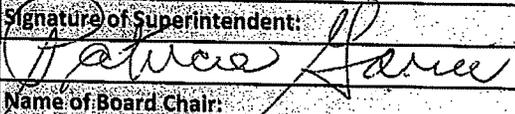


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Windham Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$2,412,354	\$830,376
Contact Person:	Contact Title:
Dr. Patricia Garcia	Superintendent
Telephone:	E-mail Address:
(860) 465-2310	pgarcia@windham.k12.ct.us
Name of Superintendent: Dr. Patricia Garcia	
Dr. Patricia Garcia	
Signature of Superintendent:	Date:
	16-Jan-18
Name of Board Chair:	Local Board Approval of Plan (Yes/No): May 11, 2016
Lynne Ide	Being Presented 1/24/18
Signature of Board Chair:	Date:
	4/11/18

2017-18 Talent Priorities

Windham

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

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

Step 2: Identify a core set of 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.	Recruitment and Human Capital Pipelines: District will continue to develop its capacity for recruitment, induction, retention and development of high-quality individuals in the Windham Public Schools. The Talent Office Staff will support the Talent Director through clerical duties such as assisting with non-confidential functions (Talent Office Administrative Assistant) and the daily operations within the office (Talent Office Confidential Secretaries). This support will further enhance the district’s ability to recruit, hire and fully develop high quality teachers and administrators, including those from under represented populations, who capable of effectively supporting and challenging the students of WPS.	In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54.1 in 2016-17 to 57.6 in 2017-18. Mathematics Achievement will increase from 54.5 in 2016-2017 to 58.0 in 2017-2018.

1.2	<p>Professional Development: The district will continue to staff a Performance Evaluation Specialist to help build teacher and leader capacity to improve student achievement by aligning professional development training to the key indicators within the evaluation framework. The district will continue to review annually the professional development and evaluation plan for the purpose of determining district professional development needs/support for teachers and administrators. The district will provide training to all central office and site based administrators to effectively and efficiently implement the evaluation system in a manner that supports student achievement. Administrators will continue to participate in calibration sessions to further enhance our district wide common expectations for instruction.</p>	<p>In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54.1 in 2016-17 to 57.6 in 2017-18. Mathematics Achievement will increase from 54.5 in 2016-2017 to 58.0 in 2017-2018.</p>
1.3	<p>Professional Development (School Leadership/Human Capital Pipeline): The district will continue to partner with the University of Connecticut to provide professional learning opportunities for district administrators for the purpose of building leadership capacity and creating model classrooms. The Assistant Superintendent for Teaching, Learning and Leadership, the Superintendent of Schools and the Building Administrators, will implement and enhance coaching cycles which focus on specific areas of leadership development. The district will continue to partner with the University of Connecticut to provide two currently employed teachers with the opportunity to participate in a residency program for aspiring administrators. The University of Connecticut will provide the curriculum for teacher leaders/aspiring administrators. This Teacher Leadership program, as well as the district's continued efforts to enhance the collective efficacy of our entire teaching staff, will enhance our focus on building teacher capacity throughout their careers and most especially in their first three years of development. The literacy/reading coaches will provide professional development using effective coaching practices to staff in buildings and in classrooms.</p>	<p>In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for Mathematics Achievement from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 54.1 in 2016-17 to 57.6 in 2017-18. Mathematics Achievement will increase from 54.5 in 2016-2017 to 58.0 in 2017-2018.</p>

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 Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
1 Talent Office Administrative Assistant	1.1	1 FTE Assist in all confidential and non-confidential facts of operation of Talent Office. Anticipated salary of \$51,763	\$ 51,763.00
2 Talent Office Confidential Secretaries	1.1	1 FTE x 2 Assist in all confidential and non-confidential facts of operation of Talent Office. Anticipated Salary of \$44,000/FTE	\$ 88,000.00
1 District Administrator Coach	1.2	1 District Administrator Coach to implement coaching cycles which focus on leadership development. FICA benefits will be picked up by the district.	\$ 85,115.00

