PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Norwich Public Schools		
Contact Person:	Contact Title:	
Kaitlyn O'Leary	Director of Strategic Initiatives	
Telephone:	Email Address:	
860-823-6284 X113	koleary@norwichpublicschools.org	
Street Address:	City:	Zip Code:
90 Town Street	Norwich	06360
Local Board Approval of Plan:	PSD:	
☐ Yes ☒ No Board of Education was updated on the status of the application at a 4/8 BOE Meeting. Approval of final application will be requested at the 5/13 BOE Meeting.	☐ Yes ☒ No Board of Education was updated on the status of the application at a 4/8 BOE Meeting. Approval of final application will be requested at the 5/13 BOE Meeting.	
Name of Superintendent:		
Abby I. Dolliver		
Signature of Superintendent:		Date:
Name of Board Chair:		
John Levangie, Vice Chairperson		
Signature of Board Chair:		Date:

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district's strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;

- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;

- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and

- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district's most significant strengths and Year 2 accomplishments, in addition to the district's most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Talent: Norwich Public Schools has developed solid systems and practices for professional development and leadership development with universal implementation throughout the district and a commitment to continuous improvement.	Professional learning opportunities have been strategically designed to positively impact district leadership, curriculum design, and high-quality instruction to positively impact student performance. Impactful professional learning opportunities have included: • Columbia University's Lucy Calkins provided one-day training on the Intersection of Teacher Evaluation and Teacher's College Reading Writing Workshop in NYC. This training was attended by district administrative representatives who turn keyed the training during administrative professional learning sessions. • ReVision Learning facilitated collaborative learning sessions aimed to increase calibration of the CCT Teacher Evaluation Rubric among district administrators. Three cross district administrative teams met three times with each professional learning community to conduct collaborative classroom observations focused on observing CCSS implementation and rigor as well as student centered instruction. Administrator participants increased their capacity to provide effective teacher feedback and support following observations and provide subsequent ongoing, job-embedded professional learning opportunities. In addition, staff from ReVision Learning provided administrators four professional learning sessions for district administrators, focused on implementation of CCSS and rigor during monthly Administrator Professional Development sessions. One on one coaching sessions were offered on two half days with selected administrators to allow for customized support in target areas determined through the district wide professional learning sessions. • Benchmark Education's Barbara Andrews provided job embedded professional learning sessions focused on the integration of content area learning and informational text related to the NPS ELA Curriculum. Sessions were conducted in each school with small groups of teachers. Sessions included an overview of Benchmark Education literacy materials, integration of CCSS, best practices in literacy instruction and modeling of lessons. • University of Connecticut's Dr. Douglass Kaufman provided job embedded professional learning sessions focused on implementation of the NPS ELA Curriculum and Literacy Workshop Model of Readers' and Writers' Workshop. Dr. Kaufman's sessions were conducted in each school with small groups of teachers. Dr. Kaufman modeled explicit instruction through mini-lessons using suggested mentor texts from the NPS ELA Curriculum in both reading and writing.

	• Doug Kaufman also offered a two hour feedback session to debrief district administrators on the status of professional development and trends observed in implementation of Readers' and Writers' Workshop district-wide.
	• District administrators attended a week-long training on educator evaluation at Eastconn during the summer of 2013. Administrators were deemed proficient.
	• University of Connecticut's Tamika La Salle provided a series of two 1.5-hour cultural competence information sessions at each school in the district. Ten teachers from each school attended and school staff shared information with grade level staff during data team meetings. This initial work informed a comprehensive needs assessment and action plan for the district's 2014-2015 professional development plans.
	• The NPS Administrative Literacy Specialist and Instructional Specialists facilitated voluntary professional learning opportunities during before or after school time to provide additional support for ELA curriculum implementation. Instructional specialists provided "the story" of the unit, a preview of mentor texts, pacing and implementation suggestions, and an overview of unit assessments.
	• NPS Administrators, in collaboration with building based Instructional Specialists, facilitated monthly half-day LEDs. The topics of these trainings were driven by data team meetings, implementation of Literacy Workshop Model and the Math in Focus curriculum, review of next generation standards for science, SBAC, social studies curriculum, and special education. In most cases, the Administrative Literacy Specialist designed professional learning and trained building based Instructional Specialists for roll out in the individual buildings to ensure consistency in messaging.
	• NPS Administrators, Principals and Administrative Literacy Specialists facilitated monthly school wide data team meetings.
	• NPS Instructional Specialists and Administrative Literacy Specialists facilitated weekly grade level data team meetings following the SRBI protocol. A monthly cycle of reading, writing, math and SRBI was followed.

