

Allocations

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$1,344,234.00		\$3,267,622.00		\$200,817.00		\$238,002.00	\$5,050,675.00
Total		\$1,344,234.00		\$3,267,622.00		\$200,817.00		\$238,002.00	\$5,050,675.00

Talent

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

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

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 Embedded Instructional Coaching- District will staff one Curriculum and Site Director in each K-5 elementary school. These staff members are curriculum experts who will coach teachers and administrators in math and literacy using best practices. They will work side by side with the Chief Academic Officer and school principals to create and implement district initiatives, ensuring all teachers receive direct coaching and professional development. The site directors will run quarterly data team meetings to be sure decisions are being made using school and student data. Curriculum and Instruction Site Directors will meet monthly to calibrate and receive training aligned to the district curriculum pacing guides as well as other initiatives led by the Chief Academic Officer. Each building will also staff one reading interventionist funded by the district to support K-3 literacy and attend all Connecticut K-3 Literacy Initiative training. This reading interventionist will be trained in Enhanced Core Reading Instruction and deliver instruction to students that are below benchmark as measured by the Dynamic Indicators of Basic Early Literacy Skills. Rationale: The Curriculum and Instruction Site Director position is necessary to implement the Connecticut K-3 Literacy Initiative roll out plan. They meet with the instructors/coaches from Hill for Literacy to receive on going professional development to bring it back to the school. They implement the initiative in their buildings along with infusing the common core curriculum into tier I instruction. The reading interventionist is critical in providing a tier II intervention so that students below benchmark can access tier I literacy instruction. Both the Curriculum Site Director and the reading interventionists are critical to the district's plan to increase the number of students reading at or above grade level.

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19. In alignment with district targets, K-2 will increase percentage of students performing at benchmark in 2028/29 by 3% . 2017/18 was 76.6% and in 2018/19 79.6% is the target End of 2017 77.5 and remained flat in 2018.

1.2 Ongoing Professional Learning- District will implement a leadership development program in order to build leadership capacity. By the end of the year approximately twelve participants will become data experts and instructional leaders. The content of the program will be differentiated based on the need in the district. A competitive process is in place to select participants. Rationale: To build capacity in Norwalk we have offered a leadership program for the past 2 years and will continue to do so. Leadership development is part of the district's Strategic Operating Plan. The goal is to place people in leadership roles once they have completed a program. The feedback has been excellent and teacher leaders apply to attend. This year we are giving extra support to two of the low performing schools to build knowledge with all staff and increase the instructional leadership capacity in each building.

1.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19. 100% of participants will complete the program this year. Teachers and other staff participating in the learning will maintain a proficient/exemplar rating and will move up in each domain in at least one area. Leadership roles will be given to 50% of the candidates participating.

Academics

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Common Core-aligned curriculum | <input type="checkbox"/> Full-day kindergarten |
| <input type="checkbox"/> Assessment systems | <input type="checkbox"/> Pre-Kindergarten |
| <input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED) | <input checked="" type="checkbox"/> Pre-K - Grade 3 literacy |
| <input checked="" type="checkbox"/> SRBI and academic interventions | <input type="checkbox"/> Instructional technology |
| <input type="checkbox"/> College and career access | <input type="checkbox"/> Alternative/transitional programs |
| <input type="checkbox"/> Other | |

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 Support for Special Populations- The district will continue to use funds to support special populations who are enrolled in all district schools. This includes interventionist in each building, to work with students identified through interim assessments aligned with curriculum. In addition to the resource staffing, the district will also fund summer school as a district wide intervention sending approximately 1000 students last year alone. The summer school curriculum has been aligned to common core. All teaching staff will receive professional development in literacy and math and PD will support the implementation along with the Curriculum and Instruction Site Directors (CSID). Rationale: In order to support special populations that are enrolled at each of our schools interventionist and a menu of interventions deliver the tier II interventions in the SRBI model and enhance tier I instruction. The district has developed a series of systems to monitor our progress, including an assessment calendar that lays out progress monitoring with added interim assessments and other standardized assessments. This will result in a more systematic approach to the three tier model and result in school-wide improvements. It is necessary to have the interventions and interventionists in place to truly service all of our students.

