

Allocations

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$1,691,104.00		\$823,588.00		\$43,993.00		\$49,643.00	\$2,608,328.00
Total		\$1,691,104.00		\$823,588.00		\$43,993.00		\$49,643.00	\$2,608,328.00

Talent

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Talent Priorities:

Aligned SMART Goals:

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

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

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

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

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

1.1 Hiring, Recruitment, Support, and Retention of highly qualified staff: APS has made a commitment to hire strategic positions that will: create, align, implement, and support new rigorous curriculum. These positions are aligned the district mission of increasing district literacy and math performance. APS will hire certified literacy and math directors that will ensure curriculum is created and aligned. APS will also hire certified literacy and math specialists to provide embedded coaching and support for staff and students. The literacy and math specialists will be located at each elementary school and the middle school, and they and will report to their respective content area Directors. Under the direction of the Directors, the content specialists will deliver embedded coaching to teachers regarding the delivery of instruction and the planning instruction. Specialists will aid teachers in the use of assessment data to drive instruction, teaching, and learning. Specialists will provide content Directors with feedback regarding curricular and pedagogical concerns; the specialists will help ensure that the curriculum is implemented with fidelity and the curriculum will become more robust and comprehensive. At Ansonia High School, the use of a master teacher will be utilized to ensure that there is training and individualized coaching for staff to improve teaching and learning. The district will continue its efforts to recruit and retain highly qualified minority staff by expanding its outreach efforts, hiring CAPSS as a subcontractor. Rationale: In 2017-18, the addition of district content area directors, revisions to curriculum, and embedded professional development contributed to improvements in district interim assessments, SBAC scores in Math and ELA, and the increase in SAT scores.

1.1 In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 60.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 58.6 in 2018-19. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 55.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 48.2 in 2016-17 to 56.2 in 2018-19.

1.2 Continued support for staff in the Evaluation System and Support for Professional Learning: APS will continue to provide professional development to administrators in the educator evaluation system and to utilize consultants to provide needed supports for Ansonia teachers and administrators in the area of evaluation. Working at our Administrative Council meetings and with our consultants, the district will focus on providing more individualized support to strengthen the capacity of administrators to provide constructive feedback and guidance to teachers throughout the evaluation process. This process of support will result in an updated evaluation plan that is understandable, allows staff to achieve to their full potential, and supports our district improvement efforts. In addition to updating our plan we will utilize the TEAM scoring platform to support our new teaching staff. In APS effort to promote overall health and wellness; the district will provide guidance and professional development for health and physical education teachers with the assistance of a Health/Physical Education Lead Teacher; this is an effort to help improve overall health and wellness of students district-wide. Rationale: In 2017-18, our teachers and administrators were over 80% proficient or greater. Also, improvements in student achievement were due in part to district administrators getting into classrooms and providing ongoing feedback and support.

1.2 In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 60.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 58.6 in 2018-19. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 55.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 48.2 in 2016-17 to 56.2 in 2018-19. By May of 2019, not only will 80% of staff be "proficient or greater" on the teacher evaluation plan - we will collaboratively create an updated teacher and administrative evaluation plan that further supports our district improvement efforts.

Academics

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Academic Priorities:

Aligned SMART Goals:

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

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

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

2.1 Redesign Curriculum Framework to meet the needs of a Global Marketplace - a Curriculum that has increased Rigor and aligned with CCSS, Next Generation Science Standards, and C3 Social Studies Framework: APS will continue its comprehensive, on-going redesign of the K-12 curriculum to increase rigor and align with relevant standards. In 2018-19, the focus will also be implementing the Next Generation Science Standards and C3 Social Studies Framework. APS has incorporated one elementary health education teacher, two elementary Tech Education teachers, one high school Spanish teacher, and one high school Mandarin Chinese teacher to prepare students for the needs of a global marketplace. As we continue to implement and test the curriculum, it will require adjustments; curriculum writing stipends will be provided to selected staff and educational supplies will be purchased based on the curricular revisions. Rationale: The curriculum offerings, redesign, and training that took place in 2017-18 has helped increase student access to engaging curriculum. Student attendance from April 2018 improved, due in part, the district providing engaging course offerings

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

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

2.1 In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 60.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 58.6 in 2018-19. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 55.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 48.2 in 2016-17 to 56.2 in 2018-19. In 2018-19, APS will implement and assess Next Generation Science curriculum and we will test high school C3 Social Studies curriculum to determine if meaningful and challenging.

2.2 Provide Monitoring and Embedded Professional Development to Improve Fidelity (focus on kindergarten literacy): APS has included four kindergarten teachers and four aides to address the need to provide increased support in a full day kindergarten program. Consultants will be enlisted to provide ongoing Reader's Workshop, Foundations and math fluency skill-building in the elementary grades. Administrators and teachers will receive embedded professional development from literacy and math directors and specialists (K-8) and the master teacher (Gr. 9-12) in order to familiarize them with the new curriculum and it is created so they can actively monitor its implementation through formal and informal observations. Rationale: In 2017-18, our first round of students trained in our revised K-2 curriculum. We have seen the benefits of our commitment for K-2 math and literacy instruction. Our district assessments and SBAC scores in 3rd grade have shown that our K-2 focus has produced strong results.