2. Academics: Norwich Public Schools has developed excellent CCSS aligned ELA curriculum that is universally implemented, with fidelity, throughout the district. There is a strong commitment to continuous improvement.	Development of a rigorous, CCSS-aligned ELA curriculum, effective utilization of engaging instructional materials, and the successful integration of curriculum into daily lesson plans has been a primary focus for the 2013-2014 school years. • Administrative Specialists have designed CCSS aligned units of study in literacy and math, these units have been rolled out district wide. • Literacy units of study are based on the Literacy Workshop Model. • A common lesson plan template has been utilized throughout the district to ensure thoughtful integration of the common core, alignment with the district units of study, and utilization of effective teaching strategies. • 2014-2015 Alliance funds were used to purchase culturally responsive classroom libraries, fiction and non-fiction leveled text, Benchmark Education's content based nonfiction texts (including online text and section for parents), and ELL university text to frontload vocabulary for ELL in science and social studies, readers' and writers' notebooks and chart paper as well as other Literacy Workshop Model resources.
3. Academics: Norwich Public Schools has developed excellent systems for data driven instruction and SRBI interventions, with largely universal implementation.	Norwich Public Schools has had a strong focus on SRBI interventions to address the needs of all students during the 2013-2014 school years. • Tiered instruction groups were determined based on student need, appropriate interventions, and each school's unique staffing structure. • Math and ELA Specialists supported the collection and analysis of a comprehensive assessment system including DRA, MAP, Teacher's College rubric analysis, SDE, F&P, comprehension toolkit, word study program, and unit pre/post assessments. Specialists provided professional development on the calibration of the DRA during data teams. • Interventions were made possible through the hiring of highly qualified Interventionists who worked one-on-one and in small groups with students utilizing resources such as leveled literacy intervention kits. • Growth of students in tier 2 and tier 3 interventions was charted twice per month during grade level teams and was reviewed monthly by instructional data teams.

4. Culture & Climate: Norwich Public Schools is developing systems and practices to engage families, implementation is consistent although is in its initial stages.	Alliance district funds allowed Norwich Public Schools to hire three full time family liaisons to provide family engagement services district wide. • Weekly meetings allowed family liaisons to meet with internal and external partners who support family engagement and wrap around efforts. As liaisons began to make connections with local agencies, they were able to identify and fill the gap in services for the neediest families in Norwich. • Family engagement workshops, such as Raising Readers parent clubs, focused on engaging hard to reach families and bridging the home-school connection. • Family liaisons work in collaboration with school staff to identify students with attendance concerns. A district wide system has been identified to work in conjunction with the district truancy policy to provide added supports and encouragement to families around the topic of absenteeism.

5. Operations: Norwich Public Schools has developed solid systems and practices for budgeting and operations.	**Operations** • The Food Services Department offered many food options to NPS students during the 2013-2014 school year, including universal free breakfast, reduced lunch served as free, afterschool snacks, fresh fruit and vegetable program, summer food service program, healthy food certification, 6 cent certification, Farm to School and a processing kitchen to offer more locally sourced produce in school lunches. • The Transportation department is responsible for transporting all Norwich Public Schools, Norwich Tech, Norwich Free Academy, Integrated Day Charter School as well as two catholic schools. Out of district transportation includes special education placements, Ledyard High School and Agriscience, Science and Technology Magnet School in New London, Marine Science Magnet School in Groton, Three Rivers Middle College in Norwich, Grasso Tech in Groton and ACT Arts Magnet School in Willimantic. We also collaborate with other districts to best meet our students' needs, for example we help transport several districts to magnet schools that we are already transporting to. • Stanton Elementary is in the process of adding a Portable building with two classrooms to their facility to better meet the needs of their population. **Budgeting** • The city gave NPS a technology bond in 2013-2014 in order to help better prepare us for several initiatives such as testing and transitioning to PowerSchool's student software database. We are preparing to open two of our schools as Magnet Schools in 2014-2015 as well as applying for an additional Network location at Uncas school. Constant collaboration with the city throughout the budget this year as well as planning for next year.

Growth Areas:	Explanation and Data to Substantiate:
1. Talent: Norwich Public Schools is committed to developing stronger systems and practices in the areas of recruitment, hiring, evaluation, and retention of excellent leaders, teachers and support staff.	- Upon an analysis of the district's practices around recruitment and hiring of high quality staff, administration has identified this as a growth area. During the 2014-2015 the district hopes to utilize connections with local universities, minority recruitment fairs, and upgraded application software to refine internal hiring processes. - During the 2013-2014 school year, the district developed a tool for data management of teacher observation data based on the Bloomboard training attended by district administrators. In its developing stages, the district hopes to refine its teacher evaluation process to ensure it supports the retention of quality staff. - In a district with approximately 50% new administrators, and in an effort to continue to retain great leaders, the district is developing a plan to ensure consistent leadership, which will roll out during the 2014-2015 school year. - Implement a teacher leadership program designed for approximately 25 teacher leaders, district wide, to develop other teachers within the district. Program participants would be offered the first choice to attend the Teacher's College Institutes during the 2014-2015 school year. Alliance district funds would support substitute coverage for teacher participation in this training module. - Set aside funds to cover substitute teachers and workshop fees to allow teachers to attend up to two out of district workshops per year. - In 2013-2014 Norwich Public Schools refined professional development opportunities to ensure proper roll out of CCSS aligned curriculum. Although much work has been done, the district has identified a need to continue to provide professional development on the common core. Restructuring roles of administrative literacy specialists will allow for consistent roll out of professional development opportunities, including the use of half-day LEDs.

