



Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

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C.G.S. § 10-262u



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SUPPLEMENTAL APPLICATIONS

- 1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
- 2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
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***Please find supplemental application materials on the CSDE website at:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>***



PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts – the districts with the lowest district performance index (DPI) scores statewide – and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district’s receipt of its designated ECS allocation is conditional upon district submission and the Connecticut State Department of Education’s (CSDE) approval of an Alliance District plan in the context of the district’s overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described year one performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The year two Alliance District application amendment is mandatory for all Alliance Districts. Those districts with “Review” and “Turnaround” schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a year two Alliance District plan amendment, completing the application amendment template contained in this document. The year two amendment requires districts to reflect upon year one progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The ESEA waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” must develop and submit school improvement plans as a part of the year two Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school, (2) submit a preexisting school plan that has shown evidence of results, or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s website at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.
- **Priority School District Grant.** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s website: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.



3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District year two application amendment **must be postmarked by June 28th, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 247 Hartford, CT 06106 Attention: Debra Kurshan</p>
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4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: (860) 713-6777
Email: Debra.Kurshan@ct.gov



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the year two Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Ansonia Public Schools		
Name of Grant Contact Person:	Michael Wilson		
Phone # of Contact Person:	203-736-5095		
Email of Contact Person:	mwilson@ansoniam.org		
Address of Contact Person:	Street Address:	42 Grove Street	
	City:	Ansonia	Zip Code: 06401
Name of Superintendent:	Carol Merlone, Ed.D.		
Signature of Superintendent:		Date:	
Name of Board Chair:	John Lawlor		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	X Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	3/6/2013		
Priority School District?	X Yes <input type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district’s vision and mission statements below. Insert the district’s core values or guiding beliefs that are to be embodied by all staff, students, and members of the district community. This can come directly from your district strategic plan or district Improvement Plan.

What is the district’s **vision statement**?

In a partnership of mutual accountability with our community, parents, board of education and staff, we will prepare all students to become successful life-long learners in an ever-changing, technological and culturally diverse global society.

What is the district’s **mission statement**?

The mission of Ansonia Public Schools is to provide a learning environment that challenges and motivates all students to attain high standards of achievement and reach maximum individual potential.

What are the district’s core **beliefs or values**?

All of our district-level work is aligned to McREL’s “*Changing the Odds*” study directed at improving learning for all students while systematically addressing the achievement gap between students who are and are not eligible for free/reduced-price means.

- Guarantee challenging, engaging, and intentional instruction
- Ensure curricular pathways to success
- Provide whole-child student supports
- Create high-performance school cultures
- Develop data-driven, high-reliability district systems

Describe the district’s overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

Touchstones for “What Matters Most” from Changing the Odds by McREL:

What Matters Most	Touchstones
Guarantee challenging, engaging, and intentional instruction	<p><i>Teachers must focus on</i></p> <ol style="list-style-type: none"> 1. Setting high expectations and delivering challenging instruction. 2. Fostering engaging learning environments and meaningful relations with students. 3. Intentionally matching instructional strategies to learning goals.
Ensure curricular pathways to success	<p><i>School systems must focus on</i></p> <ul style="list-style-type: none"> • Providing all students with high-expectations curricula. • Providing all students with personalized learning opportunities.
Provide whole-child student supports	<p><i>School leaders must focus on</i></p> <ul style="list-style-type: none"> • Providing real-time supports in keeping with the ounce-of-prevention principle. • Addressing the deep causes of student performance: home environment, prior knowledge, interest and motivation.

Create high-performance school cultures	<i>School leaders must focus on</i> <ul style="list-style-type: none">• Raising the quality and reducing the variance among classrooms within the school.• Creating a school culture of high expectations for academics and behavior.
Develop data-driven, high-reliability district systems	<i>School systems must focus on</i> <ul style="list-style-type: none">• Setting clear, "no excuses" goals for teaching and learning.• Attending to the "core" business of schooling: great teachers and teaching.• Developing a healthy preoccupation with failure, prevention, and intervention.



3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):				
Total Enrollment:	2,475	Per Pupil Allocation: ²	12,929	
Total # Schools:	4	Operating Budget:	\$32,000,000	
# Review Schools: ³	1	# Turnaround Schools:	0	
Student Demographics (2012-13):				
% White:	52	% F/R Lunch:	61	
% Black:	22	% IEP:	11	
% Hispanic:	24	% ELL:	3	
% Other:	2	Attendance Rate:	94%	
District Personnel (2012-13):				
# Certified School-Based Staff:	188	Median Teacher Salary: ⁴	\$55,665	
Student/Teacher Ratio: ⁵	12.7 / 1	# Central Office Administrators:	3	
# School Administrators:	8	# Central Office Support Staff:	6	
Student Achievement:	2009-10	2010-11	2011-12	2012-13
District Performance Index:			70.3 3-yr. Ave: 71.7	
Math	Gr. 3 at/above Goal:	55.9	47.7	49.7
	Gr. 5 at/above Goal:	71.1	60.9	62.1
	Gr. 8 at/above Goal:	57.9	58.4	48.0
	Gr. 10 at/above Goal:	27.4	19.3	21.6
Reading	Gr. 3 at/above Goal:	47.6	43.5	40.3
	Gr. 5 at/above Goal:	42.0	44.0	61.9
	Gr. 8 at/above Goal:	59.3	53.9	61.1
	Gr. 10 at/above Goal:	25.3	21.1	26.8
Chronic Absenteeism Rate: ⁶	10.62	14.70	10.65	
Graduation Rate:	91	99	95	
% Pursuing Higher Education:	79.11	77.30	73.96	

