

Allocations

Norwich School District (104-000) 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		\$4,402,878.00		\$823,589.00		\$90,544.00		\$106,389.00	\$5,423,400.00
Total		\$4,402,878.00		\$823,589.00		\$90,544.00		\$106,389.00	\$5,423,400.00

Talent

Norwich School District (104-000) 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 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 type="checkbox"/> Professional learning | <input type="checkbox"/> Retention of top talent |
| <input checked="" 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 Instructional Coaching: Instructional specialists will work closely with the Assistant Superintendent to ensure consistent messages, and to ensure fidelity to established coaching cycles which will ensure that all teachers receive in-class support throughout the year. The primary responsibility for instructional specialists is to observe and provide feedback to teachers focused on their individual goal plans. In addition, instructional specialists will support their assigned schools through the facilitation of data team meetings. Instructional specialists will support instruction by offering model lessons, and support in the development of differentiated lesson plans. Instructional specialists will also deliver building wide and grade level professional development and assist in curriculum development. Instructional specialist will be provided with opportunities for professional learning by attending in-district and out-of-district professional development opportunities, as well as remaining informed of current research based practices that create a highly effective classroom environment. Rationale: Instructional specialists have been key to delivering professional development in mathematics and science as new curriculum was implemented in the 2017-18 school year. This work is continuous and ongoing and has resulted in improvements in tier I instruction as measured by our district walkthrough tool. The instructional specialist team were key members of our district SRBI/SST collaborative that last year drafted a new district SRBI handbook in order to ensure consistent SRBI and data team processes. For the 2018-19 school year, the focus will transition to reading, writing, and social studies, while at the same time, staying on top of our implementation of the math and science curriculum. In addition, instructional specialists will partner with building principals to implement our new data system and SRBI district practices.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indices from 52.9 in 2016-17 to 56.3 in 2018-19.

1.2 Evaluation: The Assistant Superintendent will co-chair the professional development and evaluation committee (PDEC). The evaluation subcommittee of PDEC will be reviewing multiple rubrics for teacher evaluation for possible revision to the teacher evaluation plan. In addition, the evaluation subcommittee will be reviewing rubrics specific for early educators, social workers, psychologists, and instructional coaches for possible adoption of additional rubrics to compliment the teacher evaluation rubric, in collaboration with Kim Traverso at the Connecticut State Department of Education. The assistant superintendent will also oversee improvements to the teacher evaluation platform. Rationale: The Professional Development and Evaluation Committee identified improvements needed in the teacher evaluation and observation rubrics, specifically a lack of inclusivity for early educators, social workers, psychologists, and instructional specialists.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indicies from 52.9 in 2016-17 to 56.3 in 2018-19.

1.3 CORE DISTRICT PRIORITY #1 - Recruitment and human capital pipelines: The assistant superintendent will work in collaboration with Kim Wachtelhausen at the Connecticut State Department of Education to conduct a review of district hiring practices in order to identify any institutional bias and to make recommendations in the improvement of the overall hiring process. The assistant superintendent will work with RELAY to increase the number of participants in the program in order to increase the overall diversity of the teaching workforce at Norwich Public Schools. The assistant superintendent will join the CREC Region Minority Teacher Recruitment (MTR) Consortium to increase his own knowledge and understanding of minority teacher recruitment strategies, gain access to the database of educator minority candidates maintained by CREC, and to lead the district participation in the CREC MTR Recruitment Fair. Rationale: 69.5% of students enrolled in Norwich Public Schools are students of color compared to 1.2% of certified teachers. Increasing the diversity of the certified workforce in Norwich is a focus for the district to ensure all students are exposed to positive role models who reflect the racial and cultural diversity of their community and across the state.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indicies from 52.9 in 2016-17 to 56.3 in 2018-19.

Academics

Norwich School District (104-000) 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 type="checkbox"/> Common Core-aligned curriculum	<input checked="" type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input type="checkbox"/> SRBI and academic interventions	<input type="checkbox"/> Instructional technology
<input checked="" 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 PreK - Grade 3 Literacy: Academic interventionists will provide direct instruction and monitor student progress using research based interventions in reading. Staff will provide this support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, and Wilson Reading Foundations. Additionally, the district will offer a full day kindergarten program district-wide for all kindergarten students. As part of this program, and in alignment with the Reading Foundations Common Core State Standards, teachers will implement Foundations (Wilson Language), a structured, sequential and cumulative phonics/spelling program using multi-sensory teaching techniques. Rationale: All of the components of this strategy are grounded in clear research on foundational literacy skills. Since initiating this strategy six years ago, the district's reading scores, as measured by DIBELS and Grade 3, 4, and 5 SBA have showed steady and incremental improvement.

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.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 60.7 in 2018-19.

2.2 College and Career Ready: Norwich will continue its major review and revision of all extended core curriculum in the district. The district will maintain technology integration teachers to instruct students in 21st century technology literacy skills. Two world language teachers will be maintained at the middle school level to provide Spanish instruction to all students at Global Studies. To enhance the arts, instrumental instruction will be maintained at 2 FTE and a media arts teacher will be maintained at the middle school level at Kelly STEAM. The district will maintain the guidance counselor funded under alliance at Kelly STEAM Middle magnet school to support students in their preparation for high school, inclusive of this position's participation in district teams to develop supports for students in the acquisition of developmental guidance milestones. Rationale: A curriculum audit conducted in the summer of 2016 revealed outdated and incomplete curriculum documents in most content areas. For the past two years curriculum development was focused on elementary math and science. For the 2018-19 school year, the district will be implementing a new reading curriculum, K-5, piloting a new social studies curriculum K-5, and continuing a major curriculum review and development at the 6-8 level focused on curriculum integration across content areas. The district is committed in the spirit of ESSA in providing a well-rounded curriculum including music, art, and technology programming.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indicies from 52.9 in 2016-17 to 56.3 in 2018-19.