2. Academics: Norwich Public Schools is committed to developing stronger systems and practices in the areas of assessment and supporting special populations.	• Although Norwich Public Schools experienced success in the development and implementation of CCSS aligned curriculum in the area of language arts, further work is needed to develop curricular units in science and social studies. It is also imperative for the district to invest in instructional materials in mathematics, science, and social studies. • This year, Norwich Public Schools offered full day Kindergarten in all schools, however half-day programs still were offered to some students at three schools. Students enrolled in full day Kindergarten programs in NPS are thriving and the need to offer full day Kindergarten throughout the district can be seen in an analysis of student progress district wide. • In order to further support special populations of students, NPS has identified a need to increase the number of instructional specialists throughout the district (specifically in the subject of mathematics and at the middle school level). • Additional SRBI interventions are needed to provide appropriate interventions for students. Implementing Lexia or Read 180 will allow for targeted interventions. • Paraprofessionals provide support to EL students throughout the district. Norwich has identified the need for additional support for these staff. The hiring of a TSOL teacher to monitor the implementation of services to these students is imperative.
3. Culture & Climate: Norwich Public Schools is committed to developing stronger systems and practices in the areas of behavior management and attendance remediation.	• Cultural competence training administered by Dr. Tamika La Salle with the University of Connecticut assisted the district in identifying areas where district staff could better support students and families from diverse backgrounds. Further work will be done this summer and through the upcoming school year to address specific needs of students, specifically in the areas of behavior and attendance. • The district intends to implement an advisory program designed in collaboration with LEARN in order to increase the number of positive adult relationships a student has within the school, develop student success plays, and provide opportunities for development of 21st century skills. • Norwich Public Schools has focused on connecting and supporting families of children with chronic absenteeism during the 2013-2014 school year. Although some progress has been made with providing supports to individuals, it is important to increase students' connection to their school environment. NPS intends to empower students with more choices and more access to engaging learning opportunities, including opportunities for students to engage in a world language program, and more regular access to technology in the classroom.

4. Culture & Climate: Norwich Public Schools is committed to developing stronger systems and practices in the areas of family engagement, wrap around strategies.	• During the 2013-2014 school year, Norwich Public Schools had the opportunity to hire three full-time family liaisons to support efforts to reach out to families and identify opportunities to link students and families with community supports. Liaisons continue to make strides developing the district's school-family-community partnerships through supporting the efforts of PTO's, School Governance Councils, school-wide literacy events, and individual family supports. It is the hope of Norwich Public Schools to continue the traction that began during 2013-2014 school year into Year 3 of the Alliance District plan.
5. Operations: Norwich Public Schools is committed to developing stronger systems and practices in the areas of scheduling, extended learning opportunities, and technology integration.	• Norwich Public Schools has provided ample professional learning opportunities to teachers and staff; however a renewed focus on the schedule of the school day, and utilization of existing staff for coverage will allow NPS to more efficiently provide learning opportunities for faculty and staff with minimal loss of instructional time. • Norwich Public Schools is committed to the successful implementation of CCSS and next-generation assessments. In order to continue to provide high-quality instruction, linked with technology and the development of 21st Century skills, it is imperative to invest in network upgrades, which will allow for online assessments and uninterrupted access to technology use for instruction.

2. Talent Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	☒ Recruitment and human capital pipelines ☒ Hiring and placement processes ☒ Professional development/coaching ☒ School leadership development ☒ Retention of top talent ☐ Other:_____

Summary: Briefly describe the district's talent-related reform priorities, as indicated above.
- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district's approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

Educator evaluation and support systems
- Administrative teams will conduct monthly classroom observations to ensure calibration of educator evaluations and consistent actions to support and develop teachers.

Recruitment and human capital pipelines & Hiring and placement processes
- Norwich Public Schools will utilize existing connections with local universities, minority recruitment fairs, and upgraded application software to refine internal hiring processes.

Professional development/coaching
- Professional learning opportunities for 2014-2015 will include: teaching academic vocabulary and non-fiction texts, implementation of NPS ELA Curriculum, Literacy Workshop Model of Readers' and Writers' Workshop, Math In Focus, an exploration of teachers' beliefs, knowledge, and practices with respect to culturally and linguistically diverse students, monthly LEDs, and support for EL paraprofessionals to deliver CCSS aligned curriculum to EL students district-wide.

School leadership development & Retention of top talent
- The district is developing a teacher leadership program to be implemented in 2014-2015.
- An administrative intern will support the district in the areas of promoting positive school culture and developing comprehensive professional growth plans for staff that are linked to evaluation.

2. Talent Section					
Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each strategy.	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. ReVision Learning will meet with administrative teams to observe for CCSS implementation and rigor as well as student centered instruction.	Successful implementation of this offering will be monitored through a 90% favorable rating on professional development survey feedback. 100% of administrators will submit evidence collection forms and receive feedback from ReVision Learning which will ensure consistent teacher observation feedback.		X	X	X
2. The Director of Language and Translation Services will oversee ongoing, monthly professional learning opportunities for Bilingual teachers, TSOL teachers, and paraprofessionals to support the delivery of CCSS aligned curriculum to ELL students district-wide. Bi-monthly, teachers and paraprofessionals will attend professional development offered by the Director of Language and Translation Services, specific to bilingual/TSOL education and support. On alternating months, these staff members will attend building-based professional development.	There will be a 10% growth in proficiency (scoring at or above average) on district MAP testing for ELL students from Fall to Spring. Eighty percent of students will make progress by the spring annual assessment of LAS Links and 28% of students must make proficiency each year.		X	X	X
3. The purpose of the NPS Teacher Leadership Team is to create a structure and process for classroom teachers to influence colleagues, administrators and the school community to improve teaching and learning practices, inform curriculum and assessment practices and increase student learning and achievement. Teachers will lead teachers in developing instructional practices through Literacy Workshop, consistent messaging of instructional practices, develop a culture of shared responsibility for the success of the schools and district, increase capacity for leadership within Norwich Public Schools, create consistent format to increase teacher feedback and	90% of participation surveys collected during leadership meetings and PLCs will rate the professional learning opportunities favorably. Eighteen teachers will participate in leadership development offerings and 30 teacher-led PLCs will be facilitated throughout the 2014-15 school year. There will be a 50% increase in internal applicants for district leadership vacancies.	X	X	X	X