² Per pupil allocation should include all sources of funds (including local operating, state, federal, and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academic	<ul style="list-style-type: none"> • The data team process is faithfully used to make instructional decisions at the teacher, school and district levels. • In grades 1-6, the language arts block of instruction has been expanded from 90 to 120 minutes per day. • Although personnel cuts have reduced the overall number of students who may access intervention, SRBI is faithfully administered in a data-driven way for students K-10 in reading. • The district improvement plan is directly tied to research on improving the achievement gap.
Human Capital	<ul style="list-style-type: none"> • Teachers are highly trained in SRBI, PBIS, ETS, and data teams. • While not a sufficient number for the job at hand, the district has maintained two instructional coaches at the elementary level and one at the middle school. Three master teachers (funded by Alliance monies) provide instructional coaching at the high school. • The one remaining curriculum coordinator (language arts) is highly skilled, thoroughly trained, and respected by teachers and administrators. • There is a strongly collaborative relationship between district administration and the various unions.

Operations	<ul style="list-style-type: none"> • The regular, yearly financial audits are always given “clean” reports denoting compliant and efficient management of funding and purchasing. • When comparing per-pupil allotment to DPI, Ansonia is the most efficient of all Alliance districts – indicating that funds are expended in the manner with the most positive impact on student learning. • The community recently supported the re-roofing of all school buildings. • All school buildings and central office are fully air conditioned allowing for the extension of the school year. • Ansonia’s student-to-computer ratio is below that of the state average and the average for districts similar to Ansonia. <ul style="list-style-type: none"> ○ Currently, Ansonia has 594 computers for student, teacher, and administrative use. ○ At the elementary school student per academic computer is 5:1, at the middle school student per academic computer is 3:1, and at the high school student per academic computer is 3:1. ○ This is a direct result of the level of funding provided by the City of Ansonia. Ansonia’s per pupil expenditures for 2009-2010 was \$10,521 far below State and DRG per pupil spending. ○ In 2010 Ansonia was ranked 167 out of 167 towns in per pupil spending. • In order to address our technology concerns, Ansonia has applied for the Technology grant (RFP 801). If we are awarded this grant, it will provide our students with the opportunity to have access to technology. The technology teacher also funded by the Alliance Grant will now be able to have an appropriate student to computer ratio for which to teach. By having and knowing how to use technology effectively and correctly, our students will now begin to close the gap with those students from other districts that have had this advantage already.
Culture and Climate	<ul style="list-style-type: none"> • The collaborative culture between the administrative and teachers’ unions and district administration was evidenced by the manner in which the educators’ evaluation protocol was recently revised. • All schools are actively engaged in the implementation of PBIS.

For the following domains, identify the district's most significant **growth areas**.

