

Allocations

**Manchester School District (077-000) 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
<b>LEA</b>		\$4,317,896.00		\$823,588.00		\$128,157.00		\$150,603.00	\$5,420,244.00
<b>Total</b>		\$4,317,896.00		\$823,588.00		\$128,157.00		\$150,603.00	\$5,420,244.00

Talent

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

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

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

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

**Talent Priorities:**

**Aligned SMART Goals:**

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

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

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

1.1 Strengthen academy model at Manchester High School in order to break the school into smaller learning communities and support personalized learning at scale. All students in grades 10-12 are assigned to an academy. The goal of the academies is to allow students to pursue areas of interest while also making high school feel smaller. The centers include: Medical Careers, STEM-Design, Education and Public Service, Performing Arts and Communications, and Global Studies. The goal is to strengthen the academies through school-business partnerships, personalized learning experiences including internships, and job shadowing. Rationale: The continuation of the development of the academy model at MHS is intended to allow students more personalized experiences while also ensuring connection to a group of students and adults in a small community. We have successfully launched the academies over the past three years and have students consistently selecting and staying with an academy. Continued support will allow us to develop or strengthen very specific and significant academy - based experiences over the next two years

**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 In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.9% in 2016-17 to 85.6% in 2018-19 In alignment with ESSA goal targets, increase the 6 year graduation rate from 83.7% in 2016-17 to 85.8% in 2018-19. 150 or more students enrolled in each of the five academies in 2017-18 At least 10 academic experiences (courses, internships, extracurricular experiences, seminars, large scale projects) associated w each academy

1.2 Support leadership development for administrators and teacher leaders across the district. Working with Future Management and the Connecticut Center for School Change to develop and utilize district norms to build the capacity of administrator and teacher leaders to work collaboratively for the benefit of students. Rationale: Leadership development through the use of the Workplace Personality Inventory and Group Norms has been ongoing for the past three years and led to strengthened leadership around improved student results in schools. Continuing this leadership work will allow administrators to continue to work collaboratively toward improving student outcomes.

1.2 In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.9% in 2016-17 to 85.6% in 2018-19 In alignment with ESSA goal targets, increase the 6 year graduation rate from 83.7% in 2016-17 to 85.8% in 2018-19. SSA goal targets, increase the 6 year graduation rate from 83.7% in 2016-17 to 77.8% in 2018-19. 70% of teachers implementing student-centered strategies to support higher order thinking during classroom visits 80% of teachers implementing research-based literacy and numeracy practices during classroom visits

1.3 Recruit and retain talented teachers and administrators that are representative of the student population by encouraging reflective practice, collaboration, and professional learning through the implementation of Professional Learning Communities and Learning Walks. Rationale: The Talent Development Office continues to support the recruitment and retention of teachers and administrators by expanding their opportunities for professional growth through self-reflection and collaboration. The continuation of this support will allow us to expand opportunities for teacher leadership across the district.

1.3 In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.9% in 2016-17 to 85.6% in 2018-19 In alignment with ESSA goal targets, increase the 6 year graduation rate from 83.7% in 2016-17 to 85.8% in 2018-19. 3% increase in the number of certified minority staff 90% of new teachers demonstrate Growth in Instructional Practice as measured by evaluation data 85% of new teachers and administrators report positive response to PLC work and professional learning opportunities

Academics

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

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

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

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

**Academic Priorities:**

**Aligned SMART Goals:**

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

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

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

2.1 Ensure that all students have access to quality science instruction through the integration of Science Specialists to support integration of the Next Generation Science Standards and inquiry based learning at the elementary level. These specialists work to align curriculum instruction to the NGSS, coordinate the Science Fair and Invention Convention, and support math interventions at grades K-5. Rationale: STEM Specialists have been in place K - 5 for the past three years and have assisted with the transition to the Next Generation Science Standards by ensuring all students explore scientific principals through inquiry at least two times per week. Continuing this support will allow students to strengthen their understanding of and interest in science, technology, engineering, and math while also ensuring students are able to use the inquiry model to learn and explore new ideas and concepts which will improve academic outcomes.