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19.

2.2 Offer Quality Academic Programs and Choice- The district will use funds to support magnet and themed schools to be able to offer more quality programs and choice for parents. This includes a .5 International Baccalaureate coordinator who will work with Center for Global studies and Brien McMahon High school to expand the program and implement with fidelity. This person will lead the way for all staff and be sure everyone is trained. The coordinator is also responsible to research and prepare for the new elementary school being built to take on the IB theme. In addition, a dual language coordinator at Silvermine elementary school as it becomes dual language K-3 in 2018/19. The district will also provide resources to all themed schools: Character Education at Tracey, and Bank Street at Columbus. Rationale: In order to offer quality schools and choice to families the district must invest in the magnet schools to help them deliver the program the district expects. Coordinators and resource allocated to these schools is essential to support their unique needs.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19. In accordance to the School Performance Index, each school will improve as follows: Silvermine -SPI ELA 2016/17 65.3 go to 68, Math SPI 62.4 go to 64 Math 39.7% proficient or higher in 2017 42% is goal for 2018/9 in ELA Columbus 2016/17 57.9% proficient or above in 2018/19 59.9% 2018/19. Columbus SPI-ELA 2016/17 70.6 go to 72 2018/19 , Math SPI 65.9 2016/17 up to 67 SPI in 2018/19. Tracey ELA in 2018/19 57.9% proficient/above 2017 59% in 2018/19. Tracey SPI- ELA 2016/17 39.6% reached proficient up to 50% in 2018/19 , in 2016/17 39.7 math SPI 42 2018/19 ELA SPI 2016/17 64.4 up to 67 Math 60.9 SPI up to 2018/19 62 DPI. Center for Global Studies SPI-ELA 73.3 2016/17 go to 75 in 2018/19 Math SPI 68.2 go to 70 in 2018/19 Brien McMahon Focus school, ELA 2016/17 SPI 52.8 go to 54 in 2018/19 Math 2016/17 49.8 go to 51 West Rocks - Math Focus School - 33% at or above proficient 2018/19 36% 2016/17 SPI 56.7 go to 60 in 2018/19

2.3 Strengthen Core Instruction in Middle School- The district will fund the resources required for the Middle school redesign; this includes an additional teacher at Roton Middle School for vertical house, math and literacy consultants to work in the middle school and align common core 6-8 with the block schedule. Several strategies are in place to improve middle school academics, including Curriculum Institute led by consultant from International Center for Leadership in Education to support teachers in aligning common core curriculum written in 2017/18 with resources. Emerging Leaders will also train vertical house leaders and work with middle school staff and become strong teacher leaders, data teams leaders and team leaders. Each middle school also has a reading specialist to assist in the redesign process. Rationale: The redesign of the district's middle schools seeks to enhance and extend instruction in literacy and math. Two of the 4 middle schools had good gains in math and ELA and closed the gap with high needs. More professional development around teaching in the block and using interventions is needed in 2018/19 to keep the momentum going. Keeping the houses under 252 in order to give fidelity to the schedule is important and having Reading Specialist to deliver interventions to the most struggling readers is necessary. Consultants continued working on curriculum this summer for middle school and will assist with the roll out in the fall. Read and Math 180 continue to be a primarily tier II intervention.

2.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19.

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Climate Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 - Improve School Climate- The district will fund the resources needed to implement the SRBI model to reduce In School Suspensions, Out of School Suspension and chronic absenteeism and improve the climate and culture in each building. Cooperative Educational Services will work with all 12 elementary schools based on the needs of each school leadership team. Brookside, Fox run, Jefferson, Kendall, Marvin and Tracey will receive embedded days in their building to keep momentum moving as they have completed a 3 year training. Wolfpit, Cranbury and Columbus will get more days as they are just really starting the process and Rowayton will get more support with the data collection as they have it in place. Naramake and Silvermine will receive leadership training and embedded days at the building. Rationale: Improving school climate is critical to student achievement. The district will work to keep common language and a systematic approach to behavior incidents in place by providing on going professional development for Positive Behavior Interventions and Supports. The leadership team has taken the assessments to see where the school stands in terms of implementing SRBI so the professional development is differentiated. These efforts are needed to support a positive climate.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 In alignment with ESSA goal targets, Norwalk Public Schools District will decrease the District Performance Index (DPI) for Chronic Absenteeism from 8.5% in 2016/17 to 8% in 2018/19. In alignment to district priorities In School Suspension will be reduced by 5% with 987 In School Suspension in 2017/18. We will also reduce Out of School Suspension by 10% in End of the Year 2018/19 - 474 Out of School Suspension in 2017/18.