Academics	<ul style="list-style-type: none">• Where, in previous years, scores were improving at a rate sufficient for the district to be removed from Priority School District status, funding cuts have had a direct tie to lesser success. Contemporaneous with the funding cuts and personnel cuts below, the district has seen scores stagnate or regress where previously they had been accelerating with narrowing of achievement gaps.<ul style="list-style-type: none">○ Grades 3 and 10 continue to be of the most concern.○ Across the grade range, reading scores lag behind mathematics• At the start of the 2010-2011 school year, the district possessed written (BOE-approved) curricula for less than half of all courses offered. While we have aggressively addressed this need over the last three school years, much more work is left to be done. The advent of the CCSS only adds to this time-consuming and financially expensive process. We have invested substantial time and effort in developing our talent pool in the revision of curriculum and assessments.• At the start of the 2011-2012 school year, all kindergarten classes were cut to part-day. Previously, the district used Priority School District monies to fund full-day kindergarten for one-half of the classes. Whether a child was assigned full-day or part-day was determined by lottery. This represents a substantial loss in the district's ability to prepare students for Grade 1.• In order to address the concerns with the shift to the Common Core, we will be bringing in various stakeholders to work with the Language Arts Coordinator as well as the Assistant Superintendent to make the necessary CCSS revisions to our current curriculum documents. In particular in grades 6 – 8 since the focus was on grades K – 5 last year. These stakeholders will be compensated as per the budget outlined within this grant. Once updated, these documents will be brought to the Board of Education for approval, and then will be placed on our Ansonia Curriculum Wikispace. All teachers in grades 6 – 8 will receive training given by central office on an overview of these newly created documents. Implementation of this new curriculum will be discussed and teachers will also be able to share their ideas with one another on the Wiki as well as during our monthly curriculum committee meetings.
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Human Capital	<ul style="list-style-type: none"> • Budget allocations over time and in recent years have caused severe cuts and limitations on the district’s ability to provide an appropriate amount of certified and non-certified staff to support student learning. • For the 2012-2013 school year, the following <u>positions were cut, laid off, or left unfilled</u> due to lack of funding from the City of Ansonia and/or cuts in grant funding: <ul style="list-style-type: none"> ○ All of the district’s (12) part-time tutors providing Tier 2 SRBI reading intervention in grades K-6 ○ 5 full-time reading interventionists providing Tier 2 and Tier 3 SRBI reading intervention in grades K-6 ○ One full-time behavior interventionist providing PBIS support to students in grades K-6 and providing better opportunity for school administrators to collaborate with teachers on improving instruction ○ The district’s only system-wide Math and Science Coordinator providing content-area expertise in aligning curricula and assessments to the Common Core State Standards ○ The reduction of the system’s only Information Network Director from full-time to part-time, reducing the ability to effectively prepare for the Smarter Balanced Assessment Consortium testing • Further cuts in personnel will occur for the 2013-2014 school year due to a budget allocation from the City of Ansonia that is \$820,000 lower than the level-services budget request from the Board of Education. While not yet finally determined, it is likely that the district will be forced to reduce the non-certified special education staffing by at least four paraprofessionals’ positions • All of the above comes in the context of a district that has been (and continues to be) one of the most poorly funded in the State of Connecticut. While most cities and towns in the same size range dedicate 64% of the municipal budget to education, Ansonia apportions 55%. While the average per-pupil allotment for similar districts is nearly \$14,000, Ansonia’s is \$11,500. • A review of Ansonia’s strategic district profile reveals that student-to-teacher and teacher-to-administrator ratios are well below DRG and State averages. • The loss of full-day kindergarten classes as noted above.
Operations	<ul style="list-style-type: none"> • The district currently lacks a sufficient I.T. infrastructure to fully support online testing. Year 1 Alliance funds were used to mitigate some of this issue. This application proposes to continue this work.
Culture and Climate	<ul style="list-style-type: none"> • As is indicated in our district improvement plan, schools are expected to select, train on, and implement a research-based discipline/culture methodology. This has not yet happened consistently across the district. While it is important and necessary work, this is not an area in which we intend to expend Alliance funds.

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district’s overarching strategy and key initiatives from year one of the Alliance District program. Describe successes and progress made in year one. Provide specific data points to support the analysis.

Articulate the **district’s key initiatives from year one** of the Alliance District program.

State-level Priority	Local Project	Cost
Primary-grades literacy	Purchase a new series of literacy texts and online resources for grades K-3	\$159,000
	Train K-3 teachers on new, research-based teaching methods for literacy	\$15,000
	Provide netbook carts for elementary schools to support use of online learning activities	\$65,000
	Purchase a license for assessment software	\$8,000
Extended learning time	Training opportunities for high school leaders to prepare for academy model and extended learning time in 2013-14 school year.	\$3,000
Talent strategy	Provide master teachers to high school to support implementation of research-supported teaching strategies	\$175,000
	Provide training to current teachers pursuing careers in educational leadership	\$3,000
	Provide training to teachers on new evaluation protocol	\$8,000
Train school leaders on new evaluation model	Provide ongoing, embedded training on new state-wide model	\$10,000
	Provide technology software and hardware to support implementation of the model	\$11,000
Early-childhood education	Provide a pre-literacy coordinator for the new community-based ECE provider	\$27,000
	Provide ongoing training on literacy for early-childhood faculty	\$12,000
Wrap-around services	Staff and provide resources for a community-based literacy outreach program – helping parents understand how to teach literacy skills at home	\$43,000

Briefly describe the district’s year one Alliance District **accomplishments** citing specific data, where appropriate.

State-level Priority	Local Project	Accomplishments
Primary-grades literacy	Purchase a new series of literacy texts and online resources for grades K-3	Series fully purchased, integrated into curriculum documents and implemented in the classroom in support of CCSS.
	Train K-3 teachers on new, research-based teaching methods for literacy	100% of teachers in grades 1-3 trained and currently implementing Readers Workshop
	Provide netbook carts for elementary schools to support use of online	To be purchased in June 2013. Waiting for final confirmation of hardware/software