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

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

2.1 In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 57.5 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 59.4% in 2018-19. 90% of students engaged in inquiry-based learning at least twice per week (survey) 75% of students report a favorable experience in Science - Technology - Engineering - and Math programming (survey) 75% of teachers reporting increased student engagement in inquiry based tasks

2.2 Strengthen intervention programming in the areas of mathematics and language arts K - 8 and college readiness 7-12 through the use of research-based programs the use of research-based programs, such as i-Ready, Fountas and Pinnel, Dibels, and PSAT and additional personnel. Also review the current utilization of reading specialists to support student learning needs. Rationale: The introduction of Reading and Math interventionists along with consultants to support differentiation in Tier 1 through the workshop model has led to over 70% of students in the district reading at or above grade level (as evidenced by the F&P Spring data). Continuation of these efforts will allow us to work to support the 30% of students who are not at grade level while also exploring where and what support students need in writing and mathematics which will ultimately improve results in those area (as measured by district unit assessments and on demand narrative, informational, and opinion prompts.)

2.2 In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 57.5 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 59.4% in 2018-19. In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 60.5 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 54.0% in 2018-19. 20% of students who qualify for tier II intervention will exit the program within one school year 75% of students reading at grade level by the end of 2018-19

2.3 Examine the current use of EL teachers and tutors and ensure it supports students and schools in an equitable fashion that is also aligned to best practice; Provide additional support for teachers who work with English Learners Rationale: The comprehensive review of EL programming and corresponding increase in certified staff and redeployment of EL tutors has led to improved student performance (both district and standardized assessments). Continuing this support will allow us to continue to close the gap in student achievement.

2.3 In alignment with ESSA goal targets, increase the DPI for Mathematics from 54.3 in 2016-17 to 57.5 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 52.0% in 2016-17 to 59.4% in 2018-19. In alignment with ESSA goal targets, increase the DPI for ELA from 57.9 in 2016-17 to 60.5 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 45.6% in 2016-17 to 54.0% in 2018-19. 70% of teachers working with ELs utilize EL strategies and Culturally Responsive teaching as evidenced through learning walk data 10% improvement in EL graduation rate 20% improvement in number of EL students at grade level in reading (F&P) from fall to spring

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

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

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

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

Climate Priorities:	Aligned SMART Goals:



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

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

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

3.1 Strengthen School-Family Partnerships through the development of Family Resources Centers in each school. Centers provide families with various opportunities to learn through playgroups and family engagement activities. Each FRC is located in a school building, thus the FRC Site Coordinator is part of the staff and works with the staff to establish small groups to support academic and social/emotional learning. Rationale: The introduction of Family Resource Centers at each school K-6 has led to increased family engagement as measured through district surveys and attendance at events. Continuing this support will allow the district to more deeply link this engagement to student learning which will improve student outcomes.

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

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

3.1 In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 15.1% in 2018-19. 20% increase in the number of families accessing Family Resource Center programming at each location At least 85% parent participation in elementary parent conferences (Fall and Spring)"

3.2 Improve student attendance through enhanced monitoring (monthly) and increased communication about attendance at the elementary level; Research shows that chronic absenteeism begins early in a student's educational career, thus we are increasing our efforts to address frequent absences early on. Improve student attendance through enhanced monitoring (monthly) of attendance data during school attendance team meetings and increased communication to parents and families about the importance of regular attendance at the elementary level, through letters and phone calls home; and utilization of Attendance Works resources. Rationale: The district is still struggling with chronic absenteeism but believes that through the design of a tiered plan which included a revamping of Tier 1 and strengthening Tier 2 through the use of community resources continued support will allow us to decrease the percentage of students who are chronically absent considerably.

3.2 In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 15.1% in 2018-19. 4% reduction in students classified as chronically absent (monitor monthly) 8% reduction in students in grades K and 1 who are chronically absent (monitor monthly)

3.3 Strengthen school climate at the elementary and middle levels through the implementation of research-based interventions and support such as the utilization of the Equity-Informed School Climate Assessment which identifies areas of growth in the area of culture and climate. Rationale: The introduction of Behavior Technicians who support in class interventions, adult to peer and peer to peer meditations, and restorative circles has allowed us to improve disciplinary data while also shifting the mindsets of students and staff. Continuing this support will allow us to exclude fewer students from class and ensure students have the skills then need to self monitor and reflect.