voice in curriculum, instruction, assessment and professional learning

Benefits to Participants:
- Develop a deep knowledge of teaching literacy and Common Core Standards in a workshop model
- Four days of in-depth professional development in reading workshop, conducted in Norwich, by Teachers College.
- Funding for three full day opportunities to observe practice of other teachers across schools, district or state (2 days within district and 1 day outside of district).
- Additional professional resources (i.e. professional books, journals, videos)
- Have an active, valued voice in the change process

Commitment from Teacher Leaders:
- Teachers College Home Grown Reading Workshop Institute, July 28-July 31 from 8:30-3:00
- Attend 3 After-School Teacher Leadership Collaborative Meetings (reimbursed hourly rate)
- Facilitate 2 After-School Teacher Professional Learning Sessions (K-2, 3-5 or 6-8). May be done in teams of Teacher Leaders (reimbursed hourly rate).
- Share learning with school colleagues through avenues that are a best fit for your school (i.e. IDTs, SWDT, PLCs, and Staff Meetings).

Key Dates:
- Application Deadline: Monday, June 9, 2014
- Interview Dates: Tuesday, June 17 or Wednesday, June 18
- Home Grown Reading Institute with Teachers College, July 28-July 31, 8:30-3:00
- Induction to Teacher Leadership Team, September 16, 3:45-

	5:45					
4.	Benchmark Education's Barbara Andrews will provide job embedded professional learning sessions focused the integration of content area learning through small group instruction in informational text related to the NPS curriculum.	There will be a 10% growth in proficiency (scoring at or above average) in all subgroups on district MAP testing from Fall to Spring.		X	X	X
5.	District administrative representatives will develop a 2014-2015 calendar of professional learning; grade-level specific training; literacy through the content areas; job-embedded learning; LEDs; and coordination of outside consultants during the summer of 2014. Restructuring roles of administrative literacy specialists will allow for consistent roll out of professional development opportunities, including the use of half-day LEDs.	A completed calendar, with CCSS focused professional learning offerings, will be posted on the district intranet and will available for distribution in August 2014. All teachers will participate in a minimum of 5 hours per month of professional learning, as evidence through PD sign in sheets.	X	X	X	X
6.	Upgraded application software will be purchased to refine internal hiring processes.	NPS will increase the number of applicants for vacant positions by 30% from the 2013-14 to 2014-15 school year.	X	X	X	X
7.	Norwich Public Schools will utilize the services of an administrative intern, participating in the LEAD Connecticut program in collaboration with University of Connecticut's Administrator Preparation Program, to provide support at Stanton Network School in the areas of promoting positive school culture and developing comprehensive professional growth plans for staff that are linked to evaluation.	NPS will build its administrative capacity by giving an administrative intern an opportunity to participate in an administrative role throughout his training.		X	X	X
8.	University of Connecticut's Dr. Douglas Kaufman will continue to provide job-embedded professional learning sessions focused on implementation of NPS ELA Curriculum and Literacy Workshop Model of Writers' Workshop.	There will be a 10% growth in number of students identified as proficient in Writing Pathways grades K-8, On Demand Performance Assessments, from Fall to Spring.		X	X	X
9.	Norwich Public Schools will contract with Math In Focus to provide nine job-embedded professional learning sessions on	There will be a 10% growth in proficiency (scoring at or above		X	X	X

the implementation of new CCSS aligned Math In Focus curricular materials. In addition, Instructional Math Specialists will model additional, job-embedded professional learning sessions on the work of Math In Focus to provide all teachers, at all grade levels opportunities to observe high-quality, CCSS aligned math instruction in action.	average) in all subgroups on district MAP testing from Fall to Spring.				
10. Dr. Tamika La Salle from the University of Connecticut will offer 16 days of professional development for 2014-2015. Summer sessions will include 1.5 days of professional development for teams of teachers across the district. Teachers will examine student demographic and achievement data and subsequent planning for integrating student cultural norms and values into the curriculum- lesson- planning sessions, establishing family-home partnerships, and creating classroom communities. From September through June, ½ day monthly meetings with district teaching representatives will explore teachers' beliefs, knowledge, and practices with respect to culturally and linguistically diverse students. Sessions will enhance teachers' capacity to understand the intersection between education, student and teacher cultural norms, practices and beliefs and will build teacher capacity to create a culturally responsive classroom environment. Teachers will explore culturally responsive teaching practices, making home-school connections, and incorporating family and cultural practices into the classroom.	All teachers will receive a proficient or exemplary ratings on indicator 1a "creating a positive learning environment that is responsive to and respectful of the learning needs of all students." NPS will increase the number of teachers receiving an exemplary rating by 15%.	X	X	X	X