	learning activities	compatibility from NWEA.
	Purchase a license for assessment software	To be purchased in June 2013. Waiting for final confirmation of hardware/software compatibility from NWEA.
Talent strategy	Provide master teachers to high school to support implementation of research-supported teaching strategies	Implemented. Master teachers have provided approximately 1,300 hours of coaching, modeling, and mentoring.
	Provide training to current teachers pursuing careers in educational leadership	Seven accomplished Connecticut school and district leaders served as guest speakers for a total of 6 hours of training.
	Provide training to teachers on new evaluation protocol	This portion of the plan was combined with administrator training
Train school leaders on new evaluation model	Provide ongoing, embedded training on new state-wide model	Completed. Small-group and embedded training took place in all schools for all administrators.
	Provide technology software and hardware to support implementation of the model	To be purchased in June 2013
Early-childhood education	Provide a pre-literacy coordinator for the new community-based ECE provider	Completed. This expert supported literacy instruction in our community-based ECE provider
	Provide ongoing training on literacy for early-childhood faculty	Completed. This expert improved our faculty's knowledge of early childhood literacy instruction.
Wrap-around services	Staff and provide resources for a community-based literacy outreach program – helping parents understand how to teach literacy skills at home	Completed. More than 500 students, parents, and family members attended four evening events held at sites within the community. Feedback has been strongly positive.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

- The implementation of a CCSS-linked literacy series for grades K-3 is now complete.
- The support of community-based Pre-K program in its pursuit of NAEYC accreditation is now complete.
- The planning phase for freshman academy is now complete.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, year one progress, and the needs analysis to identify three to four priority areas for the year two Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments, (2) educator evaluation and support (for both teachers and administrators), and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for year two and indicate whether they are new or continued initiatives from year one. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	Curricular and infrastructure preparations for CCSS and SBAC	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	Support for the implementation of new educator evaluation plan	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	Extended instructional time	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	Wrap-around services	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority



Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

What Matters Most	Touchstones	How the Priorities for this Alliance Grant Plan align What Matters Most with the Touchstones.
Guarantee challenging, engaging, and intentional instruction	<p><i>Teachers must focus on</i></p> <ol style="list-style-type: none"> 1. Setting high expectations and delivering challenging instruction. 2. Fostering engaging learning environments and meaningful relations with students. 3. Intentionally matching instructional strategies to learning goals. 	<ol style="list-style-type: none"> 1. Updates in district-written curriculum and purchased assessment tools will raise the level of challenge in instruction across the grade span. 2. Engaging learning environments will be strengthened primarily by the addition of a Freshman Academy which will include 10 extra days of instruction, just for 9th graders. 3. This is already well underway through our deeply established data teams processes and not in need of prioritized support
Ensure curricular pathways to success	<p><i>School systems must focus on</i></p> <ol style="list-style-type: none"> 1. Providing all students with high-expectations curricula. 2. Providing all students with personalized learning opportunities. 	<ol style="list-style-type: none"> 1. Updates in district-written curriculum and purchased assessment tools will raise the level of challenge in instruction across the grade span. 2. Personalization will be strengthened in grades 1-6 through the continued roll-out of Readers’ Workshop.
Provide whole-child student supports	<p><i>School leaders must focus on</i></p> <ol style="list-style-type: none"> 1. Providing real-time supports in keeping with the ounce-of-prevention principle. 2. Addressing the deep causes of student performance: home environment, prior knowledge, interest and motivation. 	<ol style="list-style-type: none"> 1. The plan proposes to continue two critical wrap-around services to support literacy in the community. A pre-literacy coordinator for Pre-K and a series of evening meetings in the community with parents to help them be better teachers of reading in the home. 2. The above-described wrap-around services seek to address the home environment. Prior knowledge, interest and motivation are also addressed through the evolution of our reading program toward Readers’ Workshop. Alliance funds will serve as “seed money” to initiate full-day kindergarten for all students. This was last implemented in the district 5 years ago.
Create high-performance school cultures	<p><i>School leaders must focus on</i></p> <ol style="list-style-type: none"> 1. Raising the quality and reducing the variance among classrooms within the school. 2. Creating a school culture of high expectations for academics and behavior. 	<ol style="list-style-type: none"> 1. The Master Teacher program (at our only Review School) seeks to directly address teacher quality through providing embedded, colleague-to-colleague supports on the implementation of CCSS. 2. This process is already underway through our three-tier data team system and is not in need of additional support from Alliance funding.

Develop data-driven, high-reliability district systems	<p><i>School systems must focus on</i></p> <ol style="list-style-type: none"> 1. Setting clear, "no excuses" goals for teaching and learning. 2. Attending to the "core" business of schooling: great teachers and teaching. 3. Developing a healthy preoccupation with failure, prevention, and intervention. 	<ol style="list-style-type: none"> 1. The Alliance funding will support a move from our district-written benchmark assessments to a more rigorous and useful NWEA-MAP assessment system. 2. The plan includes development of administrators and teachers on the new evaluation methodologies which are in direct support of the research of Kim Marshall on effectiveness. 3. This process is already underway through our three-tier data team system and is not in need of additional support from Alliance funding.
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If not explicitly identified as priority areas, explain how the district will address the CSDE’s three focus areas for year two of the Alliance District program. Briefly describe the district’s strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district’s strategy to intervene in its lowest-performing schools in Section #7.