3.2 - Promote the Engagement on Parents- The district will fund our schools School Governance Councils. Supporting the development of these councils requires training as needed for all Schools based on a needs assessment. There will be training with Rosario Inc. For all new members and the Principal in the fall and spring. School Governance Councils are up and running in all schools but more professional development is needed to help them run more efficiently. Rationale: Parent engagement will increase in all schools because of opportunities for parents to make meaningful contributions to our schools. This also will result in better student outcomes and in a reduction of absenteeism. Parental engagement is critical to student achievement. Norwalk has instituted a policy to have all schools operate with and School Governance Council and give that group more autonomy. This empowers parents to have a meaningful voice in the operations of its school. There is still a need to have experts provide professional development to school leaders, parents and community members around using the time effectively and developing action plans/establishing priorities for schools based on data.

3.2 In alignment with ESSA goal targets, Norwalk Public Schools District will decrease the District Performance Index (DPI) for Chronic Absenteeism from 8.5% in 2016/17 to 8% in 2018/19. 100% of the 12 schools will attend trainings and demonstrate a consistent message through PBIS as evidenced by assessment data from PBIS.

Operations

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

4.1 Enhance Mathematics Instruction at Brien McMahon- The district will staff an additional teacher to expand math learning time. This will continue to allow more small group and more beginning Algebra to occur. An extra math teacher will support the struggling learners and allow for more minutes on task. This will help a second teacher do more intervention in the classroom. Rationale: The district will continue to support Brien McMahon because of data indicating the under-performance of high needs populations in math. A focus school needs to be supported by the district to make improvements.

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

4.1 In alignment with ESSA goal targets, increase the Mathematics Achievement District Performance Index from 59.8 in 2016-17 to 62.2 in 2018-19. Brien McMahon Focus school's SPI for Math 2016-17 49.8 will increase to 51 in 2018-19 under the Smarter Balanced Growth Model. Lastly, increase the percentage of Four-Year Graduation Rate from 90.4% in 2015-16 to 91.2% in 2018-19.

4.2 Enhance Staffing to Promote Student Achievement- District will fund three Teachers in Residence to support central office curriculum staff and provide professional development to schools directly for one year. These teachers will be covered in their schools by a teacher hired to replace them. Each Teacher in Residence is an expert in his/her area and will help the district role out initiatives in ELA and STEM. Additionally, a Teacher in Residence will be the expert Northwest Evaluation Association Measures of Academic Progress data person for the district. As a result of these three Teachers in Residence, schools will improve core instruction in both math and literacy, resulting in better student outcomes. Rationale: There have been many district initiatives that resulted in the establishment of effective systems for delivering standards aligned curriculum at each of our schools. This Teacher in Residence position is a creative way to get more support for curriculum writing, professional development, and data teams as well as build capacity in the district. This also offers teachers completing the Leadership Training in 2016/7 an opportunity to take on a leadership role and build knowledge and expertise.

4.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.8 in 2016-17 to 66.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 58.5 in 2016-17 to 64.9 in 2018-19. Also, in alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 59.8 in 2016-17 to 62 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 64.6 in 2016-17 to 70.1 in 2018-19.