3. Academics Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ Transition to the CCSS and next-generation assessments	☐ Dropout prevention ☒ Alternative and transitional educational programs ☒ Kindergarten program ☒ Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) ☒ Instructional technology	☒ Supports for special populations ☒ SRBI and academic interventions ☐ High school redesign ☐ Other:_____

Summary: Briefly describe the district's academic-related reform priorities, as indicated above.
- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district's curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district's approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Transition to CCSS and next-generation assessments
- Norwich Public Schools has committed to an overhaul of curricular materials and units to ensure strong alignment with CCSS and next-generation assessments. A focus on curriculum development and refinement in all subject areas and all grade levels will continue during the 2014-2015 year.

Kindergarten program
- Norwich Public Schools will offer a full day Kindergarten program to all students to ensure equitable access to educational programs throughout the district.

Early literacy interventions
- Instructional specialists along with an educational data specialist will ensure a strong commitment to high quality early literacy instruction and interventions.

3. Academics Section

SRBI and academic interventions & Supports for special populations

- ELA and Math instructional specialists along with an educational data specialist will ensure a focused commitment to SRBI protocol and the development of proper academic interventions. The district will invest in additional Tier II supports and will utilize staff to deliver appropriate interventions. EL students will be supported through additional support to EL paraprofessionals.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. The curriculum development team will revise CCSS aligned curriculum and develop unit assessments in the area of language arts and mathematics. District content area teams will develop CCSS aligned curricular units in social studies.	Access to CCSS aligned units and assessments in all content areas will be available on the district intranet and common drives. 100% of teacher lesson plans will reference the district's CCSS aligned curricular units, and evidence of CCSS alignment will be noted in 90% of walkthrough documentation.		X	X	X
2. Full day Kindergarten teachers will be hired district-wide. NPS will offer a full day Kindergarten program to all students.	Space within each school will be identified and materials will be purchased to support full day Kindergarten programs. Kindergarten teachers will be hired during the summer of 2014. Eighty percent of Kindergarten students will be proficient on the Spring DRA2 assessment.	X	X	X	X
3. ELA instructional specialists, a Special Education Instructional Specialist, and math coaches along with a district educational data specialist will ensure a focused commitment to SRBI protocol and the development of proper academic interventions in collaboration with K-3 teachers.	There will be a 10% growth in proficiency (scoring at or above average) in all subgroups on district MAP testing from Fall to Spring.		X	X	X
4. ELA and math instructional specialists will work with 4th-8th grade teachers to build their capacity to analyze assessment	There will be a 10% growth in proficiency (scoring at or above		X	X	X

data and identify proper appropriate interventions for students.	average) in all subgroups on district MAP testing from Fall to Spring.				
5. Additional ELA SRBI interventions will be purchased to provide appropriate interventions for students. Five reading interventionists per school will provide supports to students identified through SRBI protocol.	There will be a 10% growth in proficiency in ELA (scoring at or above average) in all subgroups on district MAP testing from Fall to Spring.		X	X	X
6. Additional Mathematics SRBI interventions will be purchased to provide appropriate interventions for students. One math interventionist per school will provide supports to students identified through SRBI protocol.	There will be a 10% growth in proficiency in Math (scoring at or above average) in all subgroups on district MAP testing from Fall to Spring.		X	X	X
7. Norwich will hire a part time TSOL teacher to assist the Director of Language and Translation Services in monitoring and providing support to paraprofessionals providing services to ELL students.	There will be a 10% growth in proficiency in (scoring at or above average) for ELL students on district MAP testing from Fall to Spring. Eighty percent of students will make progress by the spring annual assessment of LAS Links and 28% of students must make proficiency each year.	X	X	X	X

4. Culture and Climate Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☐ Dropout prevention ☐ Alternative and transitional programs ☒ Instructional technology	☒ Positive behavior management ☒ Wraparound strategy ☒ Attendance

4. Culture and Climate Section		
	☐ Family engagement	☐ Graduation and dropout prevention ☐ Other:_____

Summary: Briefly describe the district's climate-related reform priorities, as indicated above.

Instructional technology
- NPS will implement an online world language programs, hire additional Library Media Specialists, and provide more regular access to technology in the classroom.

Positive behavior management
- Middle school ISS paraprofessionals and counselors in collaboration with district Climate Coordinator will support positive behavior management focused on proactive solutions. In addition an advisory program will be developed and implemented to encourage positive adult relationships and 21st century skills.

Family engagement, Wraparound strategies & Attendance
- Norwich Public Schools will work to connect families in meaningful ways with the school and the community, including developing connections with community agencies and utilizing teacher websites as a method of communication with families.

Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Additional Library Media Specialists will be hired to ensure students have regular access to technology resources.	All 6th-8th grade students will produce a technology portfolio, which includes evidence of CCSS mastery of the strand: Students will use technology including the internet to produce and publish writing, and conduct short research projects, as well as to interact and collaborate with others; demonstrate sufficient commands of keyboarding to type a minimum number of pages in a single sitting as required by the Common Core State Standards.	X	X	X	X
2. The district's Climate Coordinator will develop an action plan, focused on proactive solutions, improved school climate, and	There will be a 10% decrease in the number of middle school suspensions	X	X	X	X

increased attendance, which will utilize the support of school counselors and ISS paraprofessionals.	from 2013-2014 to 2014-2015.				
3. The district intends to implement an advisory program developed in collaboration with school counselors, LEARN, and Educators for Social Responsibility in order to increase the number of positive adult relationships a student has within the school, develop student success plans, and provide opportunities for development of 21st century skills.	By the fall of 2014, NPS will have developed the goals of the district's advisory program, including anticipated schedule, grouping, and evaluation plan as well as a strategic plan for professional development.	X	X	X	X
4. NPS intends to empower students with more choices and more access to engaging learning opportunities, including opportunities for 8th grade students to engage in an online world language program with access to multiple languages, and ensuring more regular access to technology in the classroom.	Integration of technology into the classroom environment will be evident through classroom observation feedback from administrators. Approximately 350 middle school students will enroll in an online world language program.	X	X	X	X
5. Family liaisons will connect families in meaningful ways with the school and the community. Working with school day staff and local social service agencies including UCFS, Youth and Family Services, DCF, Child and Family Agency, and the Madonna Place, liaisons will link families with wrap around services to support student achievement, regular attendance, and family engagement.	Weekly family engagement meeting minutes will record efforts of family liaisons and outreach efforts to community based organizations. Efforts will reduce the amount of students identified as chronically absent by 5% from the 2013-2014 school year to the 2014-2015 school year.		X	X	X
6. A teacher website specialist will assist teachers in the development of family-friendly websites including useful links, homework assignments, special events, and activities to try at home.	The NPS Webmaster and teacher website specialist will monitor the completion of teacher websites on a quarterly basis and will reveal 75% of websites as active. A hit counter will be installed on each website to track site visitors.		X	X	X

5. Operations Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	☐ Extended learning time ☒ Use of technology ☐ NEASC accreditation	☐ Budgeting and financial management ☐ School operations ☒ Technology integration ☐ Student enrollment and registration ☐ Other:_____

Summary: Briefly describe the district's operations-related reform priorities, as indicated above.

Use of technology & Technology integration
- Norwich Public Schools is committed to the successful implementation of CCSS and next-generation assessments. 2014-2015 will focus on an upgrade of infrastructure technologies and the subsequent integration of technology into classroom instruction.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each strategy.	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. It is imperative to invest in upgraded infrastructure technologies to improve access to online resources and assessments. A reliable, current network is critical in providing uninterrupted access to a variety of technologies for instructional use. This will allow NPS to provide high-quality instruction, focused on the development of 21st Century skills, and the successful implementation of CCSS and next-generation assessments. Improved comfort-level in using technology in all academic areas will help students to develop a positive outlook on technology as a 21st century survival tool	The purchase, installation, and configuration of 10GB network switches, Cat6e cabling, wireless access points and appropriate connectors are the first stage of implementation. The impact is measured by the increased use of existing end-user technologies in rigorous and meaningful applications via online resources and assessments.	X	X	X	X

that will become transparent yet ever-present in all academic areas. The district applies for eRate funding Priority II every year and leverages matching funding along with local grant and other sources, allowing for the most amount of impact with the least amount of dollars. The current eRate application is over $3 million.	Fifty percent of teacher observations will show evidence of effective use of technology.				
2. The Coordinator of Instructional Technology will provide a series of professional learning opportunities to teachers on strategies for successful integration of instructional technology into daily lessons.	The impact of this strategy in teaching is measured by the increased use of effective and authentic classroom lessons that utilize technology in meaningful ways. Fifty percent of teacher observations will show evidence of effective use of technology. A student survey will identify a minimum of 75% of students feel confident in their ability to self-assess their own skills, monitor their progress, evaluate their abilities, and assist in developing their own technology learning goals.		X	X	X

6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district's Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an "X" beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district's submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner's Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign is not included in this consolidated application and requires separate school-level applications, which can be accessed at: http://www.ct.gov/sde/AllianceDistricts. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: http://www.ct.gov/sde/AllianceDistricts.

School:	Classification:	Funding Source/Competitive Grants Sought:
Stanton	Turnaround	☒ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Uncas	Turnaround	☒ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Moriarty	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Veterans'	Focus	☐ Commissioner's Network ☐ School Improvement Grant (SIG)

		☒ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Wequonnoc	Review	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant
Kelly Middle	Review	☐ Commissioner's Network ☐ School Improvement Grant (SIG) ☐ 1003(a) Competition ☐ High School Redesign Competition ☒ Alliance District Funding ☒ PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.

2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:

    -   Cost, position, or service;
    -   Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
    -   Total use of Alliance District funding for the particular cost;
    -   Total use of PSD funding for the particular cost;
    -   Total use of other district funding for the particular cost; and
    -   Indication as to whether the investment supports a new or expanded reform initiative.

3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.