Areas of work are explicitly tied to priority areas.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify an expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during year two of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014, and/or summer 2014). The information provided will serve as the foundation for the year two CSDE support and monitoring.

Priority #1: Insert the year two priority below.								
Curricular and infrastructure preparations for CCSS and SBAC								
Summary: Briefly describe the district’s comprehensive approach to implement this priority.								
Ansonia’s approach to addressing the Common Core State Standards and the Smarter Balanced Assessment Consortium test will be organized into four strands of work.								
<ul style="list-style-type: none"> • Curriculum document revision and improvement. • Ensuring that proper and sufficient hardware and infrastructure are in place to support instruction and assessment; provide technology proficiency instruction to primary grades students to support their ability to succeed on computer-based SBAC. • Improved Tier 1, Tier 2, and Tier 3 instruction for all students through teacher development and provision of resources. 								
Further detail is provided below in the strategies.								
Outcome Metric: What is the desired result of the implementation of Priority #1?								
<ul style="list-style-type: none"> • Greater than 50% of the district’s curriculum documentation will be aligned to the CCSS (further work to be completed in 2014-2015). • District-created benchmark assessments will be replaced by nationally-normed online assessments (such as NWEA) to be upgraded to options that are more valid, reliable, and provide teachers and leaders data that is useful in guiding instructional decisions. • Teachers will evolve their instructional practices to reflect the level of rigor and content of the CCSS. 								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Conduct after-hours curriculum summits in which teachers will be trained on CCSS and the Rigorous Curriculum model. Teachers will then update and improve the curricula.		Fifty percent of the district’s curriculum documents will reflect the rigor and content of the CCSS. Curriculum documents will be made available to all teachers over the district’s curriculum wiki. Curriculum walkthroughs will be conducted by content coordinators and the data will be shared with the Assistant		X	X	X	X	

	Superintendent in order to ensure fidelity. CFA and Benchmark data timelines are given to all administrators as well as teachers and the submission of scores into our triple A software will be reviewed by content coordinators in order to monitor for student progress within the curriculum units of instruction.					
We as a district will create and administer CFA's and Performance tasks that align to the CCSS. Benchmarks will also be purchased (NWEA) and administered three times throughout the year.	The data from these assessments will be analyzed and reviewed at both the school and district level. Changes to instruction and just in time trainings will be created based on instructional need. The data will then be compared to the actual results of the SBAC field test given at the end of this year.		X	X	X	X
Provide hardware, software, and infrastructure to improve local assessment tools and also prepare the district for the full administration of SBAC. Hire, train, and support a teacher of technology proficiency for students in grades kindergarten through 3.	At the district's elementary schools, the student-to-computer ratio will be improved by 50%. All district schools will have enterprise-level WiFi access across all instructional spaces. NWEA, TRC, and Dibels Next will replace district-created benchmarks, the DRA2, and Dibels assessments. All students in grades K-3 will receive at least 15 hours of instruction in the proficient use of technology.	X	X	X	X	
Continue to provide instructional coaching at Ansonia High School through the provision of Master Teachers (highly trained, in-house teacher who are relieved of their normal class load). They will work with teachers to have them properly analyze our universal screen in order to properly place students into the correct level of intervention.	Each of the three Master Teachers will record at least four coaching sessions per school day. Coaching may include co-planning, co-teaching, modeling, and debriefing. The intervention list will be monitored by the SRBI committee as well		X	X	X	



	as the building administration.					
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Priority #2: Insert the year two priority below.					
Ensure the effective implementation of the new educator evaluation system.					
Summary: Briefly describe the district’s comprehensive approach to implement this priority.					
<p>Ansonia will support the evaluation process through three strands of work:</p> <ul style="list-style-type: none"> • Add staff to schools so as to reduce the managerial and disciplinary burden on administrators; allowing them more time to work with teachers in the development of effective practice. • Ensure ongoing, embedded, and relevant training for all evaluators. • Ensure evaluators have the necessary hardware and software to facilitate record-keeping of the evaluation process and to improve the quality of feedback to teachers. • A timeline for implementation for teacher evaluation will be given as a guide. • As a result of multiple visits to the classroom, the administrator will be able to align individual PD based on need. 					
Outcome Metric: What is the desired result of the implementation of Priority #2?					
<ul style="list-style-type: none"> • An analysis of the work day of principals and assistant principals will reveal that greater than 50% of their time is spent in support of teaching and learning. • Each evaluator will benefit from at least five days of embedded support on the effective implementation of instructional rounds and for calibration and proficiency in observing instruction. • Software will be purchased and implemented in support of educator evaluation. • Teacher Evaluation timeline: MARSHALL SELF-EVALUATION by October 1 TEACHER GOAL SETTING CONFERENCE WITH EVALUATOR by no later than November 15 TEACHER and ADMINISTRATOR MID-YEAR CHECK IN WITH AT LEAST 4 MARSHALL OBSERVATIONS COMPLETE for teachers by JANUARY 31 and for ADMINISTRATORS by FEBRUARY 13 MARSHALL TEACHER and ADMINISTRATOR YEAR END SELF-EVALUATION for TEACHERS on MAY 23 and ADMINISTRATORS on JUNE 2 TEACHER and ADMINISTRATOR END OF YEAR REVIEW WITH EVALUATOR by no later than June 15 • The individual PD will come in the form of Just in Time training provided at the district level as well as recommended readings obtained from Bloomboard as well as the resources on our district curriculum Wiki space. 					
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:	
				Su `13	F `13
Hire, train, and support one behavior interventionist to be shared among two elementary schools and one dean of student affairs for Ansonia Middle School.		Personnel are hired and trained prior to the start of the school year (if Alliance funding is confirmed by then). These positions will help to foster positive			X
				W `14	Sp `14
					X
				Su `14	