Related Documents

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 Norwalk ESSA

Alliance District Grant Budget

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$1,277,752.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$66,482.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$1,277,752.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	9 Curriculum & Site Directors at Brookside, Cranbury, Fox Run, Marvin, Naramake, Rowayton, Silvermine, Tracey, and Wolfpit Elementary Schools
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$1,277,752.00	
Line Item Total:	\$1,277,752.00	
Total for 100 - Personal Services > Salaries:		\$1,277,752.00
Total for all other Objects:		\$66,482.00
Total for all Objects:		\$1,344,234.00
Allocation:		\$1,344,234.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$66,482.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Emerging Leaders Professional Development for 12 days at Kendall and Jefferson Elementary Schools
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$66,482.00	
Line Item Total:	\$66,482.00	
Total for 300 - Purchased Professional and Technical Services:		\$66,482.00
Total for all other Objects:		\$1,277,752.00
Total for all Objects:		\$1,344,234.00
Allocation:		\$1,344,234.00
Remaining:		\$0.00

Alliance District Grant Budget Overview

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,277,752.00	1,277,752.00
300 - Purchased Professional and Technical Services		66,482.00	66,482.00
Total		1,344,234.00	1,344,234.00
		Allocation	1,344,234.00
		Remaining	0.00

Priority School District Grant Budget

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$1,395,412.00
200 - Personal Services > Employee Benefits	\$76,600.00
300 - Purchased Professional and Technical Services	\$1,638,610.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$1,000.00
600 - Supplies	\$156,000.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$3,267,622.00
	Allocation \$3,267,622.00
	Remaining \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$1,395,412.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	4 Reading Specialists, one at each Middle School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$403,174.00	
Line Item Total:	\$403,174.00	
Object:	100 - Personal Services > Salaries	Approx. 13 Elementary School Instructional Paraprofessionals/Interventionists at Columbus, Cranbury, Fox Run, Naramake, Rowayton, and Wolfpit Elementary Schools.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$293,306.00	
Line Item Total:	\$293,306.00	

Object:	100 - Personal Services > Salaries	3 District-wide Teachers in Residence in STEM, Humanities and Assessment.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$256,584.00	
Line Item Total:	\$256,584.00	
Object:	100 - Personal Services > Salaries	Curriculum & Site Director at Columbus School Administrator Coverage for Summer School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$131,519.00	
Line Item Total:	\$131,519.00	
Object:	100 - Personal Services > Salaries	.5 FTE International Bacclarette Coordinator at Brien McMahon High School .5 FTE Dual Language Coordinator at Silvermine Elementary School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	

School:		
Quantity:	1.00	
Cost:	\$95,388.00	
Line Item Total:	\$95,388.00	
Object:	100 - Personal Services > Salaries	.5 FTE Science/.5 FTE Social Studies Teacher at Roton Middle School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$84,229.00	
Line Item Total:	\$84,229.00	
Object:	100 - Personal Services > Salaries	Focus School Math Teacher at Brien McMahon
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$62,212.00	
Line Item Total:	\$62,212.00	

Object:	100 - Personal Services > Salaries	International Bacclarette Summer School High School Summer Credit Recovery Program Tier III Gr 4-6 Intervention After School Program
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$49,000.00	
Line Item Total:	\$49,000.00	
Object:	100 - Personal Services > Salaries	Middle School Redesign Summer Curriculum Writing
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Total for 100 - Personal Services > Salaries:		\$1,395,412.00
Total for all other Objects:		\$1,872,210.00
Total for all Objects:		\$3,267,622.00
Allocation:		\$3,267,622.00

Remaining:

\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$76,600.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Health Insurance for .5 Science/.5 Social Studies Teacher and 3 Teachers in Residence
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3 Operations Goal 4.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$70,997.00	
Line Item Total:	\$70,997.00	
Object:	200 - Personal Services > Employee Benefits	Payroll Taxes for: .5 Dual Language Coordinator .5 Math/.5 Science Teacher 3 Teachers in Residence
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3 Operations Goal 4.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	

Cost:	\$5,603.00	
Line Item Total:	\$5,603.00	

Total for 200 - Personal Services > Employee Benefits: \$76,600.00

Total for all other Objects: \$3,191,022.00

Total for all Objects: \$3,267,622.00

Allocation: \$3,267,622.00

Remaining: \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

300 - Purchased Professional and Technical Services - \$1,638,610.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Middle School Redesign: Math & Literacy Consultant from CES MS Redesign Curriculum Institute (summer) with Center for Secondary School Redesign (CSSR) Read 180/ Math 180 from Houghton Mifflin Harcourt (HMH) Teach To One Licensing - Expand to Columbus & Norwalk High School MS Redesign Consultant PD - Advisory Program with CSSR All in District
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$844,085.00	
Line Item Total:	\$844,085.00	
Object:	300 - Purchased Professional and Technical Services	Summer School - Expansion of Springboard into 6th Grade
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$292,000.00	
Line Item Total:	\$292,000.00	