2.2 In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 60.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 58.6 in 2018-19. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 55.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 48.2 in 2016-17 to 56.2 in 2018-19. Due to movement in district staff and district funding we will need to ensure that 100% of APS teachers receive embedded professional development focused on literacy and math standards. In May of 2018-19, all APS teachers will be implementing the established literacy and mathematics curriculum. Curriculum implementation will be monitored through informal and formal observations by district administrators.

2.3 Institute a District Wide approach to SRBI and Intervention: In an effort to ensure that our most at-risk students receive instruction and support from the most highly qualified personnel, Ansonia Public Schools will place certified teachers in the role of interventionists and report to their certified content area specialists. They will be responsible for planning for the strategic support of students who require Tier 2 and Tier 3 interventions and will deliver these interventions through small group instruction. The investment in individual progress monitoring software (including but not limited to SWIS, Imagine Learning, Amplify, and STAR) will assist and support data analysis. An ELL Specialist will be hired for the district to consult with teachers on instructional strategies to improve outcomes and monitor the progress of EL's receiving services and of those who have recently exited. An investment will be made with a staff member and local community partners that will be responsible for the creation housing of an alternative placement and educational program needed to support the learning of students placed out due to disciplinary violations. Rationale: We started the hiring process for all of these positions in 2017-18 and we started to see the benefits of small group targeted instruction. The information provided by district assessments has allowed for students to be placed in skills groups that provide literacy and math supports.

2.3 In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 60.9 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 58.6 in 2018-19. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 55.3 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 48.2 in 2016-17 to 56.2 in 2018-19. By May of 2019; three math specialists, three literacy specialists, one ELL specialist, and interventionists will be hired to support the needs of all learners. Tier 2 and Tier 3 interventions will be implemented with fidelity thereby reducing the overall number of students needing interventions to no more than 20% at a grade level or in a course by May 2019.

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Climate Priorities:	Aligned SMART Goals:

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

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

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

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

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

3.1 Promote Positive School Connections to Decrease Suspension, Increase Retention and Attendance, and Improve Student Learning: APS will provide an in-school student support center at both elementary schools, the middle school, and the high school. These centers will be staffed by a student support advisor who will offer a positive, structured, and alternative to in-school suspension where students can address, under the guidance of a staff member, factors causing disciplinary issues such as time management, organization and study skills, and/or feelings of disconnection from the larger student body. At the elementary and middle school level, a part-time school attendance outreach liaison and an attendance clerk that will assist with ensuring students and families are notified in a timely manner of at risk attendance behavior. At Ansonia High School the addition of a social worker to support mental health needs and the Freshman Academy will provide increased support and structure for the population of students that have highest chronic absenteeism rate in the district. Two Freshman Team Leaders will be hired to provide a single point of contact for staff, students, and families to ensure that there is a flow of home to school communication. Rationale: The addition of staff that will create a positive safe environment will provide students with a place that limits discipline and provides for re-direction. Our freshmen team approach has provided a setting where students can transition and helps reduce retention rates.

3.1 In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 16% in 2018-19. By May of 2019, with the help of structured support, the number of student disciplinary incidents will decrease by 10%.

3.2 Strengthen family and community engagement in the education of all students: APS has identified the need to strengthen family engagement in all four schools as one of our key priorities in our strategic plan. We will focus on improving communication with families and community services. A new Family Engagement Coordinator for the District was hired to lead this initiative. This outreach member will provide information to families in person, school all-calls, and through our parent portal in TEMS. This Family Engagement Coordinator will provide resources, and will help create events that will promote community and connectedness. The creation and support for a student mentor program for our most at-risk students at the K-8 level, and a part-time mentoring coordinator will be hired. The program will require background checks for mentors, have mentee/mentor activities scheduled and a celebration dinner for all participants. Rationale: Increasing district supports will provide families more resources when it comes to creating positive school connections. Also, the addition of bilingual speaking Family Engagement Coordinator has assisted in communication with all families.

3.2 In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 16% in 2018-19. In May of 2018 we had 80% participation in our Mentor program from our identified at-risk population. Our goal is to have 100% participation in our Mentor program by May of 2019.

3.3 Wrap-around services for elementary school students: Wrap around services will serve two purposes: academic support and enrichment. Morning and afternoon programs will be provided by school and community partners. The services will be supported by a part-time wrap around service coordinator that will place and monitor students. Rationale: Embedding supports and wraparound services has helped students and families become connected to the school and the community.

3.3 In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 16% in 2018-19. In May of 2019, APS will have an 85% attendance rate from the student participation in the wrap-around services provided at the K-6 level.

Operations

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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

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

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

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

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

Operations Priorities:

Aligned SMART Goals:

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

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

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

4.1 Extending Learning Time: A summer school program will be created for at-risk students K-8 and a coordinator and secretary will be hired in the Spring of 2019 to prepare for the program. To extend Elementary learning, students will be provided with after school tutorial support which will utilize the voluntary services of Ansonia High School students supervised by a certified teacher at each elementary school. At Ansonia High School, students will benefit from extended learning opportunities: SAT preparatory classes, on-line credit recovery, high school teachers will teach an extra exploratory class to provide more learning opportunities for students. These efforts will help allow for students acquire the credits needed for matriculation towards graduation. To aid in successful transition to post-secondary schooling or employment, we will employ a part-time college and career outreach advisor. Rationale: The extended learning opportunities have provided services and supports our students wouldn't have access to in the community. The addition of SAT preparatory classes has helped our increase in our School Day SAT scores in the 2017-18 school year.

