

Allocations

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$4,389,142.00		\$0.00		\$0.00		\$0.00	\$4,389,142.00
Total		\$4,389,142.00		\$0.00		\$0.00		\$0.00	\$4,389,142.00

Talent

West Haven School District (156-000) 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 checked="" 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**" ...

1.1 Embedded Literacy/Numeracy Coaching: Reading Consultants, Early Childhood Coordinator, Literacy Teachers & math coaches/facilitators continue to support classroom teachers and students through: (1) development and modeling of lessons within classrooms; (2) instructional application of the CCSS using software products (Lexia, Read 180, NWEA and Frontline); and (3) continued support of our SRBI efforts to improve Tier 1 classroom instruction, as well as providing assistance to Tier II and III students.
Rationale: The embedded coaches provides supports to Tier 1 instruction and SRBI supports, which has resulted in continued growth for all students.

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 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

1.2 Retention of Top Talent through Embedded Professional Development and Instructional Coaching: Staff in need of targeted PD are supported by an ACES certified trainer and/or district peers/colleagues. Also, we will continue using Curriculum Teacher Leaders (CTL) to develop talent & expertise within the district (curriculum and software products). CTL will support grade and content level teachers in a deeper understanding of the curriculum roadmap (CCSS), software products and ongoing revisions the four major content areas. Identified staff are valued as leaders and support their peers to ensure they are successful in their craft. Rationale: The allocation of time for identified teacher leaders in curriculum has provided the district with opportunities to build capacity from within and leverage their talents during professional learning time, collaboration and data teams. The results have been noted in evaluation growth, as well as student achievement.

1.3 Evaluation: Instructional leaders continue to receive training in the Danielson Model to better understand specific domains and identify high quality instruction within each domain. Coaching of teacher evaluators will continue relative to: (1) Effective use and application of observation rubrics; (2) Use of learning walks to identify building-level areas of need; (3) Conduct effective collaborative conversations; (4) Development of a reflective leadership practice; (5) Use of peer observation protocols to promote leadership and growth; and (6) Use student/stakeholder data from Frontline to inform leadership decisions and the Evaluation Plan. Rationale: since the implementation of a common teacher evaluation and support program, the district has used resources to train all district evaluators on the observation rubrics. This training continues and has allowed for collaboration across buildings, content and between evaluators. The results have shown an increase in the calibration of observational scoring and continued focus on strengthening our current system.

1.2 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

1.3 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

West Haven School District (156-000) 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 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 Common Core-Aligned Curriculum & SRBI and Academic Interventions: Curricula in all four content areas continues to be reviewed and revised to ensure consistent implementation with fidelity. Evaluation data will be aggregated and monitored to identify professional development goals. Also, academic interventions focus on improving student writing across disciplines and continue to be supported through writing labs and embedded professional development. Access to Read 180, NWEA, Lexia, IABs, after school support venues for math/ELA, summer school programming for targeted special education students and embedded programming supports for EL student needs are maintained and monitored by a systemic process. Rationale: The addition of NWEA and other resources has allowed staff to monitor student progress through various lenses, as well as provide opportunities for curriculum analysis for strengths and areas of continued focus.

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 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

2.2 Pre-K-Grade 3 Literacy: The district maintains this area as a priority to establish a literacy foundation in teaching and learning for all students, regardless of need. All curricula has been established and is aligned with CCSS. Professional development is ongoing and will continue to provide embedded support to classroom teachers. EL teachers, special education teachers, reading consultants, literacy coaches, math facilitators/coaches and science facilitators provide intense support to PK-3. Professional development for math will focus on deepening content knowledge of our classroom teachers, with an emphasis on K-3. Also, the Next Step Guided Reading Assessment is utilized to progress monitor student's growth in the area of early literacy. Rationale: The focus on PK-3 early literacy has resulted in collaboration between ELA and numeracy coaches, in addition to EL and SPED staff. Cross curricular conversations and professional learning continues to be implemented to ensure that all staff are supported with the teaching of early literacy skills.