Object:	300 - Purchased Professional and Technical Services	Quad D School (Naramake Elementary School in Norwalk) - International Center for Leadership in Education (ICLE) will provide in-district professional development CK3LI - Hill for Literacy
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$177,500.00	
Line Item Total:	\$177,500.00	
Object:	300 - Purchased Professional and Technical Services	Bridge Summer School 5th-6th, 8th-9th grades in Norwalk
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$122,000.00	
Line Item Total:	\$122,000.00	
Object:	300 - Purchased Professional and Technical Services	Emerging Leaders Professional Development in Norwalk
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$75,000.00	
Line Item Total:	\$75,000.00	
Object:	300 - Purchased Professional and Technical Services	Positive Behavior Intervention and Supports (PBIS) Training by CES 17 days in Norwalk and 9 days in Trumbull
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$38,025.00	
Line Item Total:	\$38,025.00	
Object:	300 - Purchased Professional and Technical Services	Achieve 3000 is a digital platform used in Norwalk's elementary and middle schools to help teachers support every student read for depth.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	

Quantity:	1.00	
Cost:	\$30,000.00	
Line Item Total:	\$30,000.00	
Object:	300 - Purchased Professional and Technical Services	School Governance Council (SGC) Training from Rosario and Associates in Norwalk
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Aspire from English Language Support Services (ELSS) at Norwalk High School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$20,000.00	

Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Additional PD for Magnet Schools
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	

Total for 300 - Purchased Professional and Technical Services: \$1,638,610.00

Total for all other Objects: \$1,629,012.00

Total for all Objects: \$3,267,622.00

Allocation: \$3,267,622.00

Remaining: \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

500 - Other Purchased Services - \$1,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Student Transportation to Tier III Intervention After School Program
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1 Operations Goal 4.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
		Total for 500 - Other Purchased Services: \$1,000.00
		Total for all other Objects: \$3,266,622.00
		Total for all Objects: \$3,267,622.00
		Allocation: \$3,267,622.00
		Remaining: \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

600 - Supplies - \$156,000.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Curriculum Alignment Science Materials
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$110,000.00	
Line Item Total:	\$110,000.00	
Object:	600 - Supplies	Read 180/ Math 180 Materials & Hosting
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$30,000.00	
Line Item Total:	\$30,000.00	
Object:	600 - Supplies	Instructional Software

Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	600 - Supplies	Supplies for Tier III Intervention After School Program
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1 Operations Goal 4.2	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
		Total for 600 - Supplies: \$156,000.00
		Total for all other Objects: \$3,111,622.00
		Total for all Objects: \$3,267,622.00
		Allocation: \$3,267,622.00
		Remaining: \$0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,395,412.00	1,395,412.00
200 - Personal Services > Employee Benefits		76,600.00	76,600.00
300 - Purchased Professional and Technical Services		1,638,610.00	1,638,610.00
500 - Other Purchased Services		1,000.00	1,000.00
600 - Supplies		156,000.00	156,000.00
Total		3,267,622.00	3,267,622.00
		Allocation	3,267,622.00
		Remaining	0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

The extended school hour's grant will offer Norwalk Schools the opportunity to extend the hours to enrich student learning and offer extra academic support to students. This is an evidence based intervention strategy to offer students more time on task and more opportunities to engage with peers. The extended school hours program in Norwalk Public schools has evolved into a blend of academic, enrichment, and recreational activities K-8 with extensive varied learning opportunities during and after school hours. Each program is supported by staff and community agencies. The plans align with the District Operating plan to improve reading and math skills, along with improving climate and culture. Raising the bar for all students is a primary focus and the extra time allows to differentiate for students.

The differentiated learning opportunities for students are designed to motivate and engage students in their learning as well as address to whole child. Included in the extended hours are: intensive tutoring, study skills, coping and communication skill, conflict resolution, enrichment and remediation, health services, hands on learning through field trips and test taking skills. There was also a drama club who performed a play and tied reading strategies into rehearsal time. There will be a specific academic focus on addressing students' need in reading and math. These interventions will be research based and align with the district and school strategic operating plans for ensuring that all students are college and career ready by the end of 12th grade.