2.3 Special Populations: Under the direction of a new Director of Language and Translation Services, Bilingual/TESOL Teachers and paraeducators will collaborate to develop a consistent vision and service delivery model for English Language supports and communicate that vision and model to all stakeholders. The English Learner Department will partner with classroom teachers in data team meetings and summer curriculum development to provide professional development in SIOP strategies and ensure appropriate pacing for pre-teaching content. Rationale: The district data team and the English Learner Department identified a lack of clarity in the vision and consistency in practice of our service delivery model for English Learner support inclusive of tier I and tier II level instruction.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indicies from 52.9 in 2016-17 to 56.3 in 2018-19.

Norwich School District (104-000) 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 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**" ...

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 CORE DISTRICT PRIORITY #2 - Suspension Rate: The district will continue its partnership with Kim Traverso from the CSDE in the disaggregation of the district suspension data and action plan next steps to address disparities. Two administrative specialists will be assigned to the three district-identified focus schools with inconsistently high suspension rates as compared to other Norwich schools. The administrative specialists will support the overall improvement of the school culture and climate, inclusive of developing relationships with students, coaching teachers through the teacher evaluation plan, and providing professional development in the area of culture and climate. During the 2018-19 school year, all schools will be implementing a district approved social emotional learning curriculum; schools will have some autonomy in the selection of the curriculum for their school. School psychologists funded at 2 of the 3 focus schools and will support coaching and PD efforts. The district will maintain two ISS paraeducators at the middle school level. The district will be instituting a Behavioral Assessment and Support Team comprised of a Board Certified Behavior Analyst, Behavior Consultant, Registered Behavior Technicians, and a Behavior Specialist to support students and to build capacity of district staff by providing professional development and training staff in behavioral strategies, conducting assessments, developing behavior intervention plans, executing plans, modeling strategies, and overseeing district staff in student plan implementation.

Rationale: Norwich Public Schools has identified three focus schools with inconsistently high suspension rates as compared to other Norwich schools. The district has identified a lack of consistent social emotional learning curriculum implementation across the district. During the 2017-18 school year, 11 students were outplaced due to district lack of capacity to support the behavioral needs of the students.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indicies from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indicies from 52.9 in 2016-17 to 56.3 in 2018-19.

3.2 CORE DISTRICT PRIORITY #3 - Family Engagement: Under the guidance of the assistant superintendent and administrative specialists, the district will partner with Dr. Judy Carson at the Connecticut State Department of Education to begin professional development for the district data team, administrative team, and potentially families and community members in a school-family-community partnership model with a focus on links to learning. Rationale: The district data team identified family engagement as a focus area for the 2018-19 and 2019-20 school years, recognizing that overall improvement to culture and climate, and academics can only be achieved through the partnership with families. There is a lack of family participation at the school and district level. While the 2017-18 family climate survey showed strong ratings at the elementary level for the overall climate of the schools, ratings for family's engagement at the schools remains low district-wide.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indices from 52.9 in 2016-17 to 56.3 in 2018-19.

3.3 Attendance/Chronic Absenteeism: The district will hold monthly district-level attendance team meetings including representatives from each school, the nursing supervisor, and other district-level administrators as necessary. Each school will conduct bi-weekly attendance team meetings. Each district and school attendance team meeting will include a review of bi-weekly chronic absenteeism data as a review of the effectiveness of tier I and II attendance interventions. Coordinators of after school programs and attendance, in collaboration with school psychologists, are responsible for facilitating the work of the attendance team inclusive of: building-wide attendance campaigns, small group interventions (such as lunch groups, mentor matching), and individual outreach to students and families inclusive of home visits, connections local agencies as needed, and individual goal setting. Rationale: Although there are pockets of success with the chronic absenteeism rates at individual schools, the district has identified a slight increase in the rate of chronic absenteeism district wide over the past few years. A district level attendance team meeting will ensure consistent practices across the district, where schools can learn and implement successful strategies from those schools whose data shows a consistent decrease in chronic absenteeism rates over the last several years.

No more than 11.2% of students will be identified as chronically absent for the 2018-19 school year, from 2016-17's rate of 12.3%.

Operations

Norwich School District (104-000) 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 type="checkbox"/> Budgeting and financial management | <input checked="" type="checkbox"/> Student enrollment processes |
| <input type="checkbox"/> School operations | <input type="checkbox"/> Extended learning time |
| <input checked="" type="checkbox"/> Technology integration | <input type="checkbox"/> Other |

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 Technology Integration: During the 2018-19 school year, the director of information technology will develop a final proposal and research grant funding to secure a new district-wide phone system. Over the past 5 years, the district has completed a major infrastructure upgrade in all schools and buildings. The director of information technology is continuing to implement systems and strategies to ensure proper maintenance of upgraded student technologies and ensure adequate response times to tickets. As a result, academic and administrative programs and services can flourish and can utilize all new technologies to the highest capacities. Also, the information technology staff will research and implement cost effective solutions that enhances the district's ability to provide a quality education for students and give administrators and faculty the means to operate successfully. Rationale: The district experienced a continued failure in the district-wide phone system during the 2016-17 and 2017-18 school years. The unreliability of this phone system poses safety concerns with the inability to convey time-sensitive information between buildings.

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.