3.3 In alignment with ESSA goal targets, decrease the percentage of students who are chronically absent from 16.9% in 2016-17 to 15.1% in 2018-19. 10% reduction in office referrals 20% decline in the number of in and out of school suspensions of student from underrepresented groups

Operations

**Manchester School District (077-000) 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 type="checkbox"/> Extended learning time       |
| <input checked="" type="checkbox"/> Technology integration  | <input type="checkbox"/> Other                        |

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

**Operations Priorities:**

**Aligned SMART Goals:**

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

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

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

4.1 Continue to integrate 1:1 technology (chromebooks) to support personalized student-centered learning in Grades 5 - 12. Technology Integration Specialists will collaborate with Library Media Specialists and Department Head/Content Specialists to revise units of study to purposefully integrate the use of technology in order to create engaging tasks for students. Specialists will collaborate with teachers to customize learning experiences to students' individual learning needs, skills, and interests. Rationale: The implementation of 1:1 technology grades 5 - 12 has allowed more personalized student centered learning through more frequent inquiry and research. Continuing this support and adding consulting services will ensure this work is done regularly and at scale.

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


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

4.1 In alignment with ESSA goal targets, increase the 4 year graduation rate from 83.9% in 2016-17 to 85.6% in 2018-19. In alignment with ESSA goal targets, increase the 6 year graduation rate from 837.% in 2016-17 to 85.8% in 2018-19. "

Related Documents

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">Manchester Targets</a>

Alliance District Grant Budget

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$3,077,204.99
200 - Personal Services > Employee Benefits	\$226,681.00
300 - Purchased Professional and Technical Services	\$415,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$92,000.00
600 - Supplies	\$317,000.00
700 - Property	\$160,000.00
800 - Debt Service and Miscellaneous	\$30,010.01
917 - Indirect Costs	\$0.00
<b>Total</b>	\$4,317,896.00
<b>Allocation</b>	\$4,317,896.00
<b>Remaining</b>	\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$3,077,204.99

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	2 STEM Specialists @ each Elementary School to support integration of Next Generation Science Standards and Math intervention  18 @ \$64,424 each = \$1,159,632
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,159,632.00	
<b>Line Item Total:</b>	\$1,159,632.00	
<b>Object:</b>	100 - Personal Services > Salaries	Assistant Principals at Illing, Manchester Middle Academy, Bowers, and Keeney to support Climate work including Social Emotional Learning Curriculum and Restorative Practices  4 @ \$121,000 each = \$484,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$484,000.00	
<b>Line Item Total:</b>	\$484,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Behavior Techs to support implementation of SEL curriculum and restorative practices

<b>Purpose:</b>	01 - Public School Activities	at Bennet, Bowers, Buckley, Keeney, Highland, Verplanck, Illing, MHS  8 @ \$38,750 = \$310,000
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$310,000.00	
<b>Line Item Total:</b>	\$310,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	1 Technology Integration Specialists in each building (Bennet, Illing, Manchester High School) where there is 1:1  3@ \$77,545.33 = \$232,635.99
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$232,635.99	
<b>Line Item Total:</b>	\$232,635.99	
<b>Object:</b>	100 - Personal Services > Salaries	4.0 FRC Coordinators at Buckley, Waddell, Verplanck and Bowers  4 @ \$40,000 = \$160,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Manchester School District (077-000)	



<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$160,000.00	
<b>Line Item Total:</b>	\$160,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	2.0 Additional EL Teachers (Verplanck, Waddell)
<b>Purpose:</b>	01 - Public School Activities	2 @ \$69,540.50 = \$139,081.00
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$139,081.00	
<b>Line Item Total:</b>	\$139,081.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 Director of School Business Partnerships
<b>Purpose:</b>	01 - Public School Activities	Coordinate school-business partnerships including personalized student centered experiences including internships, job shadows etc.
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$134,628.00	
<b>Line Item Total:</b>	\$134,628.00	

<b>Object:</b>	100 - Personal Services > Salaries	1.0 Coordinator of Attendance and Communication System-wide Administrator to Support Attendance, Communication, and Climate
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$129,100.00	
<b>Line Item Total:</b>	\$129,100.00	
<b>Object:</b>	100 - Personal Services > Salaries	Academy Director at Manchester High School (Supports breaking school into smaller learning communities)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$126,843.00	
<b>Line Item Total:</b>	\$126,843.00	
<b>Object:</b>	100 - Personal Services > Salaries	Director of Talent Development  .5 FTE @ \$72,285
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Manchester School District (077-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$72,285.00	
<b>Line Item Total:</b>	\$72,285.00	
<b>Object:</b>	100 - Personal Services > Salaries	Substance Abuse Counselor at Illing Middle School and Manchester High School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$69,000.00	
<b>Line Item Total:</b>	\$69,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Stipends (\$500 per mentee - 120 mentees) for IMAGINE College Mentors at MHS
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	

