.00	
Math Resources	2.3	Math Tier II Kits (iReady)	\$ 152,235.00	
Literacy Supplies/Reading	2.2	Materials to support ELA Curriculum - Foundation		\$ 15,410.00
<b>600: Supplies Subtotal:</b>			\$ 286,246.00	\$ 15,410.00
<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
M Class 3D Assessment	2.2	M Class Elementary Reading 3D Software, Platform and Tools for student subscriptions	\$ 175,690.00	\$ -
<b>800: Other Objects Subtotal:</b>			\$ 175,690.00	\$ -
<b>Academics Subtotal:</b>			\$ <b>6,851,779.32</b>	\$ <b>1,597,328.00</b>

**2017-18 Culture and Climate Priorities**

District: Waterbury

**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
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to 2017-18 quarterly progress monitoring. Add or remove rows as necessary.**

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Promote a Positive and Safe School climate (PSD)-The Director of Pupil Services, Social Workers, Coordinator of Security and School Safety, Behavior Technicians, In-School Suspension Monitors, Hall Monitors, and Prevention Specialists will collaborate with colleagues to provide and/or implement SEL Training for all administrators and staff in a developed series throughout the school year in collaboration with local mental health agencies and the State Department of Education (Basic School climate, Restorative Practices).	Reduce Chronic Absenteeism from 16.0% in the 2016-2017 school year to 15.2% in the 2017-18 school year.
3.2.	Reduce Chronic Absenteeism (PSD)-The Director of Pupil Services, Social Workers, Truancy Specialists and Behavior Technicians will collaborate with colleagues to implement a Comprehensive Chronic Absenteeism Plan for the district, reorganize Attendance Counselors to focus on students at risk of becoming chronically absent and ensure each school has embedded strategies in the School Improvement Plan for addressing chronic absenteeism.	Reduce Chronic Absenteeism from 16.0% in the 2016-2017 school year to 15.2% in the 2017-18 school year.
3.3.	Drop-Out Prevention (PSD)-The Director of Pupil Services will improve graduation rates by providing Social Workers, Prevention Specialists, Truancy Specialists, Behavior Technicians, Hall Monitors, and Parent Liaisons (and other colleagues) with strategies for engagement at the secondary level so that students have multiple pathways to graduation, including online learning systems and alternative education. Engage families with service under the Dual Capacity Framework to improve effective family/school partnerships.	Increase the four year graduation rate from 73.3% in 2015-2016 to 74.9% in 2016-17.

**Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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:
<b>100: Personnel Services - Salaries</b>				
Director of Pupil Services	3.1, 3.2, 3.3	1 Full Time Position - 12 mos. (Central Office)	\$ 149,599.00	
Social Workers	3.1, 3.2, 3.3	9 FT (Elementary) 5 FT (Secondary) (District Wide)	\$ 809,045.00	\$ -
Coordinator of Security & School Safety	3.1	1 FT position (Central Office)	\$ 78,021.00	
Behavior Techs (Counselors)	3.1, 3.2	2 FT positions (State St & Enlightenment)	\$ 75,958.00	
In-School Suspension Monitor	3.1	1 Part Time In-School Suspension monitors @ \$90/day put to 182 days	\$ 16,380.00	\$ -
Hall Monitors	3.1, 3.3	2 PT substitutes @ \$90/day x 182 days	\$ 32,760.00	\$ -
Online Learning/Digital Curriculum (Substitutes)	3.3	1 year online system - Part time after school Teachers	\$ 20,000.00	\$ -
Truancy Specialists	3.2, 3.3	3 positions @ 25% salary assist in Drop Out Prevention with middle school students at the comprehensive Middle Schools (Wallace, North End, West Side)		\$ 23,820.00
Prevention Specialist	3.1, 3.3	3 positions @ 25% salary assist in Drop Out Prevention with middle school students at the comprehensive Middle Schools (Wallace, North End, West Side)		\$ 21,480.00
Drop Out Prevention	3.3	1 FT Prevention Specialist, 1 FT Truancy Specialist, 1 FT Clerical, 2 Hall Monitor, Exit Criteria Stipends, Staff Stipends for Alliance		\$ 94,660.00
Alternative Programs	3.3	1 FT Alternative Teacher		\$ 81,061.00
Parent Liaison	3.3	1 FT Position, assist with all Parent involvement activities @ 2 Alternative Schools		\$ 24,077.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 1,181,763.00</b>	<b>\$ 245,098.00</b>