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


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

4.1 In alignment with ESSA goal targets, APS will increase the Four-Year Adjusted Cohort Graduation Rate from 81.2% in 2015-16 to 83.1% in 2017-18. APS will increase the Six-Year Adjusted Cohort Graduation Rate from 76.8% in 2013-14 to 79.4% in 2015-16. In May of 2019, 90% of those students identified for the summer school program will have enrolled.

Related Documents

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

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

Alliance District Grant Budget

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$1,323,597.00
200 - Personal Services > Employee Benefits	\$225,224.00
300 - Purchased Professional and Technical Services	\$82,300.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$29,000.00
600 - Supplies	\$30,983.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$1,691,104.00
	Allocation \$1,691,104.00
	Remaining \$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$1,323,597.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	3 FTE literacy specialists and 3 FTE math specialists for Mead School, Prendergast School, and Ansonia Middle School. Salaries are: 3 specialists @ \$65,700 each; 1 specialist @ \$83,633; 1 specialist @ \$76,500; and 1 specialist @ \$62,767 TOTAL: \$420,000.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$420,000.00	
Line Item Total:	\$420,000.00	
Object:	100 - Personal Services > Salaries	Salaries for certified district-wide Directors: 1 FTE district-wide literacy director, salary: \$120,000; and 1 FTE math director, salary, \$110,000. Total cost: \$230,000.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$230,000.00	
Line Item Total:	\$230,000.00	
Object:	100 - Personal Services > Salaries	Salaries for 2 FTE Elementary Technology Education teachers, one for Mead School and one for Prendergast School, at a cost of \$132,000.
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$132,000.00	
Line Item Total:	\$132,000.00	
Object:	100 - Personal Services > Salaries	<p>Salaries for 10 PT intervention teachers for ELA and math at all four schools, \$25/hr. x 4 hrs/day x 120 days per person = \$12,000 per person. They will be assigned as follows:</p> <p>Ansonia High School: 4 intervention teachers, \$12,000 per person for total of \$48,000. Ansonia Middle School: 2 intervention teachers, \$12,000 per person for total of \$24,000. Prendergast School: 2 intervention teachers, \$12,000 per person for total of \$24,000. Mead School: 2 intervention teachers, \$12,000 per person for total of \$24,000. TOTAL: \$120,000</p>
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$120,000.00	
Line Item Total:	\$120,000.00	
Object:	100 - Personal Services > Salaries	<p>Salary for 1 FTE master teacher at Ansonia High School, \$97,210.</p>
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$97,210.00	

Line Item Total:	\$97,210.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE Elementary Health teacher, who splits her time 50% at Mead School and 50% at Prendergast School, \$83,633.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$83,633.00	
Line Item Total:	\$83,633.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE Spanish teacher at Ansonia High School, \$63,536.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$63,536.00	
Line Item Total:	\$63,536.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE ELL Specialist, who will spend 50% at Mead School and 50% at Prendergast School, \$55,325.
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$55,325.00	
Line Item Total:	\$55,325.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE Mandarin Chinese teacher at Ansonia High School, \$51,093.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$51,093.00	
Line Item Total:	\$51,093.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	Twelve (12) Ansonia High School teachers leading extra exploratory classes to provide more learning opportunities, \$2,750 per teacher x 12 = \$33,000.
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	

Cost:	\$33,000.00	
Line Item Total:	\$33,000.00	
Object:	100 - Personal Services > Salaries	Curriculum writing stipends based on \$35/hr. per person x average of 30 hours per person = \$1,050 x 16 teachers = \$16,800.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$16,800.00	
Line Item Total:	\$16,800.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$16,000.00	
Line Item Total:	\$16,000.00	
Object:	100 - Personal Services > Salaries	Stipend for one (1) Health/Physical Education Lead Teacher, for all four schools,

Purpose:	01 - Public School Activities	\$5,000.
Focus Area:	Talent - Goal 1.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	

Total for 100 - Personal Services > Salaries:		\$1,323,597.00
Total for all other Objects:		\$367,507.00
Total for all Objects:		\$1,691,104.00
Allocation:		\$1,691,104.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$225,224.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for 3 literacy and 3 math specialists, at an average of \$15,000 per person (estimated), for a total of \$90,000.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$90,000.00	
Line Item Total:	\$90,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for two elementary technology education teachers, at an average of \$22,000 each, for a total of \$44,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$44,000.00	
Line Item Total:	\$44,000.00	

Object:	200 - Personal Services > Employee Benefits	Benefits for district-wide math and literacy directors, based on 2018-19 projected costs, for a total of \$40,000.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for one elementary health teacher, at an estimated cost of \$25,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for one elementary ELL teacher, at an average cost of \$16,000.
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$16,000.00	
Line Item Total:	\$16,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for one Spanish teacher at Ansonia High School, at an estimated cost of \$9,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$9,000.00	
Line Item Total:	\$9,000.00	
Object:	200 - Personal Services > Employee Benefits	FICA for wraparound services coordinator, $.0765 \times \$16,000 = \$1,224$.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Ansonia School District (002-000)	