1	Talent Director	1.1	1 FTE Oversee all facts of Talent Office with special focus on recruitment, retention, professional learning and teacher evaluation. Anticipated salary of \$122,992.	\$	122,992.00
16	Literacy/Reading Coaches/Specialists- 1 of which is ELA District-wide Coach	1.3	16 FTE Literacy/Reading Coaches to assist with training all teachers throughout district. Anticipated salary of \$64,600 per FTE		\$1,033,600
				\$	1,381,470.00
200: Personnel Services - Benefits					
1	Talent Office Administrative Assistant	1.1	FICA/Health Benefits for Position	\$	16,324.00
2	Talent Office Confidential Secretaries	1.1	FICA/Health Benefits for 1 Position Only. Anticipated benefits of \$12,977	\$	12,977.00
1	Talent Director	1.1	FICA/Life Insurance		\$1,987
2	Literacy/Reading Coaches/Specialist	1.3	FICA/Health Benefits for 2 Coaches. Anticipated Benefits of 11,539		\$11,539
200: Personnel Services - Benefits Subtotal:				\$	31,288.00
300: Purchased Professional and Technical Services					
	University of Connecticut	1.2	Partnership to provide training for administrators and provide 2 teachers participation in a residency program for aspiring administrators	\$	25,000.00
	Houghton-Mifflin	1.2	Provide administrator training on implementation of the TEVAL Evaluation System	\$	32,000.00
				\$	-
300: Purchased Professional and Technical Services Subtotal:				\$	57,000.00
400: Purchased Property Services					
				\$	-
				\$	-
				\$	-

400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ 1,438,470.00

2017-18 Academic Priorities

Step 1: Place an "X" beside the district's 2017-18 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-kindergarten
<input type="checkbox"/>	Supports for special populations (e.g.,EL, SPED)	<input type="checkbox"/>	PreK - Grade literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: Math Practices K-12
<input type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

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 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.	SRBI/Academic Interventions: The district continues to provide Common Core aligned instruction with fidelity of planning, implementation, and assessment to improve student achievement and ensure students reach/exceed growth targets. The district will implement an K-12 intervention process providing remediation and acceleration based on assessment data. Continuing partnership with District Management Group (DMG) the district will streamline protocols for an effective Multi-Tiered System of Supports (MTSS) districtwide. MTSS implementation requires effort from all staff (incl. ES/EL/Bilingual Support, specials teachers incl. technology, content specialists, Grade K teachers, and instructional consultants) and instructional supplies to be provided.	In alignment with ESSA targets, the DPI for ELA Achievement will improve from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for ELA will improve from 54.1 in 2016-17 to 57.6 in 2017-18. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for math will increase from 54.5 in 2016-17 to 58.0 in 2017-18.
2.2.	Pre K-3 Literacy (CK3LI): Focus will continue on developing proficient readers by the end of Grade 3 by continuing partnership with CK3LI, building leaders, teachers (including kindergarten teachers, EL/Bilingual/ ESL support staff), literacy coaches and content specialist, and reading support personnel will focus their efforts on early literacy instruction that maximizes student results. An intervention plan with instructional focus on early literacy skills will occur for students not making adequate progress based on DIBELS data. The district will continue focus on developing student ability to comprehend and respond to Grade level text. The district will continue to partner with Dr. Nancy Boyles on Close Reading and Written Response in Grades 2-3. The district will continue summer school for students scoring At-Risk on spring DIBELS subtests. Substitute teachers will provide classroom coverage allowing staff to be trained in best practices. Instructional supplies will be provided for this work.	In alignment with ESSA goal targets, District Performance Index (DPI) for English Language Arts (ELA) Achievement will improve from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for ELA will improve from 54.1 in 2016-17 to 57.6 in 2017-18.