<b>200: Personnel Services - Benefits</b>					
Director of Pupil Services	3.1, 3.2, 3.3	1 Full Time Position - 12 mos @ 50.79%	\$	75,981.33	
Social Workers	3.1, 3.2, 3.3	14 FT Positions - 12 mos @ 50.79%	\$	410,913.96	\$ -
Behavior Techs (Counselors)	3.1, 3.2	2 FT positions - 10 mos @ 58.44%	\$	44,389.86	
Drop Out Prevention	3.3	1 FT Prevention Specialist; 1 FT Truancy Specialist; 1 FT Clerical; 2 Hall Monitor			\$ 44,997.30
Alternative Programs	3.3	1 FT Alternative Teacher @ 50.79%			\$ 41,170.88
Parent Liaison	3.3	1 FT Position @ 58.44%			\$ 14,070.60
<b>200: Personnel Services - Benefits Subtotal:</b>			\$	531,285.14	\$ 100,238.78
<b>300: Purchased Professional and Technical Services</b>					
Naugatuck Valley Community College (NVCC) Partnership	3.3	NVCC dual Articulation courses	\$	80,000.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$	80,000.00	\$ -
<b>400: Purchased Property Services</b>					
			\$	-	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$	-	\$ -
<b>500: Other Purchased Services</b>					
Conn-CAP (Drop Out)	3.3	College preparatory activities for high school students			\$ 15,000.00
			\$	-	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$	-	\$ 15,000.00
<b>600: Supplies</b>					
Online Learning/Digital Curriculum	3.3	Online learning (regular and extended school day use)	\$	71,500.00	
Materials, supplies and food for district activities to promote and increase family engagement including non Title I schools	3.3	Support and expand the role of education in the home and support all parent liaisons with materials, supplies and food service vendors for parent activities	\$	-	\$ 29,762.00
<b>600: Supplies Subtotal:</b>			\$	71,500.00	\$ 29,762.00

<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Culture and Climate Subtotal:</b>			\$ 1,864,548.14	\$ 390,098.78

**2017-18 Operations Priorities**

**District: Waterbury**

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

**Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations priorities strategies and identify a specific, measurable, actionable, realistic, and time-bound (S.M.A.R.T.) goal aligned to each strategy. These S.M.A.R.T. goals will be central to the 2017-18 quarterly progress monitoring. Add or remove rows as necessary.**

Operations Priorities:		Aligned SMART Goals:
4.1.	Student Management System PowerSchool-The new Student Information System that combines the four disparate systems that were in use. System will be used to generate improved dashboard reports specifically in student discipline and chronic absenteeism for the 2017-18 school year.	Reduce Chronic Absenteeism from 16% in the 2016-2017 school year to 15.2% in the 2017-18 school year.
4.2.	Extended School Hours (ESH) (PSD)-Each school will implement an afterschool program focused on literacy, math, science and enrichment with highly qualified teachers. In addition, each school will provide a rigorous Summer Extended School Hours program for all students who qualify, based on mCLASS reading assessments.	The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018. 85% of ESH students will improve a category and/or maintain proficiency as evidenced by mCLASS data from Spring to Fall.
4.3.	Budgeting and Financial Management-Conduct a Capacity and Coherence Review to identify organizational assets, as well as surface areas of development in service of a more systemic and coherent system.	The average percentage of Growth Target Achieved in ELA will improve from 47.7% in 2017 to 51.7% in 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in 2017 to 55.5% in 2018. Reduce Chronic Absenteeism from 16% in the 2016-2017 school year to 15.2% in the 2017-18 school year. Increase the four year graduation rate from 73.3% in 2015-16 to 74.9% in 2016-17. Improve rubric score on the CT LEAD Coherence and Capacity Rubric. Improvement on all identified goals in Talent, Academic, Climate and Operations.

**Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to 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:
<b>100: Personnel Services - Salaries</b>				
Teachers and Aides	4.2	After school employees at elementary schools assist the students in extended learning for Before and After program	\$ -	\$ 25,771.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ -</b>	<b>\$ 25,771.00</b>
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>500: Other Purchased Services</b>				
Enrichment activities for the extended learning Before and After School Program	4.2	Local vendors outside of the education department provide enrichment activities in the Before and After School Program	\$ -	\$ 1,000.00
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ -</b>	<b>\$ 1,000.00</b>
<b>600: Supplies</b>				
Instructional supplies for the Before and After School Program	4.2	Instructional supplies for students who have an extended school day	\$ -	\$ 2,000.00
<b>600: Supplies Subtotal:</b>			<b>\$ -</b>	<b>\$ 2,000.00</b>
<b>700: Property</b>				
			\$ -	\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

<b>800: Other Objects</b>				
Student Management System	4.1	Manage student systems for a more coherent and aligned approach to operations	\$ 193,270.00	\$ -
Operational Inventory Study	4.3	Contract with CT Association of Public School Superintendents for a Capacity and Coherence Review	\$ 30,000.00	\$ -
<b>800: Other Objects Subtotal:</b>			\$ 223,270.00	\$ -
<b>Operations Subtotal:</b>			\$ 223,270.00	\$ 28,771.00

## Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
Waterbury Career Academy	2.2, 2.3, 3.3	73 positions	\$ 4,405,768.00
Content Supervisors	1.1, 1.2, 2.1, 2.2, 2.3	3.5 positions (Central Office)	\$ 420,415.00
Guidance Counselors	3.1, 3.2, 3.3	28 positions (District Wide)	\$ 1,959,477.00
Library Media Specialists	2.2, 2.3	22 positions (District Wide)	\$ 1,548,580.00
Tech Ed Teachers	2.3	17 positions (District Wide)	\$ 1,177,053.00
Crosby Administrator	1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	1 position	\$ 108,820.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 9,620,113.00</b>
<b>200: Personnel Services - Benefits</b>			
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>

<b>400: Purchased Property Services</b>			
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Non-Reform Subtotal:</b>			\$ 9,620,113.00

**FY 18 AD and PSD Budget Summary**

District:   Waterbury  

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	\$ 924,438	\$ 5,243,657	\$ 1,358,080	\$ 1,181,763	\$ 245,098	\$ -	\$ 25,771	\$ 9,620,113	\$ 16,969,971	\$ 1,628,949
200: Personnel Services - Benefits	\$ 472,735	\$ 985,186	\$ 129,159	\$ 531,285	\$ 100,239	\$ -	\$ -	\$ -	\$ 1,989,207	\$ 229,398
300: Purchased Professional and Technical Services	\$ 32,000	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ -	\$ -	\$ 112,000	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 161,000	\$ 94,679	\$ -	\$ 15,000	\$ -	\$ 1,000	\$ -	\$ 161,000	\$ 110,679
600: Supplies	\$ -	\$ 286,246	\$ 15,410	\$ 71,500	\$ 29,762	\$ -	\$ 2,000	\$ -	\$ 357,746	\$ 47,172
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ 175,690	\$ -	\$ -	\$ -	\$ 223,270	\$ -	\$ -	\$ 398,960	\$ -
<b>TOTALS:</b>	<b>\$ 1,429,173</b>	<b>\$ 6,851,779</b>	<b>\$ 1,597,328</b>	<b>\$ 1,864,548</b>	<b>\$ 390,099</b>	<b>\$ 223,270</b>	<b>\$ 28,771</b>	<b>\$ 9,620,113</b>	<b>\$ 19,988,884</b>	<b>\$ 2,016,198</b>



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



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: Waterbury Public Schools HEREBY ASSURES THAT:  
Waterbury 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.

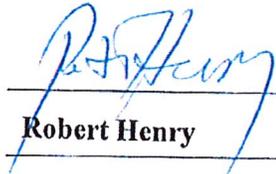
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other 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)*

**Robert Henry**

Title: *(typed)*

**Deputy Superintendent, Waterbury Public Schools**

Date:

**January 19, 2018**