2. Description of the type of health and recreational activities offered.

Students can participate in healthy living exercise programs including nutrition instruction. A "Boot Camp" is offered in some programs before school to get students moving for the day. There are enrichment programs offering arts and crafts, cooking, recreational sports activity and character building activities. Community partners such as the Carver center, the Maritime Aquarium, The Housing Authority and GE all support the schools with the extended hours grant. Norwalk Grows is doing work with schools to plant and care for gardens at the school where students can grow the produce to increase healthy eating and nutritional knowledge.

3. Description of the criteria for student participation (e.g., days, hours of operation).

The competitive process for receiving the ESH grant will be determined based on staffing, community partner, hours and days and content of the program. It must run a minimum of 2 days per week and 2 hours a day, but 3 days a week is preferable. This will be open to all students fitting the criteria for the program. Academic support will encourage all students below proficient on normed assessments used in the District and SBAC but will be open to others as well. Teacher and Principal recommendations may also effect who participates. All students are welcome to join the recreational programs if applicable to his/her grade. The programs will begin in January. Some programs will run 4 days per week, 90 minutes a day for 8 weeks cycles as this will be encouraged by central office in the application submitted.

4. Description of how the district will ensure the program supports the regular school curriculum.

The Curriculum for the ESH grant is created collaboratively by the community agencies, the school administrators and the district instructional specialists. All strategies and activities are aligned with the districts strategic operating goals for improved student achievement in reading and math as measured by school and district assessments. End of session reports will be submitted with pre and post data, measuring the targets of the program. Norwalk uses NWEA, Dibels, SBAC and other progress monitoring assessments which are collected by the administrative teams to monitor growth. Student behavior, attendance, and the increase in the Gifted and talented program will be measured. The district will use a menu of intervention programs as needed including, Achieve 3000, compass Learning, and Read and Math 180.

5. Description of how the program provides for community involvement (40 percent of funding must support community partners).

Each school with an extended school grant has a community partner who serves Norwalk families. These include the Carver Center, the Housing Authority, the School-based Community Center, Norwalk Community College, the Schools PTO, and Norwalk Grows. These organizations provide services, resources, or materials to the school depending on the needs. New organizations are welcome that may offer enrichment and support to the schools after school.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

There are currently after school programs run by outside agencies supported separately from the school district or in conjunction with the district. The ESH grant is in addition and will meet the needs of groups of students directly targeted by the schools. These will not be homework helper or day care type programs for working parents, but rather engaging academic/enrichment programs

and will be monitored for effectiveness and increase student achievement.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

One of the key elements needed to receive the grant will be the inclusion of parents. One program will offer a career path with parents working with students on activities that support certain careers. In addition, community partners involve parents and offer training for parents in how to give academic support at home. Parent activities will be a part of the intervention/enrichment during the cycle it runs.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

Norwalk has a procedure for using school facilities and equipment during non-school hours. Each community partner agency completes the application process on an annual basis. The superintendent has appointed a chief in charge of community partnerships and they both work closely with Norwalk ACTs which is a diverse organization with over 100 Civic Leaders affiliated. There is a strong partnership with the district and many community partners within that organization.

Projected School And Student Participation

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
4 middle schools, Ponus, West Rocks, Nathan Hale	6-8	120	2 days/2hrs 24 weeks	
12 Elementary schools May only be 8 that get grant	K-5	800/1200	3 days/90 min per day- before or after school 12wk	
After School Reading intervention w/Sacred Heart	6-8	30	4 days/90 min 8 weeks	

Program Evaluation

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

pre and post tests in the content area will be given during the program. During the extended school hours cycle, district assessments will be used from NWEA or Dibels to monitor progress and benchmark assessment will be administered 3 times per year. Additionally assessments from the interventions being used will be given. The district calendar has BOY the month of September, MOY in February and EOY in May. These are normed assessments to see if the student is proficient but more importantly to see if growth has been made based on national data and district measures in the school improvement plan.