Increase ELA Smarter Balanced Growth Model average percentage of target achieved to 61.7% in Spring 2019 from 54.7% in Spring of 2017. Increase Math Smarter Balanced Growth Model average percentage of target achieved to 63.4% in Spring of 2019 from 56.7% Spring of 2017. Increase ELA District Performance Indices from 58.1 in 2016-17 to 60.7 in 2018-19. Increase Math District Performance Indices from 52.9 in 2016-17 to 56.3 in 2018-19.

4.2 Student Enrollment Process: The district currently has four intra-district magnet schools, thus the position of central registrar is of utmost importance. The district will operate a central registration center to enroll new students into the district and facilitate timely transfer of records as students move between schools. The central registrar will ensure timely, accurate entry of student data. The central registrar will lead the implementation of the new online lottery and registration process. Rationale: Norwich Public Schools experiences a high rate of student transiency throughout the school year, the position of central registrar has proven to streamline the movement of student records between schools. As the district increases the number of magnet schools a more comprehensive system for registration and lottery is required to provide accurate and timely feedback to families, school staff, and other stakeholders.

No more than 11.2% of students will be identified as chronically absent for the 2018-19 school year, from 2016-17's rate of 12.3%.

Related Documents

Norwich School District (104-000) 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	 Norwich ESSA Milestones

Alliance District Grant Budget

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$3,351,935.51
200 - Personal Services > Employee Benefits	\$509,126.44
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$32,290.00
600 - Supplies	\$509,526.05
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$3,351,935.51

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Bilingual/ TESOL Teachers 14 FTE 1 FTE @ Huntington: \$85,956 1 FTE @ Mahan: \$85,956 2 FTE @ Moriarty: 118,846 2 FTE @ Stanton: \$140,437 2 FTE @ Uncas: \$148,083 2 FTE @ Veterans: \$140,641 1 FTE @ Wequonnoc: \$81,218 2 FTE @ Kelly: \$145,379 1 FTE @ Global Studies: \$81,218
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$1,027,734.00	
Line Item Total:	\$1,027,734.00	
Object:	100 - Personal Services > Salaries	Instructional Specialists 7 FTE 1 FTE @ Huntington: \$64,764 0.5 FTE @ Mahan: \$28,714 1 FTE @ Moriarty: \$57,428 0.8 FTE @ Stanton: \$63,372 0.6 FTE @ Uncas: \$51,573 0.6 FTE @ Veterans: \$53,196 0.5 FTE @ Wequonnoc: \$28,714 1 FTE @ Kelly: \$85,956 1 FTE @ Global Studies: \$88,660
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$522,377.60	
Line Item Total:	\$522,377.60	
Object:	100 - Personal Services > Salaries	Technology Integration Teachers 5.6 FTE 0.6 FTE @ Huntington: \$40,868.40 0.4 FTE @ Mahan: \$27,245.60
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	

LEA / School:	Norwich School District (104-000)	1 FTE @ Moriarty: \$83,938.00 0.6 FTE @ Stanton: \$51,573.60 0.4 FTE @ Uncas: \$34,382.40 0.6 FTE @ Veterans: \$34,456.80 0.4 FTE @ Wequonnoc: \$30,256.40 1.6 FTE @ Global Studies: \$131,340.60
Quantity:	1.00	
Cost:	\$434,061.80	
Line Item Total:	\$434,061.80	
Object:	100 - Personal Services > Salaries	Administrative Specialists @ \$121,181 2 FTE 1 FTE @ Kelly: \$120,181 0.8 FTE @ Moriarty: \$96,944.80 0.2 FTE @ Wequonnoc: \$24,236.20
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$240,362.00	
Line Item Total:	\$240,362.00	
Object:	100 - Personal Services > Salaries	Psychologist 2 FTE 1 FTE @ Kelly: \$88,660 1 FTE @ Moriarty: \$79,215
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$167,875.00	

Line Item Total:	\$167,875.00	
Object:	100 - Personal Services > Salaries	Assistant Superintendent @ \$155,000 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$155,000.00	
Line Item Total:	\$155,000.00	
Object:	100 - Personal Services > Salaries	Instrumental Music Teacher 2 FTE 1 FTE @ Kelly: \$60,081 0.6 FTE @ Wequonnoc: \$43,567.80 0.4 FTE @ Global Studies: \$29,045.20
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$132,694.00	
Line Item Total:	\$132,694.00	
Object:	100 - Personal Services > Salaries	World Language Teacher - 2 FTE

Purpose:	01 - Public School Activities	2 FTE @ Global Studies: \$123,546
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$123,546.00	
Line Item Total:	\$123,546.00	
Object:	100 - Personal Services > Salaries	Guidance Counselor 1 FTE 1 FTE @ Kelly: \$88,660
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$88,660.00	
Line Item Total:	\$88,660.00	
Object:	100 - Personal Services > Salaries	Director of Information Technology
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Norwich School District (104-000)	

Quantity:	1.00	
Cost:	\$66,300.00	
Line Item Total:	\$66,300.00	
Object:	100 - Personal Services > Salaries	Board Certified Behavior Analyst (BCBA) 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$64,997.24	
Line Item Total:	\$64,997.24	
Object:	100 - Personal Services > Salaries	Nursing Supervisor 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$62,424.00	
Line Item Total:	\$62,424.00	

Object:	100 - Personal Services > Salaries	Registered Behavior Technician 2 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$59,772.72	
Line Item Total:	\$59,772.72	
Object:	100 - Personal Services > Salaries	Media Arts Teacher 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$59,423.00	
Line Item Total:	\$59,423.00	
Object:	100 - Personal Services > Salaries	Central Registrar 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Norwich School District (104-000)	