Quantity: 1.00

Cost: \$1,224.00

Line Item Total: \$1,224.00

Total for 200 - Personal Services > Employee Benefits: \$225,224.00

Total for all other Objects: \$1,465,880.00

Total for all Objects: \$1,691,104.00

Allocation: \$1,691,104.00

Remaining: \$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$82,300.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Progress monitoring licenses (including but not limited to SWIS, Imagine Learning, Amplify and Star), at an estimated cost of \$41,300.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$41,300.00	
Line Item Total:	\$41,300.00	
Object:	300 - Purchased Professional and Technical Services	Consultants providing PD for teachers and administrators in area of evaluation, including updating the Ansonia Teacher Evaluation Plan, \$38,500.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$38,500.00	
Line Item Total:	\$38,500.00	

Object:	300 - Purchased Professional and Technical Services	TEAM online scoring program, estimated cost of \$2,500.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$2,500.00	
Line Item Total:	\$2,500.00	

Total for 300 - Purchased Professional and Technical Services:	\$82,300.00
Total for all other Objects:	\$1,608,804.00
Total for all Objects:	\$1,691,104.00
Allocation:	\$1,691,104.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$29,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Subcontract for morning and afternoon wrap-around services with community agency, at estimated cost of \$23,000.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$23,000.00	
Line Item Total:	\$23,000.00	
Object:	500 - Other Purchased Services	Subcontract with CAPSS to help district expand outreach efforts to recruit and retain highly qualified minority staff, \$6,000.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$6,000.00	
Line Item Total:	\$6,000.00	

Total for 500 - Other Purchased Services:	\$29,000.00
Total for all other Objects:	\$1,662,104.00
Total for all Objects:	\$1,691,104.00
Allocation:	\$1,691,104.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$30,983.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Educational supplies for instructional programs, based on curriculum revisions, at an estimated cost of \$30,983
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$30,983.00	
Line Item Total:	\$30,983.00	

Total for 600 - Supplies: \$30,983.00

Total for all other Objects: \$1,660,121.00

Total for all Objects: \$1,691,104.00

Allocation: \$1,691,104.00

Remaining: \$0.00

Alliance District Grant Budget Overview

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,323,597.00	1,323,597.00
200 - Personal Services > Employee Benefits		225,224.00	225,224.00
300 - Purchased Professional and Technical Services		82,300.00	82,300.00
500 - Other Purchased Services		29,000.00	29,000.00
600 - Supplies		30,983.00	30,983.00
Total		1,691,104.00	1,691,104.00
		Allocation	1,691,104.00
		Remaining	0.00

Priority School District Grant Budget

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$618,373.00
200 - Personal Services > Employee Benefits	\$117,175.00
300 - Purchased Professional and Technical Services	\$58,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$25,040.00
600 - Supplies	\$5,000.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$823,588.00
	Allocation \$823,588.00
	Remaining \$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$618,373.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Salaries for 4 FTE full-day kindergarten teachers, two for Mead School and two for Prendergast School, at salaries totaling \$216,108.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$216,108.00	
Line Item Total:	\$216,108.00	
Object:	100 - Personal Services > Salaries	Salary for 4 FTE Student Support Advisors, one for Mead School, one for Prendergast School, one for Ansonia Middle School and one for Ansonia High School, \$20/hr x 7 hours/day x 181 school days = \$25,340 each, for a total of \$101,360.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$101,360.00	
Line Item Total:	\$101,360.00	
Object:	100 - Personal Services > Salaries	Salaries for 4 FTE kindergarten aides, two for Mead School and two for Prendergast

Purpose:	01 - Public School Activities	School. \$11/hr. x 7 hrs/day x 181 days, \$13,937 each, for a total of \$55,748.
Focus Area:	Academics Goal 2.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$55,748.00	
Line Item Total:	\$55,748.00	
Object:	100 - Personal Services > Salaries	1 FTE social worker for Ansonia High School, at a salary of \$51,975.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$51,975.00	
Line Item Total:	\$51,975.00	
Object:	100 - Personal Services > Salaries	Salary for 2 part-time (.57 FTE) attendance outreach liaisons (one shared by Mead and Prendergast, and one assigned to Ansonia Middle School) and 3 part-time (.57 FTE) attendance clerks (one for Mead, one for Prendergast, one for Ansonia Middle School), \$14/hr x 4 hours/day x 181 days = \$10,136 per person, for a total of \$50,680.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:		

Cost:	\$50,680.00	
Line Item Total:	\$50,680.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE Alternative Placement and Educational Programs Coordinator, at salary of \$50,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	100 - Personal Services > Salaries	Salary for 1 FTE Family Engagement coordinator for the school district, \$20/hr x 8 hrs/day x 181 school days plus 40 extra hours for weekend and evening events, \$29,760.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$29,760.00	
Line Item Total:	\$29,760.00	
Object:	100 - Personal Services > Salaries	Salaries for Ansonia High School staff for Freshmen Academy, \$50/hr. x 7 hours/day x 5 days, at average daily cost of \$350 per day x 9 staff = \$3,150 per day x 5 days =
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.1	\$15,750.
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$15,750.00	
Line Item Total:	\$15,750.00	
Object:	100 - Personal Services > Salaries	Salary for one part-time (.5 FTE) College and career outreach advisor for Ansonia High School, \$23/hr. x 18 hours/week x 32 weeks = \$13,248.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$13,248.00	
Line Item Total:	\$13,248.00	
Object:	100 - Personal Services > Salaries	1 PT Mentoring Coordinator, to oversee programs at Prendergast School, Mead School and Ansonia Middle School, \$18/hr. x 20 hours/week x 30 weeks = \$10,800.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	

Cost:	\$10,800.00	
Line Item Total:	\$10,800.00	
Object:	100 - Personal Services > Salaries	Stipends for two Freshmen Team Leaders at Ansonia High School, at rate of \$5,000 per team leader.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$7,344.00	
Line Item Total:	\$7,344.00	
Object:	100 - Personal Services > Salaries	Summer School coordinator and secretary, advance planning work in Spring 2019,

Purpose:	01 - Public School Activities	based on \$30 per hour for coordinator with an 092 and \$15 per hour for clerical staff member, for an estimate of 80 hours each through June 30, 2019.
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$3,600.00	
Line Item Total:	\$3,600.00	
Object:	100 - Personal Services > Salaries	Ansonia High School certified teacher with #092 to supervise SAT Prep Program, \$50/hr. x 4 hours/Saturday x 10 Saturdays = \$2,000
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Total for 100 - Personal Services > Salaries:		\$618,373.00
Total for all other Objects:		\$205,215.00
Total for all Objects:		\$823,588.00
Allocation:		\$823,588.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$117,175.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for the 4 School Climate Advisors: Medical, at an average cost of \$9,000 each, for a total of \$36,000; and FICA, .0765 x \$25,340 each = \$1,939 x 4, for a total of \$7,756. TOTAL: \$43,756
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$43,756.00	
Line Item Total:	\$43,756.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for four full-day kindergarten teachers, at an average cost of \$9,000 per person, for a total of \$36,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$36,000.00	

Line Item Total:	\$36,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for the Family Engagement Coordinator: Medical, at an estimated cost of \$9,000; and FICA, .0765 x \$29,760=\$2,277 TOTAL: \$11,277.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$11,277.00	
Line Item Total:	\$11,277.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Alternative Placement and Educational Programs Coordinator: Medical, estimated at \$9,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$9,000.00	
Line Item Total:	\$9,000.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for social worker at Ansonia High School, at estimated cost of \$9,000.

Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$9,000.00	
Line Item Total:	\$9,000.00	
Object:	200 - Personal Services > Employee Benefits	FICA for four kindergarten aides, $.0765 \times \$13,937 = \$1,066$, x 4 aides = \$4,265.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$4,265.00	
Line Item Total:	\$4,265.00	
Object:	200 - Personal Services > Employee Benefits	FICA for five part-time attendance staff members, $.0765 \times \$50,680 = \$3,877$.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	

LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$3,877.00	
Line Item Total:	\$3,877.00	

Total for 200 - Personal Services > Employee Benefits:		\$117,175.00
Total for all other Objects:		\$706,413.00
Total for all Objects:		\$823,588.00
Allocation:		\$823,588.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

300 - Purchased Professional and Technical Services - \$58,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Consultants for Reader's Workshop, Foundations and math fluency, at estimated cost of \$15,000 per consultant x 3 consultants, for a total of \$45,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Object:	300 - Purchased Professional and Technical Services	SAT Prep Program subcontractor, at estimated cost of \$10,000 for 10 week Saturday program.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$10,000.00	

Line Item Total:	\$10,000.00	
Object:	300 - Purchased Professional and Technical Services	Online Credit Recovery Program (licenses), at estimated cost of \$3,000.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	

Total for 300 - Purchased Professional and Technical Services: \$58,000.00

Total for all other Objects: \$765,588.00

Total for all Objects: \$823,588.00

Allocation: \$823,588.00

Remaining: \$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

500 - Other Purchased Services - \$25,040.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Subcontract with local organization for Alternative Placement and Educational Programs, at an estimated cost of \$2,000 per month x 9 months = \$18,000.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$18,000.00	
Line Item Total:	\$18,000.00	
Object:	500 - Other Purchased Services	Student transportation for Freshmen Academy, August 13-17, 2018, \$316 per bus x 4 buses per day x 5 days = \$6,320.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$6,320.00	
Line Item Total:	\$6,320.00	

Object:	500 - Other Purchased Services	Fingerprinting fees for volunteers working with students in mentoring program, \$12 per person x estimate of 60 volunteers = \$720.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$720.00	
Line Item Total:	\$720.00	

Total for 500 - Other Purchased Services:		\$25,040.00
Total for all other Objects:		\$798,548.00
Total for all Objects:		\$823,588.00
Allocation:		\$823,588.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

600 - Supplies - \$5,000.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for mentoring program at Prendergast School, Mead School and Ansonia Middle School, \$5,000.	
Purpose:	01 - Public School Activities		
Focus Area:	Climate Goal 3.2		
LEA / School:	Ansonia School District (002-000)		
Quantity:	1.00		
Cost:	\$5,000.00		
Line Item Total:	\$5,000.00		
		Total for 600 - Supplies:	\$5,000.00
		Total for all other Objects:	\$818,588.00
		Total for all Objects:	\$823,588.00
		Allocation:	\$823,588.00
		Remaining:	\$0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		618,373.00	618,373.00
200 - Personal Services > Employee Benefits		117,175.00	117,175.00
300 - Purchased Professional and Technical Services		58,000.00	58,000.00
500 - Other Purchased Services		25,040.00	25,040.00
600 - Supplies		5,000.00	5,000.00
Total		823,588.00	823,588.00
		Allocation	823,588.00
		Remaining	0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

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

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

Ansonia Public Schools offers two after school programs for its students: a 21st Century Community Learning Center Grant Program for 100 students in Grades 5-8; and a new Extended School Hours Program for 50 students in Grades K-3. Both of these programs seek to assist students who need additional help in the areas of reading and math. A new after school tutorial program, teaming up high school juniors and seniors with elementary students in Grades 2-4, will be starting up in the Fall of 2018.

There are a wide variety of after school clubs, sports teams and other activities offered for students in grades 9-12 at Ansonia High School

As a result of a district-wide needs assessment that focused on opportunities offered to our students after school hours, our district has identified a need to focus this year's Extended School Hours Grant Program to include children in Grades K-3, who need the greatest assistance in reading and math. The new after school program will focus primarily on small group reading support for these students. Trained staff from our district will be enlisted to provide the academic support in our two elementary schools and in at least one community setting.

Approximately 50% of ESH funds will be slated for the after-school program, while approximately 50% will support a June 2019 Second Annual Summer Reading Rocks kick-off program for children in Pre-K through Grade 8.

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

Recreational skill-building activities will be held as part of the after school program for approximately 20 minutes each program day. A fun day will be held on the last day of the after school program, and it will include recreational activities organized by after school staff.

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

Most students are selected based on TRC, DIBELS, SBAC, data teams and teacher observations. Phone calls are made and letters sent to invite students to attend the program being offered. Students are also referred to the program by administrators, teachers and/or parents.

The after school program will be offered for a minimum of 90 minutes and a maximum of 2.5 hours each day, four days/week for 10 weeks, starting in February 2019. Parents will have the option for their child to attend two, three or four days each week at one of the program sites.

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

Using information from data and child study teams, the building principal will meet with content area consultants to create a program and process for progress monitoring that would help to determine students' growth for skills needed for success on standardized tests and classroom performance. The curriculum devised will be closely aligned to the district curriculum and focused on differentiated instructional practices that meet the needs of struggling students. Principals will meet routinely with teachers and coordinators of the extended program to discuss student performance. Since the teachers in the program will be employees of Ansonia Public Schools, they are familiar with the curriculum and align support activities with current classroom instruction and expectations.

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

In order to involve community organizations in the after school program, Ansonia Public Schools will invite community partners to a meeting with the district's administrative staff overseeing the ESH program. The district will review written proposals from potential partners and select at least one agency to partner on this program. The district will enlist the assistance of any student, parent or community member wishing to volunteer in the after school program.

The June 2019 Second Annual Summer Reading Rocks kick-off program for children in Pre-K through Grade 8 is also open to the family members of these children. The first Summer Reading Rocks program, held in conjunction with the Ansonia Public Library on June 23, 2018, attracted more than 1,000 children, family members and community members. Numerous community organizations participated in this free program, including the two Ansonia youth organizations that partnered with Ansonia on the first Extended School Hours Program in 2018: the Boys & Girls Club of the Lower Naugatuck Valley and the Valley YMCA.

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

One coordinator will be designated for each site utilized for the new after school program. The role of the coordinator will be to work with the school administration or the community agency director to obtain proper space for the program, as well as to collaborate with other activities that may be taking place.

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

Parents will be invited to assist in the program design. Our school district has very active parent organizations at its K-6 elementary schools, and we will solicit input from parents at meetings held in these schools. We will also involve our district's new Family Engagement Coordinator – who has three children in the district – to participate as an adviser. Parents will be invited to participate as volunteers in the after school program, and a representative group – comprised of parents, teachers, administrators and community partners – will meet to review the program operations and outcomes.

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, Assistant Superintendent, and school principals support the Extended School Hours Program, which has provided support for hundreds of Ansonia children in previous years. The school facilities available to our community partners include the media and computer/portable netbook labs, Smartboards and other equipment that supports student learning. A meeting will be held prior to the start of the program to ensure open communication among all parties.

Projected School And Student Participation

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

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
Mead School	Grades K, 1, 2, 3	10	Monday-Thursday, 2:30-5:00 p.m.	10
Prendergast School	Grades K, 1, 2, 3	10	Monday-Thursday, 3:30-6:00 p.m.	10

Program Evaluation

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

Indicators of Success:

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

- Pre-and post-assessments in reading and math at beginning and end of program to determine impact of program.
- Weekly formative assessments to guide teachers in monitoring growth and making instructional decisions.
- Students will keep charts to set personal goals and track their progress toward those goals.

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

Literacy testing is conducted September, January, and April

- Grades K-11 use STAR assessment to track progress
- Kindergarten, 1st Grade, and 3rd Grade: mCLASS, DIBELS, and TRC
- 2nd Grade IRLA
- 4th - 6th Fountas and Pinnell
- 3rd – 8th SBAC

PSD - Extended School Hours Budget

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$11,040.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$8,853.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$17,100.00
600 - Supplies	\$7,000.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$43,993.00
	Allocation \$43,993.00
	Remaining \$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$11,040.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	8 teachers for after school academics (\$23/hr. x 1.5 hr./day x 4 days/week x 10 weeks = \$1,380 per person)
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	<input type="text" value="8.00"/>	
Cost:	<input type="text" value="\$1,380.00"/>	
Line Item Total:	<input type="text" value="\$11,040.00"/>	
Total for 100 - Personal Services > Salaries:		<input type="text" value="\$11,040.00"/>
Total for all other Objects:		<input type="text" value="\$32,953.00"/>
Total for all Objects:		<input type="text" value="\$43,993.00"/>
Allocation:		<input type="text" value="\$43,993.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

300 - Purchased Professional and Technical Services - \$8,853.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Purchased services for June 2019 Summer Reading Rocks kick-off community event, including rental of equipment, city services, and children's entertainment (including local authors).
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$8,853.00	
Line Item Total:	\$8,853.00	
Total for 300 - Purchased Professional and Technical Services:		\$8,853.00
Total for all other Objects:		\$35,140.00
Total for all Objects:		\$43,993.00
Allocation:		\$43,993.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$17,100.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Collaboration with two (2) youth agencies from the community for Extended School Hours Program, for a 10 week program, estimate of \$7,300 per partnering agency.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	2.00	
Cost:	\$7,300.00	
Line Item Total:	\$14,600.00	
Object:	500 - Other Purchased Services	Picnic lunch and staffing for Summer Reading Rocks June 2019 event (based on \$5 per person x 500 people)
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	500.00	
Cost:	\$5.00	
Line Item Total:	\$2,500.00	

Total for 500 - Other Purchased Services:	\$17,100.00
Total for all other Objects:	\$26,893.00
Total for all Objects:	\$43,993.00
Allocation:	\$43,993.00
Remaining:	\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$7,000.00

Budget Detail		Narrative Description
Object: 600 - Supplies		Educational supplies (books and backpacks) for Summer Reading Rocks event in June 2019, estimate of \$5 per student x 600 students.
Purpose: 01 - Public School Activities		
LEA / School: Ansonia School District (002-000)		
Quantity: <input type="text" value="1.00"/>		
Cost: <input type="text" value="\$6,000.00"/>		
Line Item Total: <input type="text" value="\$6,000.00"/>		
Object: 600 - Supplies		Supplies for Extended School Hours Program (based on program for 80 students).
Purpose: 01 - Public School Activities		
LEA / School: Ansonia School District (002-000)		
Quantity: <input type="text" value="1.00"/>		
Cost: <input type="text" value="\$1,000.00"/>		
Line Item Total: <input type="text" value="\$1,000.00"/>		
		Total for 600 - Supplies: <input type="text" value="\$7,000.00"/>
		Total for all other Objects: <input type="text" value="\$36,993.00"/>

Total for all Objects: \$43,993.00

Allocation: \$43,993.00

Remaining: \$0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		11,040.00	11,040.00
300 - Purchased Professional and Technical Services		8,853.00	8,853.00
500 - Other Purchased Services		17,100.00	17,100.00
600 - Supplies		7,000.00	7,000.00
Total		43,993.00	43,993.00
		Allocation	43,993.00
		Remaining	0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

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

The project plan shall include:

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

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

Recommendation of teacher based on student achievement in reading and/or math based on: DIBELS, progress monitoring, classroom achievement, exam scores

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

The Summer School Coordinator, an Ansonia certified staff member who is required to have an #092 certification, was hired in Spring 2018 to oversee the program, including teacher recruitment and selection. The Coordinator, in collaboration with the Assistant Superintendent, will be in charge of monitoring teacher instruction during the summer program. The criteria for teacher selection are as follows:

CT teacher certification

Experience teaching in Ansonia

Experience teaching summer school

Experience with/progress monitoring and small group instruction

Experience teaching math, particularly in using common formative assessments

3. Criteria for establishing the curricula for the summer program

CT Core Standards in ELA and Math

Ansonia curriculum K-8

District SBAC results

Program Evaluation

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

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Mead School	Entering Gr. 1-4	Monday-Friday, 9 a.m.-3 p.m.	4
Prendergast School	Entering Gr. 1-4	Monday-Friday, 9 a.m.-3 p.m.	4

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.

The classroom teacher will be apprised of the results and will be monitoring the results through the year, and adjusting their instruction based on the summer school results.

Reading:

Testing is conducted September, January, and April

- Grades K-11 use STAR assessment to track progress
- Kindergarten, 1st Grade, and 3rd Grade: mCLASS, DIBELS, and TRC (Text Reading Comprehension)
- 2nd Grade IRLA (Independent Reading Level Assessment)
- 4th - 6th Fountas and Pinnell
- 3rd – 8th SBAC summative
- 3rd – 8th IAB (Interim Assessment Blocks) 3 times/yr.