Go Math will be used for grades 1-3 and NWEA for math in 3-5. The goal of the district is for 60% of students to reach his/her growth target set based on baseline data.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Students are assessed 3x per year with Dibels/NWEA depending on grade and content area. The SRI is also used for students on Read and Math 180 along with other blended learning programs such as Compass learning and Edgenuity which have assessments connected and are used for progress monitoring. Students not meeting benchmark are invited to the extended hours program which begins in January, but may start sooner this year. Students will be tracked after summer school to see if gains were made against EOY data. Classroom work, teacher input

and assessments will all be used to determine the impact of the interventions for student achievement, improved physical being, behavior incidence and attendance. Once the program is completed all the data points will be looked at to see if gains were made.

PSD - Extended School Hours Budget

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$117,000.00
200 - Personal Services > Employee Benefits	\$3,000.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$65,817.00
600 - Supplies	\$15,000.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$200,817.00
	Allocation \$200,817.00
	Remaining \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$117,000.00

Budget Detail		Narrative Description	
Object:	100 - Personal Services > Salaries	Salaries for staff to teach in the extended school hours program	
Purpose:	01 - Public School Activities		
LEA / School:	Norwalk School District (103-000)		
Quantity:	1.00		
Cost:	\$117,000.00		
Line Item Total:	\$117,000.00		
		Total for 100 - Personal Services > Salaries:	\$117,000.00
		Total for all other Objects:	\$83,817.00
		Total for all Objects:	\$200,817.00
		Allocation:	\$200,817.00
		Remaining:	\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

200 - Personal Services > Employee Benefits - \$3,000.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Payroll taxes
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
Total for 200 - Personal Services > Employee Benefits:		\$3,000.00
Total for all other Objects:		\$197,817.00
Total for all Objects:		\$200,817.00
Allocation:		\$200,817.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$65,817.00

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Agency reimbursements and student transportation	
Purpose:	01 - Public School Activities		
LEA / School:	Norwalk School District (103-000)		
Quantity:	1.00		
Cost:	\$65,817.00		
Line Item Total:	\$65,817.00		
		Total for 500 - Other Purchased Services:	\$65,817.00
		Total for all other Objects:	\$135,000.00
		Total for all Objects:	\$200,817.00
		Allocation:	\$200,817.00
		Remaining:	\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$15,000.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for the programs	
Purpose:	01 - Public School Activities		
LEA / School:	Norwalk School District (103-000)		
Quantity:	1.00		
Cost:	\$15,000.00		
Line Item Total:	\$15,000.00		
		Total for 600 - Supplies:	\$15,000.00
		Total for all other Objects:	\$185,817.00
		Total for all Objects:	\$200,817.00
		Allocation:	\$200,817.00
		Remaining:	\$0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		117,000.00	117,000.00
200 - Personal Services > Employee Benefits		3,000.00	3,000.00
500 - Other Purchased Services		65,817.00	65,817.00
600 - Supplies		15,000.00	15,000.00
Total		200,817.00	200,817.00
		Allocation	200,817.00
		Remaining	0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

Using data BOY, MOY and EOY, students in K-3 will have to attend summer school if they are substantially deficient. We will also include students in grades 4-6 in 2018/19 who have not made benchmark. Data will be submitted and based on the findings letters will go home to families in late February advising the, they may have to attend summer school. Final letters go home early May. In addition to grades 1-3 where summer school is mandatory, Norwalk has made it mandatory for K, 4-5 in 2017/8 and will add grade 6 next year. Principals and teachers may also recommend students who may benefit but these students are not required. Approximately 850 students will be served. The CK3LI model is the format of the program. Station rotations and a problem based learning activity will be built into the 4 hour program. Students will also have lunch and recess with ESY students if they are in the building. Teachers and paras will receive 3 days of training in June before summer school begins. This year grades 4 and 5 will be included and we will use local and other funding sources to pay for this. Schools will be on a late or early schedule, 8-12 or 9-1 and buses will be shared. All students will be in their home school. Jefferson and Kendal will work with Springboard to run K-5 summer school in those buildings.

2. Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Teachers interested in teaching summer school must apply and be interviewed by the Director of ELA and the Principal. All 12 schools will have their own teachers provided there are enough teachers interested. Then teachers within the district can apply along with teachers outside the district. Classes will not be larger than 15 students with a teacher and an aide. All material will be shared and ECRI will be reviewed as it is a rotation for all students. A software component will also be in the room for enrichment.

3. Criteria for establishing the curricula for the summer program

The CK3LI model will be followed as it is during the school year with a rotation model. Each school has 2 reading interventionists dedicated to the model and professional learning takes place monthly for the cohort of schools being trained. Summer school will be similar instruction but more intense and smaller classes so no more than 5 in a group for ECRI, guided reading and a small group using software. Students will be monitored closely and end of summer school data will be collected by the curriculum office and compared to BOY data in September. The summer school data will also help identify students needing intervention in the beginning of the year so no time will be lost.

Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
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12 Elementary Schools	K-5	M-Thurs. 4 hours 8-12 or 9-1	5
4 middle schools	6	M- Thurs.	5

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Dibels will be looked at in September after it is given for the first time. Students who attended summer school took exit assessments and those will be compared. This will happen again in 2019 as it as been effective, Students who continue in intervention groups will be tracked closely using progress monitoring data and benchmark data. Dibels benchmark are set 3 times per year and all data is collected at the district level. Changes in professional learning will be determined based on need. Data teams will be run by team leaders weekly for 90 minutes after students are dismissed from summer school. This is mandatory for all teachers. I addition, preschool data will be looked at closely to determine curricular needs. BOY, MOY, EOY data are closely monitored by school and the district curriculum director.

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$120,000.00
200 - Personal Services > Employee Benefits	\$4,100.00
300 - Purchased Professional and Technical Services	\$85,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$21,000.00
600 - Supplies	\$7,902.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$238,002.00
	Allocation \$238,002.00
	Remaining \$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$120,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Salaries for approx. 60 teachers and 45 paraprofessionals June 2019
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$120,000.00	
Line Item Total:	\$120,000.00	
Total for 100 - Personal Services > Salaries:		\$120,000.00
Total for all other Objects:		\$118,002.00
Total for all Objects:		\$238,002.00
Allocation:		\$238,002.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

200 - Personal Services > Employee Benefits - \$4,100.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	payroll taxes for teachers and paraprofessionals
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$4,100.00	
Line Item Total:	\$4,100.00	
Total for 200 - Personal Services > Employee Benefits:		\$4,100.00
Total for all other Objects:		\$233,902.00
Total for all Objects:		\$238,002.00
Allocation:		\$238,002.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

300 - Purchased Professional and Technical Services - \$85,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Stepping Stones to provide PD before the start of summer school for all teachers and paras and materials as needed
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$85,000.00	
Line Item Total:	\$85,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$85,000.00
Total for all other Objects:		\$153,002.00
Total for all Objects:		\$238,002.00
Allocation:		\$238,002.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$21,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Student transportation in June
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$21,000.00	
Line Item Total:	\$21,000.00	
Total for 500 - Other Purchased Services:		\$21,000.00
Total for all other Objects:		\$217,002.00
Total for all Objects:		\$238,002.00
Allocation:		\$238,002.00
Remaining:		\$0.00

Budget Detail

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

600 - Supplies - \$7,902.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Supplies for classrooms: decodable books, binder/folders, paper, markers/pencils, meals for students at Non-Title I schools in July and August 2018, June 2019
Purpose:	01 - Public School Activities	
LEA / School:	Norwalk School District (103-000)	
Quantity:	1.00	
Cost:	\$7,902.00	
Line Item Total:	\$7,902.00	
		Total for 600 - Supplies: \$7,902.00
		Total for all other Objects: \$230,100.00
		Total for all Objects: \$238,002.00
		Allocation: \$238,002.00
		Remaining: \$0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		120,000.00	120,000.00
200 - Personal Services > Employee Benefits		4,100.00	4,100.00
300 - Purchased Professional and Technical Services		85,000.00	85,000.00
500 - Other Purchased Services		21,000.00	21,000.00
600 - Supplies		7,902.00	7,902.00
Total		238,002.00	238,002.00
		Allocation	238,002.00
		Remaining	0.00

Norwalk School District (103-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|--|
| 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 jobrelated 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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/16/2018 