**Total for 100 - Personal Services > Salaries:** \$3,077,204.99

**Total for all other Objects:** \$1,240,691.01

**Total for all Objects:** \$4,317,896.00

**Allocation:** \$4,317,896.00

**Remaining:** \$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$226,681.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Funds to offset the cost of FICA /Health Insurance for STEM Specialist
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$226,681.00	
<b>Line Item Total:</b>	\$226,681.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$226,681.00
<b>Total for all other Objects:</b>		\$4,091,215.00
<b>Total for all Objects:</b>		\$4,317,896.00
<b>Allocation:</b>		\$4,317,896.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$415,000.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Support for Implementation of Readers Workshop - Consultants (Lit Life) to support readers workshop K - 6
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$125,000.00	
<b>Line Item Total:</b>	\$125,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Redesign 8th grade office space at Illing Middle School to support student social-emotional development and achievement. We are relocating all 8th grade support services (school counselors, social worker, administrator) to the same office suite so that students can get multiple supports all in one place. This will also allow us to create what is effectively an 8th grade wing in the building.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Non-reform	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$75,000.00	
<b>Line Item Total:</b>	\$75,000.00	

<b>Object:</b>	300 - Purchased Professional and Technical Services	Consultants to Support Expansion of World Language (Chinese) in Global Studies Academy - Central Connecticut State University Partnership Program
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Consultant to support integration of Chromebook Aps into various courses and electives (STEAM, Video Production, Enrichment)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$50,000.00	
<b>Line Item Total:</b>	\$50,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Support for Reading Intervention Evaluation - Consultant to Support Review and Evaluation of Middle School Reading Intervention
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Consulting Services (30 Days) to support Leadership Development
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Stipends for TEAM Mentors (Supplementing amount allocated by CSDE which is unknown at this time)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Manchester School District (077-000)	



<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,000.00	
<b>Line Item Total:</b>	\$25,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Support for Parents of English Learners (ESL Courses, GED Courses etc.) - Contracted through Manchester Adult and Continuing Education
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,000.00	
<b>Line Item Total:</b>	\$20,000.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$415,000.00
<b>Total for all other Objects:</b>		\$3,902,896.00
<b>Total for all Objects:</b>		\$4,317,896.00
<b>Allocation:</b>		\$4,317,896.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$92,000.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Support Academy Development Field Trips and Programming to support Personalized Student-Centered Learning and Anytime Anywhere Learning
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,000.00	
<b>Line Item Total:</b>	\$45,000.00	
<b>Object:</b>	500 - Other Purchased Services	Subs to Support Release time for Restorative Practices Training (Release teachers to attend Restorative Practices Training w Restorative Practices Coordinator)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$35,000.00	
<b>Line Item Total:</b>	\$35,000.00	

<b>Object:</b>	500 - Other Purchased Services	Testing (PSAT) for students in grades 8 - 11
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$12,000.00	
<b>Line Item Total:</b>	\$12,000.00	

<b>Total for 500 - Other Purchased Services:</b>		\$92,000.00
<b>Total for all other Objects:</b>		\$4,225,896.00
<b>Total for all Objects:</b>		\$4,317,896.00
<b>Allocation:</b>		\$4,317,896.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$317,000.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Fountas and Pinnell Classroom Libraries to Support Reading Grades K-8: F&P Libraries \$3000 per library X 64 classroom libraries
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$192,000.00	
<b>Line Item Total:</b>	\$192,000.00	
<b>Object:</b>	600 - Supplies	Instructional Supplies to Support Academy and Academy Pathways Development
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	
<b>Object:</b>	600 - Supplies	Supplies and Materials to Support Welcoming Center

<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Climate Goal 3.1		
<b>LEA / School:</b>	Manchester School District (077-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$40,000.00		
<b>Line Item Total:</b>	\$40,000.00		
<b>Object:</b>	600 - Supplies	Supplies and Materials to Support Middle School Behavioral Expectations Modified PBIS Programming -including field trips, reward items and experiences, and communication of school-wide expectations	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Climate Goal 3.3		
<b>LEA / School:</b>	Manchester School District (077-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$25,000.00		
<b>Line Item Total:</b>	\$25,000.00		
		<b>Total for 600 - Supplies:</b>	\$317,000.00
		<b>Total for all other Objects:</b>	\$4,000,896.00
		<b>Total for all Objects:</b>	\$4,317,896.00
		<b>Allocation:</b>	\$4,317,896.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

700 - Property - \$160,000.00

Budget Detail		Narrative Description	
<b>Object:</b>	700 - Property	800 Chromebooks to Support 1:1 Programming (including chromebooks, carts, and locks)  800 Chromebooks @ \$200.00 each = \$160,000	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Operations Goal 4.1		
<b>LEA / School:</b>	Manchester School District (077-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$160,000.00		
<b>Line Item Total:</b>	\$160,000.00		
		<b>Total for 700 - Property:</b>	\$160,000.00
		<b>Total for all other Objects:</b>	\$4,157,896.00
		<b>Total for all Objects:</b>	\$4,317,896.00
		<b>Allocation:</b>	\$4,317,896.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

800 - Debt Service and Miscellaneous - \$30,010.01

Budget Detail		Narrative Description
<b>Object:</b>	800 - Debt Service and Miscellaneous	Rent of Welcoming Center
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Non-reform	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,010.01	
<b>Line Item Total:</b>	\$30,010.01	
<b>Total for 800 - Debt Service and Miscellaneous:</b>		\$30,010.01
<b>Total for all other Objects:</b>		\$4,287,885.99
<b>Total for all Objects:</b>		\$4,317,896.00
<b>Allocation:</b>		\$4,317,896.00
<b>Remaining:</b>		\$0.00

Alliance District Grant Budget Overview

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		3,077,204.99	3,077,204.99
200 - Personal Services > Employee Benefits		226,681.00	226,681.00
300 - Purchased Professional and Technical Services		415,000.00	415,000.00
500 - Other Purchased Services		92,000.00	92,000.00
600 - Supplies		317,000.00	317,000.00
700 - Property		160,000.00	160,000.00
800 - Debt Service and Miscellaneous		30,010.01	30,010.01
<b>Total</b>		4,317,896.00	4,317,896.00
		<b>Allocation</b>	4,317,896.00
		<b>Remaining</b>	0.00



Priority School District Grant Budget

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

Object	Total
100 - Personal Services > Salaries	\$823,588.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$823,588.00
<b>Allocation</b>	\$823,588.00
<b>Remaining</b>	\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

100 - Personal Services > Salaries - \$823,588.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	8.0 Reading Interventionists @ \$82,358 each (Bennet (2), Bowers, Buckley, Highland, Keeney, Washington, Verplanck); 2.0 Math Interventionists @ \$82,358(Washington, Verplanck)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$823,588.00	
<b>Line Item Total:</b>	\$823,588.00	
<b>Total for 100 - Personal Services &gt; Salaries:</b>		\$823,588.00
<b>Total for all other Objects:</b>		\$0.00
<b>Total for all Objects:</b>		\$823,588.00
<b>Allocation:</b>		\$823,588.00
<b>Remaining:</b>		\$0.00

**Manchester School District (077-000) 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
<b>100 - Personal Services &gt; Salaries</b>		823,588.00	823,588.00
<b>Total</b>		823,588.00	823,588.00
		<b>Allocation</b>	823,588.00
		<b>Remaining</b>	0.00

**Manchester School District (077-000) 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.

For the past five years Manchester Early Learning Center (MELC) has worked in partnership with Manchester Public Schools to provide consistent before and after school care for all K-5 students. The evolution of this partnership developed to bring a more cohesive approach to providing quality extended school hour programming to all students. Five years ago the district had two types of programming being offered - MELC programming and 21st Century programming. Historically the two programs didn't leverage each other's strengths and capabilities - thus the district moved to MELC working directly with the district. Funding no longer dictates programming goals, funding supports programming goals.

MELC's after school care/extended school hour component has evolved to include an hour of academics delivered by district elementary teachers. During this hour homework assistance may be provided in addition to the use of "Power Hour kits" - grade level games created by teachers and specialists to boost student understanding of key grade level concepts (sight words, math fact fluency...). The kits are modified each month to meet changing student expectations. For students in K - 4 students are provided support by elementary STEM teachers during after school care to complete their science/invention convention projects. In grades 5-6 after care robotics is offered. Both offerings provide students across the district with equal access to district-wide STEM events.

Students and their families are provided consistency with academic support and staffing. Each elementary school has its own MELC program supported by an MELC site coordinator who works from 10:00 a.m. - 6:00 p.m. Prior to after school programming the site coordinator supports academics by reading with students, assisting in classrooms and further building relationships with families. The district is committed to building our partnership with MELC by expanding to grade 6 in 2018-2019 when the current Sixth Grade Bennet Academy becomes a 5-6 school.

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

Nursing staff supports all programming. Nursing staff is on call after school unless a student's IEP calls for special services. All staff is trained in CPR and first aid. Recreational activities include basketball, double-dutch, flag football, kickball and other organized games. A few sites have begun running clubs and all sites have full access to the school's playground, gymnasium, library and art rooms. It is the hope that as the Bennet Academy site becomes a grade 5-6 program more intramural opportunities will evolve.

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

Students in need of before and/or after school care in grades K-6 are eligible to attend MELC. Those who can't afford payment are provided scholarships.

MELC runs Monday through Friday from 7:00 a.m. - 8:45 a.m. and 3:30 p.m. - 6:00 p.m.

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

MELC's "Power Hour kits" - grade level games created to boost student understanding of key grade level concepts were developed by Manchester teachers and specialists. MELC employees have taken part in the district's new staff orientation and several district-wide professional development days so they are aware of the key drivers in our academic and social/emotional learning curriculums. In addition, MELC employees were provided with training in robotics and the basics for competition so that the elementary sites can offer the basics of coding and the grade 5-6 site can support a robotics team.

The district has also hired a liaison to meet regularly with MELC to reflect upon communication and planning . In addition, the Director of MELC and the district's Deputy Superintendent meet monthly to review programming including funding, scholarships, attendance and parent/guardian relationships.

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

MELC works in conjunction with several community partners - town artists, karate centers and the Lutz Children's Museum. Each community partner assists in providing enrichment opportunities for students. Community partners are determined through student interest and grade level.

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

MELC's offering of robotics and science fair/invention convention support evolved from existing programming in each elementary school. The expansion of these types of offerings have provided equitable access to special programming for more students.

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

Program planning has evolved due to parent feedback. The expansion of robotics and science fair/invention convention support was due in most part to parent/guardian feedback. Volunteers are welcome at any time - MELC follows the district's volunteer policy when working with all volunteers.

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.

School facilities have been secured for MELC through a collaborative effort between MELC staff, the district Building and Grounds team and various administrators so each school classroom/space is certified by the state for MELC's use.

**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
Bowers	K-4	85	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Buckely	K-4	100	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Highland Park	K-4	75	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Keeney	K-4	75	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Martin	K-4	60	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Verplanck	K-4	85	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Waddell	K-4	100	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Washington	K-4	60	Daily 7:00 a.m. - 8:45 a.m. / 3:30 p.m. - 6:00 p.m	36
Bennet	5-6	120	Daily 7:00 a.m. - 8:15 a.m. / 2:45 p.m. - 6:00 p.m	36

**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:

MELC is working in conjunction with Collaborative for Educational Services (CES) to develop various measures to indicate student success as a result of attending MELC after school/extended school hours. This work involved the district's first student data sharing agreement that met the state's new regulations for student data sharing. Student attendance and district reading scores will provide two quantitative data points measured throughout the year.

In addition, qualitative data will be gathered through the development of several surveys for students, parents/caregivers, MELC staff and Manchester teachers supporting MELC in the afternoon programming.

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

Attendance will be shared every 30 days, reading data will follow the district's data assessment calendar by grade level. Reading assessments are done three time per year.

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

Object	Total
100 - Personal Services > Salaries	\$0.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$128,157.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	<b>Total</b> \$128,157.00
	<b>Allocation</b> \$128,157.00
	<b>Remaining</b> \$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

300 - Purchased Professional and Technical Services - \$128,157.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	<p>Each elementary school and Manchester's Grade 5-6 academy (Bennet) has its own MELC program supported by an MELC site coordinator. At each of the nine MELC sites the MEC site coordinator works from 10:00 a.m. - 6:00 p.m.</p> <p>Prior to after school programming the site coordinator supports academics by reading with students, assisting in classrooms and further building relationships with families.</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$128,157.00	
<b>Line Item Total:</b>	\$128,157.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$128,157.00
<b>Total for all other Objects:</b>		\$0.00
<b>Total for all Objects:</b>		\$128,157.00
<b>Allocation:</b>		\$128,157.00
<b>Remaining:</b>		\$0.00



**Manchester School District (077-000) 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
<b>300 - Purchased Professional and Technical Services</b>		128,157.00	128,157.00
<b>Total</b>		128,157.00	128,157.00
		<b>Allocation</b>	128,157.00
		<b>Remaining</b>	0.00

**Manchester School District (077-000) 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)

Students currently in K-2 who are not reading at grade level by mid year (as indicated by district reading assessment) are invited to participate in SAAM.