	<p>behavior interventions and data collected on student referrals will be reviewed by building administration in order to progress monitor this initiative. The implementation of these positions will allow the current administration more time within the classrooms for the purpose of promoting and fostering teacher growth. The hiring of these interventionists will lead to at least a 35% reduction in the number of student referrals, which will lead to at least a 30% increase in administrator time for classroom walkthroughs.</p>					
<p>Contract with an expert consultant in the application of Kim Marshall’s rubrics for teacher observation and instructional rounds. Design a program of embedded support for all administrators.</p>	<p>Each evaluator will benefit from at least five days of embedded support on the effective implementation of instructional rounds and for calibration and proficiency in observing instruction. These five training sessions will result in a stronger calibration and consensus on classroom instruction. The embedded support for administrators will be documented and available for central office review.</p>	X	X	X	X	
<p>Teachers will internalize the demands placed upon them through the new CCSS and teacher evaluations. Supports will be placed on the Ansonia Wikispace and Bloomboard, as well as the Just in Time Trainings. Teachers will be trained from a consultant on the use of the Marshall teacher evaluation document. An Instructional Rounds consultant will be training teachers and administrators on assisting them to reflect upon their instructional practices and their effectiveness on academic performance.</p>	<p>The number of visits to the Ansonia Wikispace will be monitored by Central Office in order to ensure that our teachers are utilizing this valuable resource. Requests for Just in Time Trainings from building level Administrators will also be monitored. Survey results from the Marshall presentation will be reviewed to determine what further action is required throughout the year as an additional PD.</p>		X	X	X	



	Once the Problem of Practice has been identified for Instructional Rounds, it will be the building Administrators duty to ensure that the necessary steps are taken to address this problem in the teacher’s classroom for which they observe.					
Purchase a license and conduct training for Talent Ed, My Learning Plan, ProTraxx, or Bloomboard. (if Bloomboard is selected, budgeted money will be dedicated to the “marketplace”) Progress monitor the use of the PD resources both on Bloomboard as well as on our Wikispace	Software is purchased, implemented, and trained on by September 30, 2013	X	X	X	X	



Priority #3: Insert the year two priority below.								
Expand learning time for students in kindergarten and grade nine.								
Summary: Briefly describe the district’s comprehensive approach to implement this priority.								
As previously stated in this application, the budget allocation provided by the City of Ansonia has not kept pace with needs of the schools or loss of grant funding. This has caused kindergarten instructional time to be reduced from full-day for all, to full-day for some, to full-day for none. This application seeks to use Alliance funding for personnel necessary to ensure full-day kindergarten for all students. In conjunction, the Freshman Academy, along with its extra 10 days of instructional time, seeks to prioritize initiatives for the high school (our only review school).								
Outcome Metric: What is the desired result of the implementation of Priority #3?								
Through expanded learning time, students will gain greater access to high-quality curriculum and instruction, thus improving their level of achievement.								
<ul style="list-style-type: none"> Kindergarten instructional time will be expanded from roughly 450 hours to 950; more than doubling students’ access to instruction. Freshman instructional time will be increased by 45 hours in the form of an early start (10 days in August). During these ten added instructional days, the students will become familiar with the school as well as with their teachers. They will also be enrolled in a new Board approved class entitled “Freshman Seminar”. This course highlights study skills, behavior, peer relationships, as well as a culminating capstone project focused on change over time. 								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Hire, train, and support five kindergarten teachers. Monitor the success of the full day kindergarten program		Personnel are hired and trained prior to the start of the school year (if Alliance funding is confirmed by then). The positions for full day kindergarten were posted both in and out of district and the final candidates were interviewed over a 3 day period by a committee of active stakeholders using a rubric. The committee used a variety of questions as well as a writing sample to aide in their decision. Progress monitor with fidelity the implementation of full day kindergarten		X	X	X	X	