2.3	<p>College & Career Readiness (CCR): In efforts to ensure students are graduating CCR, the district will continue to provide an Algebra Readiness Camp for rising Grade 8 students. The camp will prepare students for Algebra I with earnable high school credit in Grade 8. Student selection be based off of data provided the Assessment System. This work will be supported by the math content specialist and instructional consultant. In addition, rising Grade 9 students will participate in Algebra Readiness Camp in preparation for participation in programs such as ECO at Windham High School supported by the ECO math teacher. WPS will identify students in Grade 11 who fall below the state benchmark on the PSAT in Reading and Math and will provide a formal SAT Prep Course.</p>	<p>In alignment with ESSA goal targets, WPS will increase the District Performance Index for Four Year Adjusted Cohort Graduation Rate from 79.3 in 2015-16 to 80.4 in 2016-17. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for math will increase from 54.5 in 2016-17 to 58.0 in 2017-18.</p>
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Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1	2.3	1 FTE @ WHS Anticipated salary \$64,600	\$64,600	
10	2.1, 2.2	.5 FTE x 10, 2 Extended/Full Day Kindergarten teachers per 5 schools Anticipated salary \$32,300		\$323,000
4	2.1, 2.2	1 FTE x 4, Teachers @ NWS, NAT, WMS & SWN		\$310,800
0.5	2.1	.5 FTE @ SWN Anticipated salary \$34,499		\$34,499
2	2.1, 2.2, 2.3	2 FTE Content Specialist- Districtwide Anticipated salary \$64,600/FTE	\$129,200	
1.5	2.1, 2.3	1.5 FTE Instructional Consultants-WHS/WMS Anticipated Salary for both \$120,948	\$120,948	
1	2.1	1 FTE @ WMS Anticipated salary \$80,356	\$ 80,356.00	
100: Personnel Services - Salaries Subtotal:			\$ 395,104.00	\$ 668,299.00
200: Personnel Services - Benefits				
1	2.1	FICA/Health Benefits for ECO Math Teacher Anticipated benefits of \$17,765	\$ 17,765.00	
10	2.1, 2.2	FICA/Health Benefits for 10 Kindergarten Teachers Anticipated benefits of \$8,882/. 5 FTE		\$ 88,820.00

4	ESL/ELL/Bilingual Support/New Arrivals	2.1, 2.2	FICA/Health Benefits for 4 Teachers/ESL/ELL/Bil. Support/ New Arrivals Anticipated benefits of \$7,500/FTE		\$	30,000.00
0.5	Technology Teacher	2.1	FICA/Health Benefits for Technology Teacher Anticipated benefits of \$8,882/.5 FTE		\$	8,882.00
1	Special Education Reading Teacher	2.1	FICA/Health Benefits for Spec.Ed. Reading Teacher Anticipated benefits of 17,765	\$	17,765.00	\$ -
200: Personnel Services - Benefits Subtotal:				\$	35,530.00	\$ 127,702.00
300: Purchased Professional and Technical Services						
CK3LI Initiative		2.2	Literacy best-practice model and training for all K-3 practitioners in WPS	\$	230,000.00	\$ -
Math Solutions		2.1	Provide on-going professional development in areas of Math for K-5 teachers	\$	50,000.00	\$ -
				\$	-	\$ -
300: Purchased Professional and Technical Services Subtotal:				\$	280,000.00	\$ -
400: Purchased Property Services						
				\$	-	\$ -
				\$	-	\$ -
				\$	-	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Substitute Services (i.e. Kelly)	2.2	Provide substitutes to cover teacher participation in district trainings	25,000.00	
Assessment/Management/System/HMH1/Dibels/Sungard	2.1, 2.2, 2.3	Utilized district-wide for progress monitoring as well as continuation of Common Formative Assessment for instructional improvement and alignment	\$ 50,000.00	\$ -
500: Other Purchased Services Subtotal:			\$ 75,000.00	\$ -
600: Supplies				
Instructional Supplies/Administrative Training Supplies	2.1, 2.2	Math/Reading instructional supplies for instruction; Supplies to support Administrative Training	\$ 32,574.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 32,574.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academics Subtotal:			\$ 818,208.00	\$ 796,001.00

2017-18 Culture and Climate Priorities

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 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: <u> School Climate </u>