School:		
Quantity:	1.00	
Cost:	\$46,818.00	
Line Item Total:	\$46,818.00	
Object:	100 - Personal Services > Salaries	ISS Paraeducator 2 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$46,283.45	
Line Item Total:	\$46,283.45	
Object:	100 - Personal Services > Salaries	Behavior Specialist 1 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$28,774.20	
Line Item Total:	\$28,774.20	

Object:	100 - Personal Services > Salaries	Behavior Consultant 0.4 FTE
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$24,832.50	
Line Item Total:	\$24,832.50	

Total for 100 - Personal Services > Salaries: \$3,351,935.51

Total for all other Objects: \$1,050,942.49

Total for all Objects: \$4,402,878.00

Allocation: \$4,402,878.00

Remaining: \$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$509,126.44

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Bilingual/TESOL Teacher Health Benefits 1 @ Huntington: \$6,734.41 1 @ Mahan: \$6,734.41 2 @ Moriarty: \$33,795.46 0 (of 2) @ Stanton: \$0 2 @ Uncas: \$33,794.46 2 @ Veterans: \$26,415.86 0 (of 1) @ Wequonnoc: \$0 1 (of 2) @ Kelly: \$6,734.41 1 @ Global Studies: \$16,897.73
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$131,107.74	
Line Item Total:	\$131,107.74	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$72,929.08	
Line Item Total:	\$72,929.08	
Object:	200 - Personal Services > Employee Benefits	Technology Integration Teacher Benefits:
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.2	0.6 @ Huntington \$6,083.18 0.4 @ Mahan \$6,759.09 1 @ Moriarty \$7,924.76 0.6 @ Stanton \$10,138.64 0.4 @ Uncas \$6,759.09 0.6 @ Veterans \$4,040.65 0.4 @ Wequonnoc \$2,693.76 1.6 @ Global Studies \$20,938.38
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$65,337.55	
Line Item Total:	\$65,337.55	
Object:	200 - Personal Services > Employee Benefits	certified staff payroll taxes @ 1.45%
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3 Academics Goal 2.2 Academics Goal 2.3 Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$44,102.67	
Line Item Total:	\$44,102.67	
Object:	200 - Personal Services > Employee	Registered Behavior Technician Benefits

	Benefits	2 @ couple benefits
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$34,193.80	
Line Item Total:	\$34,193.80	
Object:	200 - Personal Services > Employee Benefits	World Language Teacher benefits 2 @ family 2 @ Global Studies \$33,795.46
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$33,795.46	
Line Item Total:	\$33,795.46	
Object:	200 - Personal Services > Employee Benefits	Non certified payroll taxes 7.65%
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.3	

	Operations Goal 4.1 Operations Goal 4.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$23,743.49	
Line Item Total:	\$23,743.49	
Object:	200 - Personal Services > Employee Benefits	Assistant Superintendent Health Benefits
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3 Climate Goal 3.2 Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$23,288.23	
Line Item Total:	\$23,288.23	
Object:	200 - Personal Services > Employee Benefits	BCBA Health Benefits

Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$17,096.90	
Line Item Total:	\$17,096.90	
Object:	200 - Personal Services > Employee Benefits	Nursing Supervisor health benefits 1 @ couples coverage
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$17,096.90	
Line Item Total:	\$17,096.90	
Object:	200 - Personal Services > Employee Benefits	School Psychologist Health Benefits: 1 @ no benefits 1 @ family coverage
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.3	

LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$16,897.73	
Line Item Total:	\$16,897.73	
Object:	200 - Personal Services > Employee Benefits	Director of Information Technology Health Benefits @ Single coverage
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$8,981.42	
Line Item Total:	\$8,981.42	
Object:	200 - Personal Services > Employee Benefits	ISS paraeducator health benefits 1 @ no coverage 1 @ single coverage
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	

Cost:	\$8,633.43	
Line Item Total:	\$8,633.43	
Object:	200 - Personal Services > Employee Benefits	Administrative Specialist Health Benefits 1 w/ single coverage, 1 w/o benefits
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1 Climate Goal 3.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$7,773.03	
Line Item Total:	\$7,773.03	
Object:	200 - Personal Services > Employee Benefits	Instrumental Music Teachers: 1 @ no benefits .6 @ single benefits 1 @ dental benefits
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$4,149.01	
Line Item Total:	\$4,149.01	

Total for 200 - Personal Services > Employee Benefits:

\$509,126.44

Total for all other Objects:

\$3,893,751.56

Total for all Objects:

\$4,402,878.00

Allocation:

\$4,402,878.00

Remaining:

\$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$32,290.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	School Mint - online registration and lottery system
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$23,875.00	
Line Item Total:	\$23,875.00	
Object:	500 - Other Purchased Services	Panorama - survey tool 1 year site license
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$7,425.00	
Line Item Total:	\$7,425.00	
Object:	500 - Other Purchased Services	CREC - Minority Teacher Recruiting Membership Fee

Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$990.00	
Line Item Total:	\$990.00	

Total for 500 - Other Purchased Services:		\$32,290.00
Total for all other Objects:		\$4,370,588.00
Total for all Objects:		\$4,402,878.00
Allocation:		\$4,402,878.00
Remaining:		\$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$509,526.05

Budget Detail		Narrative Description
Object: 600 - Supplies		STEAM Instructional Supplies Chrome books \$40,498.82 (134 @ \$302.23) Maker Space \$40,166.359 (approx. \$4,463 per school) Art Supplies \$40,166.35 (approx. \$4,463 per school) Science Supplies \$40,166.34 (approx. \$4,463 per school)
Purpose: 01 - Public School Activities		
Focus Area: Academics Goal 2.2		
LEA / School: Norwich School District (104-000)		
Quantity: 1.00		
Cost: \$160,997.86		
Line Item Total: \$160,997.86		
Object: 600 - Supplies		New Reading Curriculum Instructional Materials K-5 K-1: Heinemann: Fountas and Pinnell Shared Reading (18 classes per grade level) \$127,461.48 Kindergarten: guided reading books to support Reading Curriculum: \$5,735 Grade 1: Mind Wing: Story Grammar Marker Quick Start \$4,183.18 Grade 2: guided reading books to support reading curriculum: \$3,610.57 Grade 3: guided reading books to support reading curriculum: \$3,254.48 Grade 4: guided reading books to support reading curriculum: \$2,846.20 Grade 5: guided reading books to support reading curriculum: \$5,900
Purpose: 01 - Public School Activities		
Focus Area: Academics Goal 2.2		
LEA / School: Norwich School District (104-000)		
Quantity: 1.00		
Cost: \$151,427.95		
Line Item Total: \$151,427.95		
Object: 600 - Supplies		School Library Books: \$5,000 per 7 elementary schools \$10,000 per 2 middle schools
Purpose: 01 - Public School Activities		
Focus Area: Academics Goal 2.2		

LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$55,000.00	
Line Item Total:	\$55,000.00	
Object:	600 - Supplies	Fundations Student Consumables Grades K-3 Second Addition: Huntington: \$6,910.92 Mahan: \$4,607.28 Moriarty: \$6,910.92 Stanton: \$6,910.92 Uncas: \$5,482.08 Veterans: \$6,910.92 Wequonnoc: \$4,607.28 Student Durables replaced as needed: \$4,214.68
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$46,555.00	
Line Item Total:	\$46,555.00	
Object:	600 - Supplies	K-5 Classroom Libraries \$300/ classroom X 107 classrooms
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$32,100.00	
Line Item Total:	\$32,100.00	
Object:	600 - Supplies	Literacy Workshop Consumables:

Purpose:	01 - Public School Activities	Send home bags, pocket folders, charts, markers, post-its, composition books
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$22,603.00	
Line Item Total:	\$22,603.00	
Object:	600 - Supplies	Social Studies Books to support revised social studies curriculum \$4,000 per grade level (approximately \$186.92 per K-5 classroom)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	600 - Supplies	Attendance Incentives \$3/student
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	

Cost:	\$9,657.00		
Line Item Total:	\$9,657.00		
Object:	600 - Supplies	6-8 Classroom Libraries \$500/ classroom for 18 Reading and Writing Classrooms grades 6-8	
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.2		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$9,000.00		
Line Item Total:	\$9,000.00		
Object:	600 - Supplies		Calendar Math
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.2		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$2,185.24		
Line Item Total:	\$2,185.24		
		Total for 600 - Supplies:	\$509,526.05
		Total for all other Objects:	\$3,893,351.95
		Total for all Objects:	\$4,402,878.00

Allocation:	\$4,402,878.00
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Remaining:	\$0.00
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Alliance District Grant Budget Overview

Norwich School District (104-000) 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		3,351,935.51	3,351,935.51
200 - Personal Services > Employee Benefits		509,126.44	509,126.44
500 - Other Purchased Services		32,290.00	32,290.00
600 - Supplies		509,526.05	509,526.05
Total		4,402,878.00	4,402,878.00
		Allocation	4,402,878.00
		Remaining	0.00

Priority School District Grant Budget

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$741,093.37
200 - Personal Services > Employee Benefits	\$82,495.63
300 - Purchased Professional and Technical Services	\$0.00
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

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$741,093.37

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Kindergarten Teachers: 9 FTE 2 FTE @ Huntington: \$135,624 1 FTE @ Mahan: \$59,423 1 FTE @ Moriarty: \$57,428 1 FTE @ Stanton: \$57,428 1 FTE @ Uncas: \$57,428 2 FTE @ Veterans: \$138,646 1 FTE @ Wequonnoc \$57,428
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$563,405.00	
Line Item Total:	\$563,405.00	
Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Moriarty (1503 hours)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$33,722.49	
Line Item Total:	\$33,722.49	
Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Huntington (1,339.5 hours)

Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$30,058.81	
Line Item Total:	\$30,058.81	
Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Stanton (1239 hours)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$27,810.64	
Line Item Total:	\$27,810.64	Pre K- Grade 3 Interventionist Hours: Veterans (1069 hours)
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	

Quantity:	1.00	
Cost:	\$23,980.44	
Line Item Total:	\$23,980.44	
Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Uncas (968 hours)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$21,732.27	
Line Item Total:	\$21,732.27	
Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Wequonnoc (965 hours)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$21,649.00	
Line Item Total:	\$21,649.00	

Object:	100 - Personal Services > Salaries	Pre K- Grade 3 Interventionist Hours: Mahan (835 hours)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$18,734.72	
Line Item Total:	\$18,734.72	

Total for 100 - Personal Services > Salaries:	\$741,093.37
Total for all other Objects:	\$82,495.63
Total for all Objects:	\$823,589.00
Allocation:	\$823,589.00
Remaining:	\$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$82,495.63

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Kindergarten Teacher Health Benefits
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$60,733.10	
Line Item Total:	\$60,733.10	
Object:	200 - Personal Services > Employee Benefits	Non certified staff payroll taxes 7.65%
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$13,593.16	

Line Item Total:	\$13,593.16	
Object:	200 - Personal Services > Employee Benefits	Certified Staff Payroll Taxes 1.45%
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$8,169.37	
Line Item Total:	\$8,169.37	
Total for 200 - Personal Services > Employee Benefits:		
Total for all other Objects:		\$741,093.37
Total for all Objects:		\$823,589.00
Allocation:		\$823,589.00
Remaining:		\$0.00

Norwich School District (104-000) 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		741,093.37	741,093.37
200 - Personal Services > Employee Benefits		82,495.63	82,495.63
Total		823,589.00	823,589.00
		Allocation	823,589.00
		Remaining	0.00

Norwich School District (104-000) 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 learning program will allot 30 minutes daily for students to work on homework and receive academic support. The program will maintain a 1:15 instructor to student ratio during this time. Students will be grouped by grade level and team. Instructors will collaborate with students' school day teachers and literacy specialists to track academic progress, homework completion and test scores. Additionally, certified teachers will provide small group instruction, 1:5 ratio, during homework time through use of Title I funds to facilitate literacy skills development. These tutorials will follow the SRBI model with a goal of exiting students from services every eight weeks, and enrolling new students based on an analysis of student benchmark data. Once students complete homework they will have the option to choose from themed center based activities; creative center, logic and math center, science center, and literacy center. Each center includes hands on learning activities that are student driven and can be done independently. Online math and literacy intervention programs will also be offered.

Twice per week, students will participate in an academic enrichment offering designed by one of the district's certified instructional specialists and summer school coordinator. These enrichment offerings are designed to mirror the district's science curriculum scope and sequence. Enrichment offerings are grade-level targeted and appropriately paced to supplement the regular school day offerings.

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

Recreational and wellness activities are offered throughout the year. Norwich Public Schools will offer health/recreational activities three days per week. On Mondays, Wednesday and Fridays, the Extended School Hours offerings will focus on student wellness. Activities may include:

Gardening: students will learn why healthy food matters; grow, cook, and try new things; develop food journals to encourage themselves to eat healthy food every day; and build a foundation for a bright, healthy future.

Sports: Sports activities have been designed to offer intramural style activities for students of all abilities. Offerings include pep squad, dance, soccer, basketball, and outdoor games.

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

Programming will be open to all students, grades K-5 at Moriarty, Stanton, Uncas, and Wequonnoc Elementary Schools. Priority will be given to students who enroll for 5 days per week for the entire school year (beginning October 1). Enrollment will be determined on a first come, first served basis. Programs will operate from school dismissal (approximately 3:35) through 5:15 pm, Monday through Friday October 1 through the last day of school.

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

Certified teachers will facilitate literacy skills development during homework hour through use of Title I funds. These tutorials will be conducted in small group ratios 1:5, and will follow the SRBI model with a goal of exiting students from services every eight weeks, and enrolling new students based on an analysis of student benchmark data.

A certified district instructional specialist has designed CCSS-aligned, after school resources tied to math and science instruction. These lessons are all taught at the school, in classrooms, during academic adventure days (Tuesdays and Thursdays) with a group ratio of 1:15. Some STEM sessions will include: Solids and Liquids, Organisms, Balance and Motion, Changes in Matter, Animal Adaptations, Light and Sound, Forces of Motion, and Senses. These materials follow the grade level content and scope and sequence of the district's science curriculum and enhance the learning that occurs during the day.

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

Forty percent of Norwich's Extended School Hours funding will be subcontracted to community providers who will offer a wide range of activities to students in the four ESH funded elementary schools.

Within each organizations project proposal, applicants will speak to the projects ability to engage students in their local community. Historically, students have engaged with their community through participation in community service learning projects, field trips to local community sites such as the marina and Mohegan Park for participation in activities tied to the community provider's learning goals.

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

Moriarty, Stanton, Uncas and Wequonnoc schools all have small 21st Century Community Learning Centers operating during the after school hours. There is a coordinator who is, in part, paid through the 21st CCLC funds who will also be responsible for coordinating the operations around the Extended School Hours offerings. This will ensure that all program staff and partners receive proper training and supervision, appropriate classroom space and materials are made available for program operation, and students are receiving supper and transportation home, daily.

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

A parent representative from each school will be invited to participate in the mini grant reading/ scoring process prior to awarding funding to community partnership plans. Parents will be engaged as chaperones for planned field trips, and will be invited to regularly scheduled showcases and program celebrations.

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.

The Extended School Hours grant project is overseen by the director of strategic initiatives, the extended learning program supervisor, and each school's coordinator of after school programs and attendance. At a district level, the superintendent and director of curriculum, instruction and assessment have authorized access to district facilities, instructional resources, and bus transportation home for all students engaged in projects overseen by community organizations. At the school level, each principal relies on the coordinator of after school programs and attendance to ensure coordination between community partner activities and other district-run activities within the school. This ensures that each student and family enrolling in after school activities has a single point of contact, regardless of the funding source of a project. Additionally, with a single point person at each school, community partners are viewed as a piece of the overall puzzle that makes for a well-rounded after school offering at each school, where each provider has access to space and resources necessary for successful implementation of their project.

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
Moriarty Environmental Studies Magnet School	K-5	30	M-F	34
Stanton Elementary School	K-5	30	M-F	34
Uncas Network School	K-5	30	M-F	34
Wequonnoc Arts and Technology Magnet School	K-5	30	M-F	34

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:

Coordinators of After School Programs and Attendance will be responsible for collaborating with their school's instructional specialist to review district benchmark data for reading and math for students enrolled in the extended school hours program. The timeline for data review will follow the districts assessment calendar: Fall - November, Winter - March, Spring - April. The coordinators will compare the subgroup of participants in after school programming to the overall school performance. This data will provide feedback to the Extended Learning Department in the overall design of the program and inform the implementation of additional academic supports and enrichment throughout the school year. In addition, the coordinators and instructional specialists will review student data at the individual level to ensure interventions are provided are made available to students who require additional support.

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

Similarly to the above description, Coordinators of After School Programs and Attendance will be responsible for collaborating with their school's instructional specialist to review district benchmark data for reading and math for students enrolled in the previous year's extended school hours program. The timeline for data review will follow the districts assessment calendar: Fall - November, Winter - March, Spring - April. The coordinators will compare the subgroup of participants in after school programming to the overall school performance. This data will provide feedback to the Extended Learning Department in the overall design of the program and inform the implementation of additional academic supports and enrichment.

PSD - Extended School Hours Budget

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$49,355.12
200 - Personal Services > Employee Benefits	\$3,775.67
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$36,217.60
600 - Supplies	\$1,195.61
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$90,544.00
	Allocation \$90,544.00
	Remaining \$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$49,355.12

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Extended Learning Instructors Moriarty: \$17.96/hr, 2 hrs/day, 155 days
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$12,338.78	
Line Item Total:	\$12,338.78	
Object:	100 - Personal Services > Salaries	Extended Learning Instructors Stanton: 2 @ \$17.96/hr, 2 hrs/day, 155 days
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$12,338.78	
Line Item Total:	\$12,338.78	

Object:	100 - Personal Services > Salaries	Extended Learning Instructors Uncas: 2 @ \$17.96/hr, 2 hrs/day, 155 days
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$12,338.78	
Line Item Total:	\$12,338.78	
Object:	100 - Personal Services > Salaries	Extended Learning Instructors Wequonnoc: 2 @ \$17.96/hr, 2 hrs/day, 155 days
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$12,338.78	
Line Item Total:	\$12,338.78	
Total for 100 - Personal Services > Salaries:		\$49,355.12
Total for all other Objects:		\$41,188.88
Total for all Objects:		\$90,544.00

Allocation: \$90,544.00

Remaining: \$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

200 - Personal Services > Employee Benefits - \$3,775.67

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Non certified payroll taxes 7.65%
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$3,775.67	
Line Item Total:	\$3,775.67	
Total for 200 - Personal Services > Employee Benefits:		\$3,775.67
Total for all other Objects:		\$86,768.33
Total for all Objects:		\$90,544.00
Allocation:		\$90,544.00
Remaining:		\$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$36,217.60

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Community Partner Contract Moriarty
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$9,054.40	
Line Item Total:	\$9,054.40	
Object:	500 - Other Purchased Services	Community Partner Contract Stanton
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$9,054.40	
Line Item Total:	\$9,054.40	

Object:	500 - Other Purchased Services	Community Partner Contract Uncas	
Purpose:	01 - Public School Activities		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$9,054.40		
Line Item Total:	\$9,054.40		
Object:	500 - Other Purchased Services	Community Partner Contract Wequonnoc	
Purpose:	01 - Public School Activities		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$9,054.40		
Line Item Total:	\$9,054.40		
		Total for 500 - Other Purchased Services:	\$36,217.60
		Total for all other Objects:	\$54,326.40
		Total for all Objects:	\$90,544.00

Allocation:	\$90,544.00
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Remaining:	\$0.00
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Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$1,195.61

Budget Detail		Narrative Description
Object: 600 - Supplies		After School Supplies Moriarty
Purpose: 01 - Public School Activities		
LEA / School: Norwich School District (104-000)		
Quantity: <input type="text" value="1.00"/>		
Cost: <input type="text" value="\$298.91"/>		
Line Item Total: <input type="text" value="\$298.91"/>		
Object: 600 - Supplies		After School Supplies Stanton
Purpose: 01 - Public School Activities		
LEA / School: Norwich School District (104-000)		
Quantity: <input type="text" value="1.00"/>		
Cost: <input type="text" value="\$298.91"/>		
Line Item Total: <input type="text" value="\$298.91"/>		
Object: 600 - Supplies		After School Supplies Uncas
Purpose: 01 - Public School Activities		

LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$298.91		
Line Item Total:	\$298.91		
Object:	600 - Supplies	After School Supplies Wequonnoc	
Purpose:	01 - Public School Activities		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$298.88		
Line Item Total:	\$298.88		
		Total for 600 - Supplies:	\$1,195.61
		Total for all other Objects:	\$89,348.39
		Total for all Objects:	\$90,544.00
		Allocation:	\$90,544.00
		Remaining:	\$0.00

Norwich School District (104-000) 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		49,355.12	49,355.12
200 - Personal Services > Employee Benefits		3,775.67	3,775.67
500 - Other Purchased Services		36,217.60	36,217.60
600 - Supplies		1,195.61	1,195.61
Total		90,544.00	90,544.00
		Allocation	90,544.00
		Remaining	0.00

Norwich School District (104-000) 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)

Running Records and DIBELS Phoneme Segmentation (Kindergarten) and Oral Reading Fluency (Grade 1 and 2) Assessments will be used to determine a student's eligibility for summer school 2018 as well as the June 2019 summer school program. Students will be deemed eligible for summer school if they receive a score of "Intensive" for DIBELS and Level 1 for Teachers College Running Records. Preference will be given to ELs and Special Education students who fall into these criteria for eligibility.

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

Preference will be given to applicants who are current Norwich Public Schools, primary grade teachers or ELA instructional specialists with a strong background and experience in early literacy. Additionally, the district will consider teachers who have a specialization in reading instruction, experience evaluating formative assessments and progress monitoring, and experience in small group instruction, especially during a summer school program.

3. Criteria for establishing the curricula for the summer program

The curriculum for the summer program will be designed based on an analysis of individual students needs as identified through the DIBELS Phoneme Segmentation and Oral Reading Fluency assessments. The summer program will follow the literacy workshop model and will reinforce CCSS through utilization of resources identified in the district's ELA curriculum. Summer School Teachers will meet both prior to and throughout the program to determine the focus of mini lessons, discuss effective teaching strategies, set goals, monitor student progress, plan for small group instruction, and differentiation. Summer school teachers will develop lessons using the following tools: Leveled Literacy Intervention (LLI), Florida Center for Research, NGSX Science Standards, and Wilson Reading Foundations.

Additionally, students will be offered opportunities to engage in choice enrichment activities. These activities and related curricula are designed based on student interest to encourage regular attendance throughout the summer program.

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
All elementary schools @ Kelly STEAM Middle Magnet	K-3	M-F 8:30-3:30	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.

Pre/post and mid program running records will be administered to students enrolled in summer school. Summer school folders including student work and anecdotal notes from the summer school teacher will travel to the students' home schools. Academic progress for students enrolled in the 2018 Summer School Program will be tracked during the 2018-19 school year through DIBELS and Running Records.

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$57,654.33
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$25,854.05
600 - Supplies	\$22,880.62
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$106,389.00
	Allocation \$106,389.00
	Remaining \$0.00

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$57,654.33

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Summer School Coordinator Stipend (2) (regular and special education)
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$14,294.00	
Line Item Total:	\$14,294.00	
Object:	100 - Personal Services > Salaries	Summer 2018 - Certified Teachers: 5 teachers @ \$34.53/hr, 4.5 hrs/day, 5 days/week, 3 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$11,653.88	
Line Item Total:	\$11,653.88	

Object:	100 - Personal Services > Salaries	Summer 2018 - Program Instructors: 5 instructors @ \$18.04/hr, 7 hours/day, 5 days/week, 3 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$9,471.00	
Line Item Total:	\$9,471.00	
Object:	100 - Personal Services > Salaries	Summer 2019 - Certified Teachers: 5 teachers @ \$34.53/hr, 4.5 hrs/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$7,769.25	
Line Item Total:	\$7,769.25	
Object:	100 - Personal Services > Salaries	Summer 2019 - Program Instructors: 5 instructors @ \$18.04/hr, 7 hours/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	

Quantity:	1.00	
Cost:	\$6,314.00	
Line Item Total:	\$6,314.00	
Object:	100 - Personal Services > Salaries	Summer 2019 - Summer Coordinator: 2 Coordinators @ \$39.53/hr, 7 hrs/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$2,767.10	
Line Item Total:	\$2,767.10	
Object:	100 - Personal Services > Salaries	Summer 2019 - Nurse: @ \$35.09/hr, 7 hours/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$2,456.30	

Line Item Total:	\$2,456.30	
Object:	100 - Personal Services > Salaries	Summer 2019 - Administrative Assistant: @ \$22.22/hr, 7 hours/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$1,555.40	
Line Item Total:	\$1,555.40	
Object:	100 - Personal Services > Salaries	Summer 2019 - Custodian: @ \$19.62/hr, 7 hours/day, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$1,373.40	
Line Item Total:	\$1,373.40	
Total for 100 - Personal Services > Salaries:		\$57,654.33

Total for all other Objects:	\$48,734.67
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Total for all Objects:	\$106,389.00
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Allocation:	\$106,389.00
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Remaining:	\$0.00
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Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$25,854.05

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Summer 2019 - First Student Bus Transportation \$354.58/bus, 4 busses, 5 days/week, 2 weeks
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$14,183.20	
Line Item Total:	\$14,183.20	
Object:	500 - Other Purchased Services	Summer 2018 - Community Enrichment Providers 4 @ (approximately) \$2,000 ea.
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$7,670.85	
Line Item Total:	\$7,670.85	

Object:	500 - Other Purchased Services	Summer 2019 Community Enrichment Providers: 2 @ \$2,000 ea
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$4,000.00"/>	
Line Item Total:	<input type="text" value="\$4,000.00"/>	

Total for 500 - Other Purchased Services:		<input type="text" value="\$25,854.05"/>
Total for all other Objects:		<input type="text" value="\$80,534.95"/>
Total for all Objects:		<input type="text" value="\$106,389.00"/>
Allocation:		<input type="text" value="\$106,389.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Norwich School District (104-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

600 - Supplies - \$22,880.62

Budget Detail		Narrative Description
Object:	600 - Supplies	Summer 2018 - Intervention supplies
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$11,500.00	
Line Item Total:	\$11,500.00	
Object:	600 - Supplies	Summer 2019 - Intervention supplies
Purpose:	01 - Public School Activities	
LEA / School:	Norwich School District (104-000)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	
Object:	600 - Supplies	Summer 2019 - enrichment supplies
Purpose:	01 - Public School Activities	

LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$3,380.62		
Line Item Total:	\$3,380.62		
Object:	600 - Supplies	Summer 2018 Enrichment Supplies	
Purpose:	01 - Public School Activities		
LEA / School:	Norwich School District (104-000)		
Quantity:	1.00		
Cost:	\$2,000.00		
Line Item Total:	\$2,000.00		
		Total for 600 - Supplies:	\$22,880.62
		Total for all other Objects:	\$83,508.38
		Total for all Objects:	\$106,389.00
		Allocation:	\$106,389.00
		Remaining:	\$0.00

Norwich School District (104-000) 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		57,654.33	57,654.33
500 - Other Purchased Services		25,854.05	25,854.05
600 - Supplies		22,880.62	22,880.62
Total		106,389.00	106,389.00
		Allocation	106,389.00
		Remaining	0.00

Norwich School District (104-000) 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:

08/09/2018 