Math:

Testing is conducted September, January, and April

- Grades K-11 use STAR assessment to track progress
- Kindergarten through 4th have fact fluency
- 3rd – 8th SBAC

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$27,986.05

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	7 Teachers for Summer Program, \$23/hr. x 6.5 hours/day x 19 days, \$2,840.50 per teacher, total: \$19,883.50
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$19,883.50	
Line Item Total:	\$19,883.50	
Object:	100 - Personal Services > Salaries	1 nurse for summer program, \$33.30/hr. x 6.5 hours/day x 19 days = \$4,112.55
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$4,112.55	
Line Item Total:	\$4,112.55	

Object:	100 - Personal Services > Salaries	Summer School Coordinator, \$30.00 per hour, 7 hours/day x 19 days.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$3,990.00"/>	
Line Item Total:	<input type="text" value="\$3,990.00"/>	

Total for 100 - Personal Services > Salaries:		<input type="text" value="\$27,986.05"/>
Total for all other Objects:		<input type="text" value="\$21,656.95"/>
Total for all Objects:		<input type="text" value="\$49,643.00"/>
Allocation:		<input type="text" value="\$49,643.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

200 - Personal Services > Employee Benefits - \$315.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	FICA for school nurse (.0765 x \$4112)
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$315.00	
Line Item Total:	\$315.00	
Total for 200 - Personal Services > Employee Benefits:		\$315.00
Total for all other Objects:		\$49,328.00
Total for all Objects:		\$49,643.00
Allocation:		\$49,643.00
Remaining:		\$0.00

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

300 - Purchased Professional and Technical Services - \$270.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Science program (Audubon Society) for summer program.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$270.00"/>	
Line Item Total:	<input type="text" value="\$270.00"/>	
Total for 300 - Purchased Professional and Technical Services:		<input type="text" value="\$270.00"/>
Total for all other Objects:		<input type="text" value="\$49,373.00"/>
Total for all Objects:		<input type="text" value="\$49,643.00"/>
Allocation:		<input type="text" value="\$49,643.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$15,558.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	2 buses @ \$319 each per day x 19 days = \$12,122
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$12,122.00	
Line Item Total:	\$12,122.00	
Object:	500 - Other Purchased Services	Admission fee to Connecticut Science Center for 130 students and 14 staff (\$17 per person minus 7 free chaperones), \$2,329.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$2,329.00	
Line Item Total:	\$2,329.00	

Object:	500 - Other Purchased Services	3 buses for Connecticut Science Center field trip, \$369 per bus, for a total of \$1,107.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$1,107.00"/>	
Line Item Total:	<input type="text" value="\$1,107.00"/>	

Total for 500 - Other Purchased Services:		<input type="text" value="\$15,558.00"/>
Total for all other Objects:		<input type="text" value="\$34,085.00"/>
Total for all Objects:		<input type="text" value="\$49,643.00"/>
Allocation:		<input type="text" value="\$49,643.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

600 - Supplies - \$5,513.95

Budget Detail		Narrative Description
Object:	600 - Supplies	Supplies for summer school program, including enrichment supplies, for 130 students and teaching staff.
Purpose:	01 - Public School Activities	
LEA / School:	Ansonia School District (002-000)	
Quantity:	1.00	
Cost:	\$5,513.95	
Line Item Total:	\$5,513.95	
		Total for 600 - Supplies: \$5,513.95
		Total for all other Objects: \$44,129.05
		Total for all Objects: \$49,643.00
		Allocation: \$49,643.00
		Remaining: \$0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		27,986.05	27,986.05
200 - Personal Services > Employee Benefits		315.00	315.00
300 - Purchased Professional and Technical Services		270.00	270.00
500 - Other Purchased Services		15,558.00	15,558.00
600 - Supplies		5,513.95	5,513.95
Total		49,643.00	49,643.00
		Allocation	49,643.00
		Remaining	0.00

Ansonia School District (002-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

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

- | | |
|-----------|--|
| A. | The applicant has the necessary legal authority to apply for and receive the proposed grant; |
| B. | The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application; |
| C. | The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant; |
| D. | The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education; |
| E. | Grant funds shall not be used to supplant funds normally budgeted by the agency; |
| F. | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded; |
| G. | The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary; |
| H. | The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant; |
| I. | If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding; |
| J. | The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant; |
| K. | At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit; |
| L. | REQUIRED LANGUAGE (NON-DISCRIMINATION) |
| | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee. |

(a)	For purposes of this Section, the following terms are defined as follows:
	(1) "Commission" means the Commission on Human Rights and Opportunities;
	(2) "Contract" and "contract" include any extension or modification of the Contract or contract;
	(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
	(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
	(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
	(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
	(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
	(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
	(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
	(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
	For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)	<p>(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with jobrelated qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.</p>
(c)	<p>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.</p>
(d)	<p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p>
(e)	<p>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.</p>
(f)	<p>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.</p>

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

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

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

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

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

08/14/2018 