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 S.M.A.R.T. goal (i.e., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	School Climate/Chronic Absenteeism/Behavior Management: The district will continue to focus on improving school climate in order to reduce chronic absenteeism, reduce disciplinary referrals and identify alternatives to suspensions. Administrators, staff, and students will continue their training in Restorative Practices. Staff will be identified to continue with the advanced training in school climate with the purpose of creating a cohort of teacher leaders.	In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for Chronic Absenteeism from 13.7% in 2016-2017 to 13.0% in 2017-2018.
3.2.	Attendance/Chronic Absenteeism: The district continues to educate the community on the importance of school attendance. After implementing a community based school attendance campaign in 2016-2017, the district has hired a District Attendance Coordinator to ensure our school based attendance teams and our family liaisons are proactively addressing student attendance issues and supporting students and their families to improve school attendance rates. A particular focus will be placed on Pre K and Kindergarten, as well as Windham High School.	In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for Chronic Absenteeism from 13.7% in 2016-2017 to 13.0% in 2017-2018.

<p>3.3. Implement and Evaluate the Advisory Curriculum (6-12): District will continue to implement and improve our district advisory curriculum aligned to the ASCA (American School Counselor Association) Standards as well as the College and Career Readiness (CCR) standards. The advisory curriculum will be employed in Grades 6-12 with a variety of topics that address Student Success Plans, Naviance mandates, graduation rate, graduation/college matriculations, and explicit instruction in social skills and student connectedness to school and staff. An emphasis will be placed on engaging our students' families in our efforts.</p>	<p>In alignment with ESSA targets, the DPI for ELA Achievement will improve from 59.7 in 2016-17 to 60.9 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for ELA will improve from 54.1 in 2016-17 to 57.6 in 2017-18. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18. Under the Smarter Balanced Growth Model, Average Percentage of Target Achieved for math will increase from 54.5 in 2016-17 to 58.0 in 2017-18. The percent of students who rate their school as being safe as compared to the 2016-2017 climate survey data will increase from 85% to 90%.</p> <p>The percent of families who rate their school as being safe will maintain at 95% or greater. By June 2018, the high school graduation rate will increase by 3.6% from the 2017 rate.</p>
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent 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				
0.8 ESOL/World Languages/Bilingual District-wide Secretary	3.2	Addresses non-confidential/confidential matters for district office, district contact person for ESL/ELL/ESOL parents and students. Anticipated salary \$32,022/.8 FTE	\$ -	\$ 32,022.00
0.8 Parent University/Enrichment Program Coordinator	3.3	District-wide Parent University Coordinator providing training programs for parents as well as Enrichment Coordinator for WMS Extended Hours Enrichment Program Anticipated salary \$47,171/.75 FTE	\$47,171	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 47,171.00	\$ 32,022.00
200: Personnel Services - Benefits				
0.8 ESOL/World Languages/Bilingual District-wide Secretary	3.2	FICA/Health Benefits for Secretary Anticipated benefits \$2,353/.8 FTE	\$ -	\$ 2,353.00
0.8 Parent University/Enrichment Program Coordinator	3.3	FICA/Health Benefits for Coordinator Anticipated benefits \$18,154	\$ 18,154.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 18,154.00	\$ 2,353.00
300: Purchased Professional and Technical Services				
Chronic Absenteeism Partners Program	3.1	Provide site-based training and support teams on addressing chronic absenteeism	\$ 10,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 10,500.00	\$ -
400: Purchased Property Services				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
Advisory Curriculum (6-12)	3.3	Provide resources and supplies to support 6-12 advisory curriculum program	\$ 2,500.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 2,500.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Climate Subtotal:			\$ 78,325.00	\$ 34,375.00

2017-18 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input type="checkbox"/>	School operations	<input 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 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.