4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students, and community members were engaged in the planning process and/or are aware the contents of this plan. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

Norwich Public Schools has engaged bargaining unit leadership, administrators, and the board of education through representation on a professional development/ teacher evaluation committee. This committee will ensure the roll out of talent related strategies as indicated in the Alliance/Priority School District Consolidated Application.

School and district personnel have been engaged in the process of the development of the plan through discussions at multiple District Data Team meetings, which include principals, administrators, literacy specialists, a teacher, and a parent representative. In addition, two special education teachers will join a district administrative literacy specialist on an upcoming out-of-district visit to watch implementation of reading resources for specialized populations and provide feedback on the quality of materials and thoughts in implementation.

During a recent Board of Education meeting, a draft plan of the application was discussed with the Board of Education and community representatives.

During the 2013-14 school year, Norwich Public Schools will engage school governance council's monthly regarding feedback on implementation of the plan and its impact on student achievement. A summary of the plan will be posted on the district website, once approved. Parents will have ongoing access to student data through PowerSchool to track the impact of the plan on individual student performance.

Articles articulating the upcoming deadline for the alliance application were run in two local papers, The New London Day and The Norwich Bulletin to inform community members. Also, community members will be engaged to provide wraparound services. We will create a consolidated plan to engage partners through our district wellness team and parent engagement meetings.

PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as "1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary" using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	☐	☒	☐	☐	Medium
1.2. Hiring and placement processes	☐	☒	☐	☐	High
1.3. Educator evaluation	☐	☒	☐	☐	High
1.4. Professional development/coaching	☐	☒	☐	☐	High
1.5. School leadership development	☐	☒	☐	☐	High
1.6. Retention of top talent	☐	☒	☐	☐	High
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	☐	☒	☐	☐	High

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.2. Fidelity in curriculum implementation	☐	✖	☐	☐	High
2.3. Comprehensive assessment system	☐	☐	✖	☐	Medium
2.4. Data-driven instruction	☐	✖	☐	☐	High
2.5. Support for special populations	☐	✖	☐	☐	High
2.6. SRBI and academic interventions	☐	✖	☐	☐	High
Culture and Climate:					
3.1. Positive behavior management	☐	✖	☐	☐	Medium
3.2. Family engagement	☐	✖	☐	☐	Medium
3.3. Wraparound strategy	☐	✖	☐	☐	Medium
3.4. Attendance	☐	✖	☐	☐	High
3.5. Graduation and dropout prevention	☐	☐	☐	☐	n/a
Operations:					
5.1. Budgeting and financial management	✖	☐	☐	☐	High
5.2. School operations (e.g., facilities, transportation, food services)	☐	☐	✖	☐	Low
5.3. Scheduling and extended learning time	☐	✖	☐	☐	High
5.4. Collaborative staff planning time	☐	✖	☐	☐	High
5.5. Technology integration	✖	☐	☐	☐	High
5.6. Student enrollment and registration	☐	✖	☐	☐	Low

B. Statement of Assurances

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

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: _____   HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

2) (a) 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, mental retardation 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. 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, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

C. PSD Extended School Hours Grant

Purpose of the Grant:

Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:
- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:
- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Program Design Questions:

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

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

   The Extended School Hours funding will support literacy and numeracy tutorials, taught by NPS certified teachers, for students in grades K-8. Small group, academic tutorials will be developed based on the individualized needs of the students served and will be aligned with the district's new ELA and Mathematics CCSS aligned curriculum. Enrichment offerings provided by school day staff and community partnerships will allow students opportunities for hands-on, project-based learning that ties to district

initiatives. Potential enrichment offerings include positive youth development programming such as anti-bullying programming, hands on science experiments, literacy focused storytelling workshops, media arts programs, etc.

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

Healthy snacks are offered to all students daily, upon arrival. Students then participate in daily energy burst activities to incorporate physical activity and team building. Health and wellness offerings include the eat.grow.fit program, which encourages healthy eating, utilization of school gardens and recreational activities. Organized sports activities will also be offered throughout the district. Health and recreational extended learning offerings will be tied to a needs analysis of each school as identified through the School Health Index. A thoughtful, coordinated approach to wellness offerings will be designed through school level action plans and additional resources to support wellness activities will be allocated to each school by the Coordinated School Health Director and overseen by the Director of Strategic Initiatives.

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

Student participants must enroll for a minimum of 40 days of programming with a minimum attendance rate of 75%. This criteria ensures an ongoing commitment of students to participate in enriching after school programming; however, this also gives teachers the flexibility to rotate student enrollment based on student performance and need, consistent with SRBI protocol. Daily tutorial and enrichment offerings will be one to two hours. Teaching staff and community agency staff will coordinate services to ensure each student's unique schedule offers him/her an opportunity to engage in a variety of types of offerings including high-quality, academically focused tutorials, enrichment programming, and health/wellness activities, while meeting the district's goals for minimum attendance requirements.

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

Students selected for enrollment in tutorial programs will be identified through district assessments including the DRA2, and MAP assessments. Tutorials will be taught by certified, NPS teachers whenever possible. When teachers cannot be identified to provide assistance, other highly qualified district staff with knowledge of the NPS curriculum will be hired. Daily lessons will be linked to the district's CCSS aligned curricular units.