	<p>by analyzing and comparing the data(cfa, writing prompts, guided reading scores, attendance, data team minutes, instructional rounds, walkthroughs, and benchmarks) from half day kindergarten to full day kindergarten.</p>					
<p>Identify, train, support, and pay stipends for Freshman Academy teachers. A multitude of meeting held with grade eight students and parents as well as emails, letters and phone calls in order to ensure that all of the incoming grade 9 students understood their role in the academy. Attendance was not optional, but rather mandatory and daily attendance was taken. Prior to the start of the Academy, the Academy teachers met and established norms as well as goals. A curriculum for the Freshman Seminar class was developed by teachers within the academy and presented to the Board for approval.</p>	<p>Personnel are identified and trained prior to the start of the school year (if Alliance funding is confirmed by then). Teachers were asked to apply for the Freshman Academy by sending in their letter of intent to both building administrators as well as to central office. These interested candidates were then interviewed by a committee of active stakeholders using a rubric. The committee used a variety of questions as well as a writing sample to aide in their decision. The final teachers chosen were then placed into two teams and were included in the planning from that point forward. Decisions on scheduling as well as other ideas were discussed at a monthly meeting held by building administration. The enrollment, attendance, SWIS behavioral data, retention rates of Freshman, students recommended for tier 2 and tier 3 supports, as well assessment scores will be reviewed in order to determine its effectiveness.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	

Priority #4 (optional): Insert the year two priority below.								
Wrap-around services will be provided to strengthen the ability of parents to be teachers of literacy in the home and through the district's pre-kindergarten programming.								
Summary: Briefly describe the district's comprehensive approach to implement this priority.								
Ansonia will provide wrap-around services to the community through two strands of work: <ul style="list-style-type: none"> Continue the Year-1 community-based literacy program called Ansonia READS. This program conducts seminars for parents of children in grades K-3 in the community, teaching them the skills of literacy instruction. A variety of literacy teaching techniques will be shared with these parents in order to prepare them to meet the learning needs of their children. Ansonia will continue to provide a pre-literacy consultant to its pre-kindergarten program. This expert will train pre-k faculty and staff on the most current and effective methods of literacy instruction. 								
Outcome Metric: What is the desired result of the implementation of Priority #4?								
Through improved skill of parents and PK faculty, students in PK-3 will show an improvement in literacy skills. By having the Ansonia READS program, our parent to teacher connection will improve. This will be measured through the parent survey results that will be viewed by building administration at the conclusion of the school year. Having the reinforcement of these literacy skills at home will strengthen our student overall reading ability and therefore improve our students' scores and that will be monitored via our triple A data system.								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su `13	F `13	W `14	Sp `14	Su `14
Provide stipends for a program leader and staff of three to continue the successful Ansonia READS program. The READS staff's primary focus is to provide training for parents in order to heighten their knowledge base of literacy skills and how to support their children.		Personnel are identified and trained prior to the start of the school year (if Alliance funding is confirmed by then).			X	X	X	
Provide materials to be handed out to participating families at Ansonia READS program night events. Materials will be tied to CCSS.		Resources are provided at evening events.			X	X	X	
Identify, hire, and support a pre-literacy consultant to serve the PK program in order to foster the foundations of phonemic awareness and phonics.		Consultant is identified and hired prior to the start of the school year (if Alliance funding is confirmed by then). Prior to the pre-literacy workshops, the ELA coordinator will collaborate with them in order to ensure that the Pre-K standards			X	X	X	



	are highlighted and focused upon. The ELA coordinator will also evaluate the effectiveness of the workshops.					
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7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

As a small and poorly-funded school system, the Ansonia Public School Central Office has very little human capital. Central Office has just three certified educational administrators: a superintendent; an assistant superintendent; and a language arts coordinator. In addition to these positions are the business manager, grants manager, book keepers, and secretaries. As previously described, the Central Office previously included a math/science coordinator but this position was cut for the 2012-2013 school year due to lack of funding.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

As previously mentioned, the Ansonia district improvement plan is directly connected to the McREL Changing the Odds study.

What Matters Most	Touchstones
Guarantee challenging, engaging, and intentional instruction	<p><i>Teachers must focus on</i></p> <ul style="list-style-type: none"> Setting high expectations and delivering challenging instruction. Fostering engaging learning environments and meaningful relations with students. Intentionally matching instructional strategies to learning goals.
Ensure curricular pathways to success	<p><i>School systems must focus on</i></p> <ul style="list-style-type: none"> Providing all students with high-expectations curricula. Providing all students with personalized learning opportunities.
Provide whole-child student supports	<p><i>School leaders must focus on</i></p> <ul style="list-style-type: none"> Providing real-time supports in keeping with the ounce-of-prevention principle. Addressing the deep causes of student performance: home environment, prior knowledge, interest and motivation.
Create high-performance school cultures	<p><i>School leaders must focus on</i></p> <ul style="list-style-type: none"> Raising the quality and reducing the variance among classrooms within the school. Creating a school culture of high expectations for academics and behavior.
Develop data-driven, high-reliability district systems	<p><i>School systems must focus on</i></p> <ul style="list-style-type: none"> Setting clear, "no excuses" goals for teaching and learning. Attending to the "core" business of schooling: great teachers and teaching. Developing a healthy preoccupation with failure, prevention, and intervention.