2.2 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

2.3 Full Day Kindergarten: Maintain full day kindergarten in all six elementary schools. Curriculum has been aligned to CCSS and instructional resources were duplicated across each classroom. Embedded professional development continues to be provided, with a focus on increasing teacher knowledge of phonics instruction, assessment tools and support to teachers on the writing process. In addition, math coaches/facilitators provide embedded support to classroom teachers by modeling lessons, monitoring student achievement data to identify areas for continued professional growth. Rationale: The addition of full day kindergarten has allowed all students to gain a solid foundation with early literacy skills. This is supported by our increased percentage of students scoring in the proficiency range of the Next Step Guided Reading Assessment at the end of kindergarten. This has allowed them to enter first grade on track to becoming a skilled reader.

2.3 Increase the DPI for ELA from 63.8 in 2016-17 to 65.5 in 2018-19. Increase the DPI for math from 59.7 in 2016-17 to 62.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 55.9 in 2016-17 to 62.7 in 2018-19 and for math from 62.7 in 2016-2017 to 68.4 in 2018-2019.

West Haven School District (156-000) 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 type="checkbox"/> Suspension rate | <input 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 Attendance/Chronic Absenteeism: Alliance Grant money will fund the district's focus on decreasing chronic absenteeism. District truancy committee continues to meet and collaborate with agencies to support identified students as well as professional collaboration with school support staff. Superintendent continues his "Here Campaign." Utilization of alternative approaches to suspensions (blended learning, Odysseyware programming, infoSnap, after school tutoring programs, SRBI resources during the school day to support students behaviorally, emotionally and educationally). Cooperation with community resources to support students and families. Rationale: The district has dedicated time and resources to focusing on decreasing our chronic absenteeism rates, which we have seen improvements in over the past years. Data supports continuation of our efforts to have children in school every day ready to succeed.

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 Decrease the DPI for chronic absenteeism from 11.4% in 2016-17 to 10.4% in 2018-19. Increase the DPI for the four-year graduation rate from 78.7% in 2016-2017 to 81.2% in 2018-2019. Also, increase the six-year adjusted cohort graduation rate from 80.1% in 2016-17 to 82.9% in 2018-19.

Operations

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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- 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 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**" ...


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.

Related Documents

West Haven School District (156-000) 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	 West Haven ESSA Milestones Document

Alliance District Grant Budget

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$2,654,118.00
200 - Personal Services > Employee Benefits	\$875,859.00
300 - Purchased Professional and Technical Services	\$425,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$434,165.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$2,654,118.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Teaching leader/mentor reading/language arts in PK-12. Intervention support in low performing schools (16.5 FTE) District Elementary Coach \$47,265.52 District-wide (.5 FTE) Reading Consultant \$89,731.04 Forest Elementary Literacy Teacher \$88,235 Forest Elementary Reading Consultant \$89,081.04 Seth Haley Elementary Literacy Teacher \$87,715 Seth Haley Elementary Reading Consultant \$89,731.04 Mackrille Elementary Literacy Teacher \$87,715 Mackrille Elementary Literacy Teacher \$88,561 Pagels Elementary Literacy Teacher \$89,275 Pagels Elementary Reading Consultant \$90,771.04 Savin Rock Elementary Literacy Teacher \$83,084 Savin Rock Elementary Reading Consultant \$73,985.04 Washington Elementary Literacy Teacher \$71,969 Washington Elementary Reading Consultant \$89,731.04 Carrigan Intermediate Literacy Teacher \$83,604 Carrigan Intermediate Reading Consultant \$90,251.04 Bailey Middle School Literacy Teacher \$83,084 Bailey Middle School
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$1,423,761.80	
Line Item Total:	\$1,423,761.80	
Object:	100 - Personal Services > Salaries	Talent Goal 1.1/1.2 Interventions and prof learning interventions (coaches/facilitators) for teachers and admins on PK-2 early literacy in schools. District wide Early Childhood Coordinator \$43,243.20 (.33 FTE) Teaching leaders/mentors in math PK-12. Emphasis on 8 mathematical practices and instructional strategies. (9.0 FTE) Math Coach \$92,515 Forest Elementary
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	West Haven School District (156-000)	