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

Community based organizations will be engaged to enhance the experience of students enrolled in ESH programming with opportunities for enrichment, wellness and recreational activities. The deadline for the submission of community partner grants is May 12, 2014, allowing for ample time to score and select

appropriate organization to provide services to compliment the offerings already available at each school. This year, NPS is committed to increasing the community partnership allocation from 40% to 44% or $45,000. A community partner will be identified to provide services at each school for a minimum of 15 students. These small grants will allow for the district to continue to build on successful collaboration with community partners, and encourage agencies to identify matching funds to support and enhance their program offerings.

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

The Director of Strategic Initiatives oversees all programs offered in the out of school time, including the scheduling of community partnership programming. Extended Learning site coordinators and family liaisons at each school are responsible for facilitating day to day operations of programming, ensuring communication with community partners, distributing snacks, supervising transportation needs, and connecting with families.

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

District wide family liaisons are focused on engaging families in all school day and out of school time initiatives. Family liaisons will assist teachers in communicating the purpose and need for tutorials, and will assist in explaining student growth and identifying additional home learning activities to support student learning and extend enrichment activities into the home.

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 superintendent, administrators, and school principals are fully committed to the Extended School Hours program. Community agencies will have adequate access to run programming at each school. Facility and equipment need will be communicated through the site coordinators or the Director of Strategic Initiatives to ensure needs are met for all staff and partners to provide successful, enriching opportunities for the students enrolled in ESH programming.

Projected School and Student Participation:

Instructions: Pursuant to 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 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/Times of week offered	Number of weeks offered
Stanton	1-5	1st-5th – 30	T/W/Th 1.5 hours	30 weeks
Uncas	K-5	15	T/W 2 hours	30 weeks
Wequonnoc	K-3	20	T/Th 2 hours	30 weeks
Moriarty	3– 5	15	T/W/Th 1 hour	30 weeks
Huntington	1-5	15	T/W/Th 1 hour	30 weeks
Mahan	K-5	20	M/T/W/Th 1 hour	30 weeks
Veterans'	1-5	20	M/W 2 hours	30 weeks
Teachers' Memorial	6-8	15	M/W 1 hour	30 weeks
Kelly	6-8	15	M/W 1 hour	30 weeks

Program Evaluation:

On or before August 15 of each year, ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect 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, CMT, 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:

Student performance will be assessed through the following district-wide assessments:

-DWEA MAP assessment
-DRA2 (K-2)
Tutors will also assess student progress through pre/post assessments administered at the beginning and end of the ESH cycle.

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

Student performance is tracked using the components of the data team process:
-weekly grade level data team meetings
-monthly school wide data team meetings
-weekly progress monitoring of student growth
-minutes of all data team meetings are entered onto a district drive to monitor data team/ work decisions

Budget Narrative:

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. Director of Strategic Initiatives (0.2 FTE) - $12,772 Teachers - $42,705 (146 hours @ $32.50 @ each of 9 schools)	$ 55,477
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	$ 0
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$ 0
400	**PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	$ 0
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. **Summer School funding cannot be used for Tuition and Travel.**	$ 45,000

CODE	OBJECT	Amount
	Subcontracts with local CBOs or Town Agencies	
560	**TUITION**	$ 0
580	**TRAVEL**	$ 0
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. $267.44 per school @ each of 9 schools	$ 2,407
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$ 0
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	$ 0
940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$ 0
	TOTAL	$102,884

D. PSD Summer School Grant

Purpose of the Grant:

C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten that are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Program Design Questions:

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)

   The DRA2 will be used to determine students' eligibility for summer school. All students scoring at substantially deficient and deficient range are required to participate. All ELL and special education student will be invited to participate. Students must commit to the entire, 20-day summer support program for four hours each day.

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

   Teachers must be K-6 certified. Preference will be given to applicants who are current Norwich Public Schools, primary grade teachers with a strong background and experience in early literacy.

3. **Criteria for establishing the curricula for the summer program**

   The summer school curriculum will be designed based on an analysis of the DRA2. Hands on science lessons will be incorporated into the summer program, linked to literacy instruction, to ensure student engagement, and promote regular student attendance.

Program Evaluation:

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment.   Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
All Elementary Schools (the district's summer school program will be offered at Kelly Middle School)	K-3	M-F 8:00-12:00	4 weeks

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 assessments are administered to students enrolled in summer school. Academic progress for students enrolled in the 2014 Summer School Program will be tracked during the 2014-15 school year. Students will take the DRA2 in the Fall and Spring. The NWEA MAP assessment will be administered in Fall, Winter and Spring.

Budget Narrative:

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. 16 certified teachers @ $32.50/hr. for 4.5 hrs./day for 20 days 1 nurse @ $34.40/hr. for 4.5 hrs./day for 18 days 4 para @ $14.92/hr. for 4.5 hrs./day for 19 days 1 secretary @ $20.42/hr. for 5.5 hrs./day for 18 days 1 director @ $34.50/hr. for 5.5 hrs./day for 24 days	$ 61,264.62
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	$
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$
400	**PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	$
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. **Summer School funding cannot be used for Tuition and Travel.** $51,500 for bussing	$ 51,500

CODE	OBJECT	Amount
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	$ 5,234.38
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	$
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.**	$
940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. **UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.**	$
	TOTAL	$117,999