Additional resources via this grant will be provided to Ansonia High School: three master teachers in support of effective instruction tied to the CCSS and funding of the Freshman Academy model with its accompanying extended instructional days.

The above will be monitored by building administrators during their ten classroom observation that are outlined and defined using the Marshall Teacher Evaluation Plan. Curriculum walkthroughs will be monitored with fidelity from Central Office staff and the data collected will be shared at District Data Team. If a teacher is not performing to a satisfactory level, they will be placed on structured support after one year of evaluations. The students' scores on CFA's and Benchmarks will be reviewed at both the school and district level in order to ensure that student progress is being made. Currently, only grade 9 has clearly written and aligned CFA's. The creation of the Freshman Academy was a call to answer the need for discipline referrals as well as retention rates. The premise behind the academy is to dramatically decrease the number of referrals, as monitored with our SWIS data and to decrease the number of freshman retentions by 15%. Intervention programs, such as freshman seminar have been put in place in order to assist students with study skills as well as life skills. A capstone project will also be worked on during this class in which the students have to pick a theme and incorporate their knowledge of all subjects to produce a finished product that will be presented to their fellow classmates at the end of the school year. The teachers grade this assessment using the newly created school wide rubric. The master teachers at the high school will continue to work with all teachers daily in order to promote effective teaching strategies that should be used in their daily lessons. They will also administer Just in Time training sessions that are created based upon teacher need as determined by administrators on their classroom observations; as well as through surveys given throughout the school year. The master teachers will be evaluated by a central office administrator in order to ensure and progress monitor the effectiveness of their trainings as well as their role within the school. The Assistant Superintendent will oversee these administrators' evaluations to ensure that these positions are truly making a difference for both teaching and learning.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

Ansonia has a robust three-tier data team system that is well established, efficient, and effective. The district-level and school-level monitoring of the implementation of this grant will be integrated into this existing system.

All school leaders will be expected to address the elements of this plan (as applicable) and the district's improvement plan in each of their school improvement plans. Success on school improvement plans will be monitored through the following existing structure of data teams.

District Data Team will be responsible for choosing broad, overarching goals and structures that are pertinent and appropriate for all schools. This process has already begun for next year in guiding the structure for how teachers' and administrators' SLOs will be written in compliance with the new educator evaluation mandates. School leaders will be required to report their school's progress on the various components of this plan at the DDT's monthly meetings.

School Data Teams will be responsible for culling team-level data to formulate a picture of how well groups of teachers are succeeding in the key components of this plan. In addition to the work of the school data team, success at the school level will be gauged through a faithful implementation of the new evaluation plan for administrators.

Instructional Data Teams will provide support for colleagues who are working within the same context and set of challenged.

Describe the district's strategy for **monitoring schools**.

Schools will be monitored using a variety of tools. Parent surveys, student surveys, as well as student data will be used to monitor the effectiveness of the schools. Student data will be retrieved from Triple A (our in house data collection/monitoring system.) This allows teachers, administrators, and central office to analyze student data on CFA's and Benchmarks. They have the capability to see and to chart student growth on an individualized basis. This data is also utilized for all of our data team levels, including the District Data Team. The data that is collected helps central office to allocate the appropriate school level supports in the form of the resource coaches. Just in time trainings at central office are formulated as the result of the data. State test scores are analyzed as a means of measuring past performance and as a result, the schools that are struggling are given additional supports (i.e reading interventionists, resource coaches, master teachers, trainings, dean of students, behaviorists, and intervention programs).

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?



It is critical that we have access to experienced education professionals who have actually done the work of turning around schools and districts. The most meaningful and useful support that we could have is embedded coaching and mentoring by those who have already been successful at what the CSDE is expecting of.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the year two Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-2014, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure support. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-2014. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should equal the total Alliance District funding allocated to the district.



10. Stakeholder Engagement

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

This plan was advised by the full membership of our district data team. Membership of the team includes community members, teachers, non-certified staff, SDE representatives, union presidents, school administrators, and district administrators.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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



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

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

Appendix B. Ansonia Public Schools Review and Turnaround Schools

Instructions: The list below identifies all of the district’s Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district’s Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner’s Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

School:	Classification:		Proposed Plan:	Expression of interest in the Commissioner’s Network:
Ansonia High School	Review	<input checked="" type="checkbox"/> 2013 <input type="checkbox"/> 2014	<input type="checkbox"/> New Plan <input checked="" type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

NOTE: For Ansonia High School, 2012-2013 was a planning year for implementation. Planning is complete and turnaround plan will be implemented in 2013-2014.

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner’s Network will be contingent upon the availability of funds.