Quantity:	1.00	Math Coach \$88,755 Seth Haley Elementary Math Coach \$83,084 Mackrille Elementary Math Coach \$94,075 Pagels Elementary Math Coach \$84,260 Savin Rock Elementary Math Coach \$92,515 Washington Elementary Math Coach \$89,275 Carrigan Intermediate Math Coach \$89,275 Bailey Middle School Math Coach \$88,235 West Haven High School
Cost:	\$845,260.20	
Line Item Total:	\$845,260.20	
Object:	100 - Personal Services > Salaries	Academics Goal (2.3) All Day K teachers in all schools (6.0 FTE) Kindergarten Teacher \$81,394 Forest Elementary Kindergarten Teacher \$69,202 Seth Haley Elementary Kindergarten Teacher \$53,300 Mackrille Elementary Kindergarten Teacher \$76,385 Pagels Elementary Kindergarten Teacher \$53,300 Savin Rock Elementary Kindergarten Teacher \$51,515 Washington Elementary
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$385,096.00	
Line Item Total:	\$385,096.00	
Total for 100 - Personal Services > Salaries:		\$2,654,118.00
Total for all other Objects:		\$1,735,024.00
Total for all Objects:		\$4,389,142.00
Allocation:		\$4,389,142.00
Remaining:		\$0.00

Budget Detail

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$875,859.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits (health, vision, and dental) based on approximately 33% of salary (31.83 FTE)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2 Academics Goal 2.3	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$875,859.00	
Line Item Total:	\$875,859.00	

Total for 200 - Personal Services > Employee Benefits: \$875,859.00

Total for all other Objects: \$3,513,283.00

Total for all Objects: \$4,389,142.00

Allocation: \$4,389,142.00

Remaining: \$0.00

Budget Detail

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$425,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Talent Goal 1.1/1.2/1.3 Lexia (reading supplement software K-4), Read 180 (reading software for secondary level); NWEA (progress monitoring assessment tool for literacy, numeracy, science); Frontline (software to manage data in evaluation and professional learning, special education services and staff attendance). Supplemental materials to assist in evaluations and classroom instruction for all youngsters. Odysseyware is used to support high need/at risk youngsters as an additional instructional environment to support learning.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$250,000.00	
Line Item Total:	\$250,000.00	
Object:	300 - Purchased Professional and Technical Services	Professional Learning Resources 2.1/2.2 English Language Arts, science, mathematics, and English Learning strategies for all teachers through contractual agreement with ACES' Consultants for our schools for approximately 50 days on site (2-3 consultants). Support will be given to these teachers focusing on lesson study and curricula revisions during the school year with an emphasis on the high school (high need school). Resources for professional learning focusing on teaching and learning strategies for both high school staff and students. This will be provided by ACES consultant.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$100,000.00	
Line Item Total:	\$100,000.00	
Object:	300 - Purchased Professional and Technical Services	Climate Goal 3.1 Software (Infosnap) to assist parents in communication with district.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	

LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$75,000.00	
Line Item Total:	\$75,000.00	

Total for 300 - Purchased Professional and Technical Services:		\$425,000.00
Total for all other Objects:		\$3,964,142.00
Total for all Objects:		\$4,389,142.00
Allocation:		\$4,389,142.00
Remaining:		\$0.00

Budget Detail

West Haven School District (156-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$434,165.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Academics Goal 2.1, 2.2, 2.3 Tests K-3 as required by statute (Next Step Guided Reading) Daily 5 Literacy word work materials, classroom libraries, fiction/non-fiction books to support math, vocabulary, English Language materials, science materials to support new curriculum, mathematics manipulatives and instructional resources.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	West Haven School District (156-000)	
Quantity:	1.00	
Cost:	\$434,165.00	
Line Item Total:	\$434,165.00	
		Total for 600 - Supplies: \$434,165.00
		Total for all other Objects: \$3,954,977.00
		Total for all Objects: \$4,389,142.00
		Allocation: \$4,389,142.00
		Remaining: \$0.00

West Haven School District (156-000) 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		2,654,118.00	2,654,118.00
200 - Personal Services > Employee Benefits		875,859.00	875,859.00
300 - Purchased Professional and Technical Services		425,000.00	425,000.00
600 - Supplies		434,165.00	434,165.00
Total		4,389,142.00	4,389,142.00
		Allocation	4,389,142.00
		Remaining	0.00

West Haven School District (156-000) 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.**

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| 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:

08/20/2018 