SAAM runs Monday through Friday from July 8, 2019 - August 2, 2019. Parent surveys and previous SAAM student attendance indicate four week programming most successful for consistent attendance.

Academic portion of SAAM runs from 8:00 a.m. to 11:00 a.m.

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

Teachers hired for SAAM are from within district and most have previous experience with SAAM or teach grades 1-3. Each teacher should understand the reading workshop model and have a keen ability to support multiple guided reading lessons to target foundational strategies to support increased reading achievement. Additionally, all teachers must maintain copious anecdotal reading notes and frequent running records to monitor student progress in this accelerated setting. Reading specialists (also from within district) have first hand experience in delivering specific reading interventions and will support students in need of phonemic/phonics instruction, as well as, word study work. School counselors will assist with parent communication and step in to monitor infrequent attendance and student social and emotional needs. In addition, two behavior technicians support the school counselors as they work to maintain a successful environment for students who may struggle socially/emotionally.

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

Summer Academy Advantage of Manchester (SAAM) is a summer program that is held for students in need of reading acceleration. Program is an effort to reduce the summer reading slide. Targeted instruction based on year end district reading data. Program is consistent with regular school year programming. Reading workshop model implemented by two classroom teachers with a student ratio of 20:2. Two reading specialists support each class utilizing Leveled Literacy Intervention (LLI). Fountas & Pinnell libraries provide ample books (fiction and nonfiction), as well as, explicit guided reading lessons for each teacher to use with small groups. Students in need of phonics and word study will be pulled into small strategies groups and provided with extra support from the reading specialists.

Staffing includes: 2 teachers per class, 2 guidance counselors, 2 reading specialists and 2 behavior technicians. On-site administrator, nurse, secretary and recreational/MELC site coordinator.

Explicit small group instruction will be based on student year end assessments. Progress monitoring will occur every 5 days depending on the student need. Post data will be collected at the end of the programming.

### 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
Students district-wide offered SAAM	K-2	M-F / 8:00 a.m. - 6:00 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.

Manchester continues to work with the district's data specialists and Collaborative for Educational Services (CES) to see if there are various measures that could indicate if the summer slide is deferred for students attending SAAM. Student attendance and district reading scores are measured throughout the SAAM program and again throughout the school year. These scores are compared to two student groups; students invited to attend SAAM who attended and those invited who did not attend. Data during school year is typically collected three times per year.

In addition qualitative data is collected through surveys for students, parents/caregivers, and SAAM teachers/staff.

PSD - Summer School Budget

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

Object	Total
100 - Personal Services > Salaries	\$0.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$150,603.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$150,603.00
<b>Allocation</b>	\$150,603.00
<b>Remaining</b>	\$0.00

Budget Detail

**Manchester School District (077-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

600 - Supplies - \$150,603.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	<p>Leveled Literacy Intervention (LLI) systems for elementary grades feature a wide selection of engaging, carefully written and leveled student books and fast-paced lessons designed for students who are falling below grade-level expectations in reading. Each system includes several packs of engaging fiction and non fiction books, as well as, assessments to monitor progress.</p> <p>In addition to the LLI - consumables are purchased - paper, pencils, journals and LLI paper take one books.</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>LEA / School:</b>	Manchester School District (077-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$150,603.00	
<b>Line Item Total:</b>	\$150,603.00	
		<b>Total for 600 - Supplies:</b> \$150,603.00
		<b>Total for all other Objects:</b> \$0.00
		<b>Total for all Objects:</b> \$150,603.00
		<b>Allocation:</b> \$150,603.00
		<b>Remaining:</b> \$0.00

**Manchester School District (077-000) 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
<b>600 - Supplies</b>		150,603.00	150,603.00
<b>Total</b>		150,603.00	150,603.00
		<b>Allocation</b>	150,603.00
		<b>Remaining</b>	0.00

**Manchester School District (077-000) 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.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | 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;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | 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;  |
| <b>H.</b> | 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;   |
| <b>I.</b> | 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;  |
| <b>J.</b> | 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;  |
| <b>K.</b> | 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; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | 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:

08/27/2018 