Operations Priorities:		Aligned SMART Goals:
4.1	Extended Learning Time (Summer, 2017): The district will continue to provide extended learning opportunities for students to enhance growth, achievement and retention of skills. Summer programs will be designed to reinforce skills acquired during the school year and meet state requirements. The district will provide summer learning in a K-3 Literacy program, an extended school year program for students with special needs, an Algebra Readiness Camp for rising 8th and 9th Grade students, Credit Recovery programs for high school students working to complete graduation requirements, as well as programs supporting our New Arrivals students. A particular emphasis will be placed on supporting students who have arrived to Windham following the hurricanes in Puerto Rico.	In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18.
4.2	Enrichment Program at Windham Middle School: The district continues to provide high quality enrichment activities for WMS students throughout the school year in order to enhance academic and social skills. Embedded within each academic activity will be a focus on the speaking and listening standards as well as supporting core literacy/numeracy skills outlined in the CCS. Programs will be provided by a combination of teachers and external agencies or providers. The middle school administration will take an active role in the supervision of all extended school day programs.	In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18.

<p>4.3 Technology Integration: District has embarked on a 1:1 technology focus for students in Grades 6 & 9. This initiative will allow students in these pivotal school years to benefit from the daily use of technology to support daily assignments in literacy and numeracy, utilize specific digital intervention platforms and become proficient in the use of technology that is emphasized in high school, college and career.</p>	<p>In alignment with ESSA goal targets, WPS will increase the District Performance Index (DPI) for English Language Arts (ELA) Achievement from 59.7 in 2016-17 to 60.9 in 2017-18. In alignment with ESSA targets, the DPI for math will improve from 53.8 in 2016-17 to 55.4 in 2017-18. By June, 2018, WPS will train all 6th and 9th Grade academy teachers in Goggle Classroom as a means to support instruction.</p> <p>By June, 2018, at least 75% of the students in Grades 6 & 9 will effectively use technology to complete an academic performance task.</p>
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Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent 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				
Summer School Staff	4.1	Provide teachers and tutors for Algebra Readiness Camp for 8th and 9th grade students	\$ 11,500.00	\$ -
Enrichment Staff for WMS	4.2	Provide teachers/tutors for 2 days perweek Enrichment Program provided at WMS. Students for extended day activities. Anticipated wages of \$22,000	\$ 22,000.00	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 33,500.00	\$ -
200: Personnel Services - Benefits				
Summer School Staff	4.1	FICA for Teachers/Tutors for Algebra Readiness Camp Anticipated benefits of \$880	\$ 880.00	\$ -
Enrichment Staff for WMS	4.2	FICA for Teachers/Tutors for WMS Enrichment/Extended Hours Program. Anticipated benefits of \$1,683	\$ 1,683.00	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 2,563.00	\$ -
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				
Consumable Supplies	4.1	Consumable supplies for Enrichment/Summer School Programs	\$ 10,000.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 10,000.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Operations Subtotal:			\$ 46,063.00	\$ -

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:
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 Subtotal:			\$ -

FY 17 AD and PSD Budget Summary

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	\$ 1,381,470.00	\$ 395,104.00	\$ 668,299.00	\$ 47,171.00	\$ 32,022.00	\$ 33,500.00	\$ -	\$ -	\$ 1,857,245.00	\$ 700,321.00
200: Personnel Services - Benefits	\$ 31,288.00	\$ 35,530.00	\$ 127,702.00	\$ 18,154.00	\$ 2,353.00	\$ 2,563.00	\$ -	\$ -	\$ 87,535.00	\$ 130,055.00
300: Purchased Professional and Technical Services	\$ 57,000.00	\$ 280,000.00	\$ -	\$ 10,500.00	\$ -	\$ -	\$ -	\$ -	\$ 347,500.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ 75,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,000.00	\$ -
600: Supplies	\$ -	\$ 32,574.00	\$ -	\$ 2,500.00	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 45,074.00	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,469,758.00	\$ 818,208.00	\$ 796,001.00	\$ 78,325.00	\$ 34,375.00	\$ 46,063.00	\$ -	\$ -	\$ 2,412,354.00	\$ 830,376.00

STATEMENT OF ASSURANCES

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS**

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

THE APPLICANT: Windham Public Schools HEREBY ASSURES THAT:

- 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)*

Title: *(typed)*

Date:

