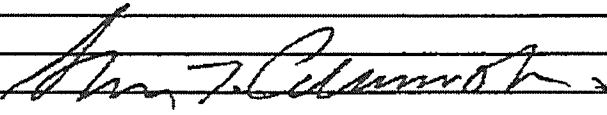
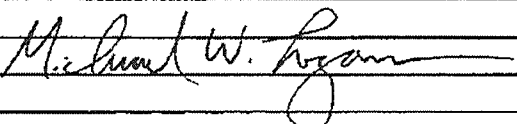


2016-17 Consolidated Alliance and Priority School District Application

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

Local Education Agency:	
Norwalk Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
1,455,964.00	3,907,780.00
Contact Person:	Contact Title:
Patty Foley	Director of School Improvement
Telephone:	E-mail Address:
203-854-4136	Foleyp@norwalkps.org
Name of Superintendent:	
Dr. Steven Adamowski	
Signature of Superintendent:	Date:
	7-29-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Mr. Michael Lyons	
Signature of Board Chair:	Date:
	7/29/16

2016-17 Consolidated Alliance and Priority School District Application

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

Local Education Agency:	
Norwalk Public Schools	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
1,455,964.00	3,684,999.00
Contact Person:	Contact Title:
Patty Foley	Director of School Improvement
Telephone:	E-mail Address:
203-854-4136	FoleyP@norwalkps.org
Name of Superintendent:	
Dr. Steven Adamowski	
Signature of Superintendent:	Date:
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Mr. Micheal Lyons	
Signature of Board Chair:	Date:

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an “X” beside the district’s 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	8.5 Curriculum Site Directors : District will staff one or .5 CISD – Curriculum and Instruction Site Director in each of the elementary schools. These people are curriculum experts and will coach teachers and administrators in effective instructional practices. They will work side by side Central Office Chief Academic Officer and school Principals to create and implement district initiatives and coaching cycles, ensuring that all teachers receive some coaching over the school year. CISDs will provide instructional coaching, PD, model lessons, and assist with the implementation of CK3LI strategies, a literacy initiative. The CISD’s will attend training for CK3LI and turnkey strategies in his/her building. Each building will also have a Reading Interventionist funded by the district who will assist with the implementation of CK3LI strategies in K-3 and early interventions. CISD’s will also track interventions and ensure flexible groups are in place based on data working side by side with the teachers in order to implement recommendations from SERC for an improved SRBI plan.	-Increase the percentage of students scoring at or above grade-level on MOY DIBELS reading assessment from 75 percent in 2016 to 85 percent in 2017. MOY data from 2015 was 70% so it moved to 75% in MOY 2016. Show growth in all bands moving up in NWEA grades 3-5 based on baseline data from first full year of implementation Sept. 2016 to winter and spring 2017 -Increase the percentage of students at level 3 and 4 on SBAC reading assessment from 57 percent in 2015 to 63% percent in 2016 and 68% in 2017. This is 11 points from the pilot year until the second year of implementation of SBAC.
1.2.	Build leadership capacity within the district by sending 4 new Principals to Lead CT with a cohort beginning Summer 2016 and 3 already signed up for next year. This will be funded by State and local dollars. We are committed to supporting first and second year Principals and will offer them the opportunity to attend these sessions through the Department of Education Leadership program. We are looking to build the strength of our leadership in Norwalk as is part of the strategic operating plan adopted by the Board in 2015-6 school year. Partnering with the State to allow new Principals and Principals in the locally identified low performing schools will allow for excellent professional development and collaboration State wide.	Principals will feel supported and able to troubleshoot ideas with other colleagues based on survey results pre and post. This will lead to innovative decisions at the school level noted by minutes from meetings and School Improvement plans developed. Principal's attending the Professional Development cohort will move up in each domain of the evaluation from beginning of the year to end of year 2016 -2017..

1.3.	<p>Norwalk is committed to developing the talent within the district and building a leadership pipeline in order to fill leadership positions from within the district. This partnership with Relay Graduate School of Education National Principals Academy Fellowship Program will begin this summer, 2016 for a two week institute and then 4 weekends throughout the year. The main focus is instructional coaching and giving real time feedback. Applicants apply and are interviewed in the spring of 2016. The first cohort is chosen and includes the Head of NECA and Assistant Principal at Norwalk High School, a High School House Masters, one Middle School Assistant Principal and two Curriculum and Instructional Site Directors at the elementary level. This is a competitive process which will help develop leaders within Norwalk to move into Principal positions or other leadership roles. This is a year long program for this cohort and in addition to the summer and weekends, a mentor from Relay will work with these candidates in the building on embedded instructional coaching strategies. This is to prepare potential candidates for Leadership positions in Norwalk. This also allows Norwalk to retain and develop top talent in the district. This is funded by a community partner and the Alliance Grant.</p>	<p>Increase amount of applications from 15 to 25 in spring of 2017 and accept a second cohort of 7-10 for summer 2017. Place at least one person who was accepted and is beginning the fellowship into a principal position in 2016-17. 100% of leaders attending will remain in the district at the end of 2017.</p>
1.4.	<p>Norwalk is committed to developing teacher leaders and offering opportunities like the Emerging Leaders Program for teacher leaders and others wanting to gain knowledge and improve leadership skills to take on roles within Norwalk. This partnership is a year long and teams with a Bridgeport Cohort. 10 candidates will be accepted into this leadership role after a very competitive process with our partner organization, Emerging Leaders. This will be funded in part by Alliance and supplemented with funds from the partner organization.</p>	<p>Develop a group of teacher leaders who take on leadership roles i.e.: data team, facilitators, peer coach - at the end of 2016-17 cohort 50% of participants will become leaders in specific roles in his/her building or join a district committee and this data will be tracked. Principals will conduct evaluations that show improvement in areas below proficient or at the proficient level.</p>

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
8.5 Curriculum and Instruction Directors	1.1	8 full time one .5 in each of the elementary schools to embed coaching and be the instructional leader and liaison to the district curriculum office	\$ 1,065,209.00
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 1,065,209.00
200: Personnel Services - Benefits			
8.5 CISDs		FICA	\$ 36,000.00
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 36,000.00
300: Purchased Professional and Technical Services			
Relay Graduate School of Education Principal's Academy Fellowship Program	1.3	5 candidates selected to attend 1016-17 cohort to build a leadership pipeline in Norwalk - other funding source through Community Partners and a small portion from Alliance grant	\$ 18,000.00
Emerging Leaders in conjunction with Public Square partners - 10 candidates 2016-17 and minimum of 10 2017-18	1.4	10 prospective teacher leaders through a competitive process have been identified to attend 2016-17 a year long professional development series including 1 week in the summer- The Program will offset costs with the district funding in order to allow for 10 candidates to attend	\$ 40,000.00
Lead CT- new Principals and locally identified Intervention School leaders	1.2	Grow new Principals through Lead CT Academy for new Principals and low performing school leaders	NA
PD for IB program training teachers to prepare for 2016-17 full implementation	1.5	Training teachers who will teach the IB courses to offer another pathway for students at Brien McMahon HS in 2016-17	\$ 39,000.00
300: Purchased Professional and Technical Services Subtotal:			\$ 97,000.00
400: Purchased Property Services			

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

500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -
600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
800: Other Objects Subtotal:			
Talent Subtotal:			\$ 1,198,209.00

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

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

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Summer School - K-3 all 12 elementary schools will host summer school for their own children as research states this is more effective and results in greater gains. It will start 3 weeks after school ends and end 2 weeks before school begins in order to reduce summer learning loss. Summer school grant, Title I and local dollars will support this initiative along with funds for Lexia as a rotation. Literacy Howe consultants will lead a summer institute to train teachers on the model for summer school. This will occur in 2016-17 and 2017-18 for three full days in June. This is mandatory summer school for K-3 students in the red zone but also offering seats to students in the yellow zone. This is a district intervention to boost summer learning and decrease summer learning loss. Keeping all students in their home school should result in gains for all K-3 students attending. This is supplemented with The Summer School Accountability grant as well as local funds.</p> <p>A bridge academy summer program will also run to help transition 8th graders to 9th grade. Community Partners such as Carver will support this initiative as well as PSD funds. The district is committed to supporting this summer learning and help all students' transition to high school. Approximately 100 students will attend at each Comprehensive High School from the 4 middle schools.</p>	<p>12.6% of K-3 students will be required to attend summer school based on MOY DIBELS. After 20 days of intense instruction 80% of students will make progress towards benchmark moving into the yellow zone.</p> <p>The number of students in the red zone will decrease from 12.6% in 2016 to 8% in 2017 resulting in less students being mandated to summer school based on MClass/DiBels.</p> <p>NWEA data will reflect gains from EOY 2016 to beginning of the year 2016 for 80% of students attending the Bridge transition summer school program for 9th grade.</p> <p>Student attendance will be 95% daily for the summer program.</p>
2.2.	<p>10% of 48 Early Literacy teachers salary in K-3 will be covered through PSD funds. This is down from 20% last year which we put back in local funding. The other percentage will be covered under local funding. The goal is to provide all K-3 literacy teachers with a strong foundation in early literacy but also include Pre K teachers. All these teachers will be trained through professional development and embedded coaching and some of these teachers will serve as the "experts" in their schools. The instructional preschool specialist will work closely with all Pre K teachers and support the Kindergarten transition at the building levels. Some preschools will be centralized next year giving teachers an opportunity to have an instructional coordinator available to support teams on a regular basis. 2 Curriculum and instructional specialists will provide training and coaching to prek-3 in Brookside Elementary school where preschool classrooms will remain and target transition to Kindergarten from preschools for children and teachers.</p>	<p>PELI, a preschool literacy assessment aligned to the DiBels will decrease from 40% to 25% of preschool students scoring in the red zone MOY 2016 to MOY 2017.</p> <p>Professional development sessions are inclusive of Pre K teachers and 75% will attend training with K-3 teachers</p> <p>Coaching takes place in the Pre K classrooms at least 3 times per year with follow up meetings for feedback and review of practice.</p>

2.3.	<p>The districts achievement data indicates that there needs to be more emphasis on Tier 2 and Tier 3 intervention in order to meet the needs of the most struggling reader. Together with SERC consultants, Curriculum office and Director of School Improvement, the district will continue to train staff in research-based interventions and provide coaching on how to best implement these practices. Schedules will be more conducive to allow for time for reading and math interventions in the elementary schools and middle schools will have 90 minutes of both ELA and math which will allow for intervention/enrichment. The elementary schools will have Lexia licenses to allow for Lexia to be in the rotation of the literacy block and used for additional support when applicable. Middle schools are beginning a redesign structure and will move grade 6 to block scheduling in September in order to add to instructional time or optimal learning time (OLT). All middle schoolers will have Read 180 and Math 180 for those who qualify, along with opportunities to intervene within the core instructional block to work with small groups. A dedicated reading teacher will be added to the 6th grade team in each of the 4 middle schools to deliver interventions and supports to students in addition to English Language Arts.</p>	<p>Students will be placed in Read 180 and Math 180 and growth will be seen in SRI from BOY to the end of an eight week block once there is an established baseline. 15% of students in the interventions will place out by MOY. 95% of all Lexia and Read 180 licenses will be used. Based on individual student data on SRI grade 6 and DiBels K-3 students in intervention will be progress monitored and a 10% gain will be made after 8 weeks for individual students Overall, the district will move from 30% at level 3 or 4 in Math on SBAC to 54% a 15% gain. The district will increase from 57% in Reading on SBAC to 68%</p>
2.4	<p>Assessment system - DIBELS will continue to be used grades K-3 with the preschool PELI used for preschool. NWEA will be used throughout the district grades 4-8 in order to have a normed referenced assessment given as benchmark and offer progress monitoring with skills navigator. Also the SRI will be used 6-12 to get Lexile levels to have an entry point for all students. The district has not had an assessment system in place for upper elementary, middle or high school prior to 2015-16 when NWEA was piloted in 6 schools. The system will be more robust in 2016-17 and will allow data teams to look at these assessments along with student work and other data points.</p>	<p>100% of students will have a Lexile level. Teachers are bringing data to data team meetings and being provided professional development around how to use it and next steps as evidenced by observations of team meetings and agendas. Skills navigator will be used by 50% of teachers trained by the end of 2017 to progress monitor students</p>
2.5	<p>After School tutoring for Math with the Carver program supported by PSD and Carver community partners This also supports the data on SBAC and NWEA showing the need for math intervention. Middle redesign will also begin in 2016 looking at block scheduling and teaming differently beginning in grade 6 in order to allow for a 90m minute block of Language Arts and Math everyday along with intervention/enrichment blocks and specials, This is all part of the strategic plan in terms of all schools being more robust and offering optimal learning time.</p>	<p>An increase of 10% of students staying for the after school program from BOY to MOY in 2017 Students receiving tutoring in math will show gains on NWEA and SRI testing based on baseline of individual students. Double digit gains are expected.</p>
2.6	<p>Curriculum Writing - Summer curriculum writing and designated days through the 2016-17 school year to write Language Arts units for grades 6-12 aligned to common core standards with embedded performance tasks. There is a need to rewrite the language arts curriculum to support teachers with the common core and align to more rigorous cognitive thinking. Continuation of K-5 Language Arts and Math will also continue. Harcourt will lead the curriculum development with consultants.</p>	<p>Units will be implemented as noted by lesson planning and walkthroughs and performance task completion by MOY 2017</p>

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1 preK instructional specialist	2.1	Work with all preK teachers to align curriculum and strategies to K-3.	\$ -	\$ 150,000.00
4 Reading interventionists in Middle Schools to help support Middle school	2.3	Read 180 specialists and reading interventionists fro 6th grade team in middle schools	\$ -	\$ 400,000.00
Mandatory summer school for K-3 in home school for all students	2.1	Summer school k-3 supported by other grants, local and some PSD to ensure the program is open to as many students as possible. Salaries for teachers		\$ 160,000.00
After school tutor program for each middle school for Math supported by PSd and Community partner the Carver Center	2.5	Address Math data and support the Carver Center for an after school math program at each of the 4 middle schools		\$ 40,000.00
Bridge Summer school transitional program - 5th to 6th at Roton Middle School as a pilot with Carver	2.1	8th to 9th grade summer transitional program - funded through community partners and district share - salaries for teachers for four weeks. Alos Roton Middle School will have a program with Carver for 5th to 6th transition supported by PSd and Carver		\$ 104,000.00
Provide 6 schools with more autonomy a budget to hire/providinterventions/enrichment as needed per data. The district office will monitor the request to use the \$52,000 at each of the six schools based on alignment to the Strategic Operating plan and school data. The Prinicpal has autonomy to make decsions along with the district office Director of School Improvement.	2.3	Schools will be tiered and given different levels of support as a new way of looking at the district portfolio. 6 schools will have autonomy to hire/provide interventions using the \$52,000 budget provided to them. They can hire 2 interventionists and/or one part time person in addition to resources depending on data. Intervetionist for reading/and or certified tutors will provide small group instruction in math/reading depending on the data. Student growth on Go math. DIBELS and NWEA will be looked at and overall school performance on interim assessments meeting school goals.		\$ 312,000.00
% of 48 Early Literacy Teachers and 2 additional Curriculum specialists preK-3	2.2	District pays % of K-3 Early Literacy K-3 teachers and 2 additional supports coaches and interventionists for children tranistioning to Kinderarten	\$ -	\$ 731,000.00
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 1,897,000.00
200: Personnel Services - Benefits				

PreK instructional specialist	2.1	preK benefits FICA (Medicare 1.45)	\$ -	\$ 2,413.00
4 Reading Interventionists	2.3	MS readinging interventionists benefits (FICA 1.45)	\$ -	\$ 7,000.00
% of 48 Early Literacy Teachers and 1 Coach for prek-3	2.2	FICA (Medicare 1.45)	\$ -	\$ 10,000.00
200: Personnel Services - Benefits Subtotal:			\$ -	\$ 19,413.00
300: Purchased Professional and Technical Services				
NWEA Assessment licenses and training - 7000 licenses purchased for 2016-7 for grades 3-10	2.4	Benchmark assessment 3 times per year grades 3-10 -skills navigator included for progress monitoring and professional development days for teachers to work with data in August and throughout the academic year - 7 days	\$ -	\$ 175,000.00
Read 180 math180 and PD with consultant all year in the district year 1 plus licenses	2.3	- 480 licenses Read 180 Universal Stage B (middle) 150 Licenses Universal Stage C (high) 180 Linceses System 44 Nest Generation Secondary, 576 Licenses Math 180 Course 1 and 288 Licenses Math 180 Course 11 - Data from grade 5 Dibels, NWEA pilot data were used to determine intervention needs - Alos NWEA 6th adn 7th, Go Math and Reading inventory were looked at for 7 and 8 grades.		\$ 250,000.00
Middle School Redesign Institute for professional development - teaching in the block	2.3	August 10,18,19,22,and 23 a summer institute for 6th grade teachers around teaching in the block and middle school redesign. This will also include interventions during the block schedule and Read and math 180		\$ 40,000.00
Middle School Redesign with CSSR monthly PD	2.3			\$ 40,000.00
			\$ -	
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 505,000.00

400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Curriculum writing with team and consulting group to create rigorous units aligned to CCSS. 40 days total - 12 for K-5 language arts and math - 8 for 6-12 language arts and math	2.6	Consulting group through Harcourt to work in the district 40 days with teams to develop curriculum and then implementation PD- Summer 2016 through June 2017	\$ -	\$ 160,000.00
			\$ -	
			\$ -	
500: Other Purchased Services Subtotal:			\$ -	\$ 160,000.00
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
Lexia Licenses for intervention tier 1	2.3	Support the rotation model, tier 1 and tier 2 interventions k-3.	\$ -	\$ 20,000.00
DIBels, mclass licenses for K-3 literacy	2.1-2.3	Continue assessment of early literacy skills in K-3 and individualize instruction based on results	\$ -	\$ 100,000.00

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ 120,000.00
Talent Subtotal:			\$ -	\$ 2,701,413.00

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Norwalk has hired and trained Security Monitors to work with the Middle and High Schools to assist with refocusing students during the school day and getting them back to class along with working with parents and community The School Preparedness Coordinator will work with these monitors to collaborate with administrators and teachers to decrease discipline referrals. The goal is to reduce behavior issues and keep all students feeling safe in the environment. The Security Monitors will also be trained in PBIS in order to support staff and use the same language within the school.	ISS will decrease by 10 percent from MOY 2016 to MOY 2017 from 198 to 178. OSS will decrease by 10% down from 78 incidence in MOY 2016 to MOY 2017
3.2.	PBIS will continue with ongoing training and refresher PD as required. Norwalk is committed to implementing PBIS throughout the schools as a strategy to support and improve climate and culture in the buildings. Currently we have 7 schools that have completed a 3 year cycle. 6 - Brookside, Fox Run, Jefferson, Kendall, Marvin and Tracey have completed year 1 so they will continue next year. Cranbury and Wolfpit Schools completed year 2 with 4 additional trainings this year . We will continue training and refreshing schools as needed. Pathways at Briggs, Nathan Hale MS, Ponus Ridge MS, Roton MS, West Rocks middle School, Brien McMahon HS and Norwalk HS have completed the 3 year cycle with refresher in year 4.	Reduction in office referrals at individual schools by 15%. 100% of schools are in the cycle of training with PBIS or receiving a refresher from the Climate Coordinator
3.3.	Each school will write a plan for addressing chronically absent students which will be overseen by the Director of School Improvement. The district data will be available to be viewed weekly and the plan implementation will be monitored closely by the school leadership team. No additional funding is necessary for this goal to be met. The district technology budget and team will support the data platform that gives this information easily and all data clerks will be trained in how to input the information correctly in order to give fidelity to the program.	Chronic Absenteeism will be reduced by 5% district wide to be below the 10% mark and by 3% in each school.
3.4	The alternative High School will become a blended model in order to support students needing to recover credits and prevent drop out as an alternative high school program will be offered. In order to keep students connected to his/her comprehensive high school a stipend will be offered for an additional elective to be taught at the comprehensive high school and guidance/counseling services will be offered each morning before a bus brings students to Norwalk Pathways Academy for the core instruction. The goal is to offer incentive for students to recover credits and work at his/her own pace while keeping a connection to Norwalk High or Brien McMahon and receive necessary services as needed.	85% of students attend the first period elective at the comprehensive high school before being bused to Norwalk Pathways Academy Graduation rate a Norwalk Pathways Academy at Briggs increases by 5% with students having more opportunity to recover credits and take additional electives with the extension of the day.

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
security Resource Monitors - 13 Middle School and High School security monitors	3.1	Support Administratotrs and staff to monitor hallways, open tranistion areas and redirect students back to class as needed	\$ -	\$ 598,000.00
Stipend for additional elective taught at Norwalk or Brien McMahan to accommodate students from the alternative high school offering a boarder selection	3.4	Allow students attending NPA alternative High School to attend the comprehensive high school in the morning taking an elective and receive services and career readiness counseling in order to stay connected to his/her comprehensive high school and encourage more student engagement with a broader selection of electives before being bused over to Norwalk Pathways Academy to complete core classes. This is a strategy to help address dropout rate and keep students engaged.	\$ -	\$ 20,000.00
			\$ -	
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 618,000.00
200: Personnel Services - Benefits				
			\$ -	
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
PBIS training and refresher for designated schools	3.2	CES consultants as needed	\$ -	\$ 18,000.00
			\$ -	\$ -
			\$ -	\$ -

300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 18,000.00
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -

			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ -	\$ 636,000.00

2016-17 Operations Priorities

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

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

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1	2 state identified Focus schools and schools named locally as intervention schools based on data and a quality review from Public Square will have less autonomy and will receive additional supports - Brien McMahon may include before and after school support in math for high needs groups and extension of time during the day to support math with additional interventions as they were named a focus school for high needs math. West Rock will receive support to extend learning time and Math 180 additional licenses to support math high needs as named a focus school. Magnet schools will also receive some resources to make the school more robust and follow the model chosen for the magnet. Columbus will have the professional development from Bank Street and Silvermine will have additional support to begin the process of becoming a full Dual Language school this year beginning with Kindergarten. This addresses the strategic operating plan in terms of offering more choice for families.	Math scores will increase in West Rock and McMahon in the high needs group showing growth within the bands on SBAC in spring of 2017 as well as increasing overall by 10%. NWEA will look at baseline data in BOY and increase by 10% for each student in MOY. If the intervention is not working evidence there is evidence of flexible grouping and progress monitoring guiding instruction.
4.2.	.5 administrator of grants to follow all expenditures, progress monitoring data and provide support when needed to ensure all initiatives are moving forward. In addition the grants manager will direct low performing schools and work closely with curriculum to improve the SRBI process and provide a menu of interventions. District and grant funding for grants bookkeeper to support and track all grant work.	Direct support provided by grants team to evaluate program changes. Support site based budgeting and plan for grant funds to enhance programs at school level as evidenced by intervention menu and time for learning increased in the low performing identified schools
4.3.	Global Studies Magnet - Supporting the intense language program and keeping with the strategic operating plan of the district to offer choice and more robust magnet programs. This money was guaranteed to CGS by State Senator Duff for two years out of Alliance. CGS will use the new Site based budget system and possible tuition, along with district support to sustain by 2017/18.	Applications will increase as a result of additional language choices and a robust school. CGS will prepare to self sustain in 2017-8 school year

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
.5 grants administrator/Director of School Improvement/Grants Bookkeeper	4.2	In charge of grants and designing interventions for low performing schools and making decisions about priority and direct low performing School Improvement plans to align with district goals and data.	\$ -	\$ 120,000.00
Interventionist/Consultant to support state identified focus schools for high needs math to extend learning time for student	4.1	The district will support the two identified focus schools by assisting with resources to help improve math scores for the high needs group. This may include extending time and restructuring so students have more time learning	\$ -	\$ 150,000.00
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 270,000.00
200: Personnel Services - Benefits				
.5 grants and bookkeeper/.5 administrator/medical	4.2	FICA grants/medical	\$ -	\$ 37,000.00
FICA for Math interventionist to extend learning time	4.1	FICA	\$ -	\$ 5,000.00
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ 42,000.00
300: Purchased Professional and Technical Services				
Additional PD for Magnet schools in Bank Street Model and Dual Language strategies to increase learning time and strengthen magnet theme.	4.3	CAL Center for Applied Linguistics will embed PD through out the year to work with the Intradistrict Magnet and Bank Street will work with Columbus School to support the robust Model at that Intradistrict magnet school to create a more robust school and offer more choice for families	\$ -	\$ 50,000.00
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 50,000.00
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
Center for Global Studies Inter district Magnet program increasing school choice to Norwalk at the high school level Senator Duff secured funding for two years from the Alliance Grant to support the magent school.	4.3	Support a more robust program in the interdistrict magnet with the goal of each year site based budgeting will support the school along with state allocation for magnets and tuition in 2016-7. The Magnet will sustain itself in 2017-18.	\$ 200,000.00	
Unallocated - pending final budget resolution for PSD		Holding out this amount until final budget is decdiied assuming 5% cut	\$ -	\$ 208,367.00
			\$ -	\$ -
800: Other Objects Subtotal:			\$ 200,000.00	\$ 208,367.00
Talent Subtotal:			\$ 200,000.00	\$ 570,367.00

Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
			600: Supplies Subtotal:
			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
			700: Property Subtotal:
			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
			800: Other Objects Subtotal:
			\$ -
			Talent Subtotal:
			\$ -

FY 17 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,065,209.00	\$ -	\$ 1,897,000.00	\$ -	\$ 618,000.00	\$ -	\$ 270,000.00	\$ -	\$ 1,065,209.00	\$ 2,785,000.00
200: Personnel Services - Benefits	\$ 36,000.00	\$ -	\$ 19,413.00	\$ -	\$ -	\$ -	\$ 42,000.00	\$ -	\$ 36,000.00	\$ 61,413.00
300: Purchased Professional and Technical Services	\$ 97,000.00	\$ -	\$ 505,000.00	\$ -	\$ 18,000.00	\$ -	\$ 50,000.00	\$ -	\$ 97,000.00	\$ 573,000.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ 160,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 160,000.00
600: Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800: Other Objects	\$ -	\$ -	\$ 120,000.00	\$ -	\$ -	\$ 200,000.00	\$ 208,367.00	\$ -	\$ 200,000.00	\$ 328,367.00
TOTALS:	\$ 1,198,209.00	\$ -	\$ 2,701,413.00	\$ -	\$ 636,000.00	\$ 200,000.00	\$ 570,367.00	\$ -	\$ 1,398,209.00	\$ 3,907,780.00



L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- (10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).



- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.



(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Name: *(typed)*

Dr. Steven Adamowski

Title: *(typed)*

Superintendent

Date:

May 1, 2016