

## Alliance Districts Year 2 Amendment Summary

<b>District:</b>	Ansonia Public Schools	
<b>Superintendent:</b>	Dr. Carl Merlone	
<b>Year 2 Allocation:</b>	\$1,075,200.00	
<b>Year 2 Priorities:</b>	<b>Major Expenditures:</b>	<b>Total Cost:</b>
1. Curricular and infrastructure preparations for CCSS and SBAC	Implementing and utilized using Alliance funds in year 1	\$442,000
2. Support for the implementation of new educator evaluation plan		\$157,000
3. Extended instructional time		\$416,500
4. Wraparound services		\$59,500
<b>CCSS and Aligned Assessment:</b>	<b>Educator Evaluation and Support:</b>	<b>School Turnaround:</b>
<ul style="list-style-type: none"> <li>Moving from district-written benchmark assessments to more rigorous NWEA-MAP assessments</li> <li>New series of literacy texts and online resources being implemented for grades K-3</li> <li>Continuing work to make CCSS-aligned revisions to district's current curriculum documents (focus on grades 6-8 this year)</li> </ul>	<ul style="list-style-type: none"> <li>Small group and embedded training on new evaluation model for all school administrators</li> <li>Teachers in grades 6-8 will receive training in newly created CCSS-aligned curricula</li> </ul>	<ul style="list-style-type: none"> <li>Freshmen Academy for all entering grade 9 students to provide 10 additional days of instruction and support the high school transition</li> <li>Master teacher program at high school (Review school) to provide embedded support on the implementation of CCSS-aligned instructional strategies</li> <li>Full-day kindergarten to be offered district-wide</li> </ul>
<b>Other Initiatives:</b>	<b>Revisions to the Resubmission:</b>	
<ul style="list-style-type: none"> <li>Pre-literacy coordinator for pre-K and series of parent workshops to help parents better support reading at home (Ansonia READS program)</li> <li>Three-tier data team system</li> </ul>	<ul style="list-style-type: none"> <li>Completed AD Year 2 budget workbook, but revisions needed to align expenditures to the district's priority areas</li> <li>Additional information added to needs analysis</li> <li>Progress metrics added to Priority #2</li> </ul>	
<b>Additional Feedback and Next Steps:</b>		
<ul style="list-style-type: none"> <li>Please complete the Alliance District Year 2 budget workbook, ensuring alignment to the district's four identified priority areas. <b>The budget should reflect the district's total Year 2 AD allocation of \$1,075,200 even though some of the money has already been released due to partial approval.</b> In Section #1 of the budget, the breakdown of AD funding and existing funding should be completed for each of the district's four priorities, rather than the current 7 areas of expenditure. In Section #2 of the budget, please provide a detailed breakdown of the expenditures for each of the four priority areas. Include justifications for each expenditure, including the title of any staff positions, whether they will be new or expanded positions, and how the staff will be allocated across the schools. Section #3 of the budget is for proposed expenditures that are for purposes other than initiating or expanding reforms. The items currently included in Section #3</li> </ul>		

appear to directly relate to the district's four priority areas and, perhaps, do not belong in this section.

- In Sections #7 and #8, please elaborate on the district's monitoring systems, processes, and ways in which the district is prepared to differentiate supports for schools based on need and past performance.
- Strengthen the strategies in Section #6 for Priorities #1, 2, and 3 to provide a more holistic presentation of the district's approach to the work in each of these three critical areas (see additional specific comments below.)
- Refine progress and outcome metrics in Section #6 to identify how the district will monitor progress, implementation, and ultimate impact (as correlated with student achievement). Specific comments include:
  - For Priority #1, is there an SBAC-related outcome metric to include here, given the focus of the priority area? What impact do you expect to see on student outcomes as a result of increased rigor and CCSS-aligned curricula?
  - For Priority #2, please include an outcome metric that speaks to the extent to which the new evaluations are taking place and resulting in improved instruction.
  - For Priority #3, what student outcomes does the district expect to see as a result of additional learning time for freshmen? This could include increased attendance for grade 9, reduced in retention for grade 9, reduced discipline or suspension incidents for grade 9, etc. What are the student outcomes anticipated with having full-day kindergarten?
  - For Priority #4, what student outcomes does the district hope to see from this investment in wraparound services?
- For Priority #1 in Section #6, please ensure that the outlined strategies and progress metrics address all aspects of the district's work around curricular and infrastructural preparations for CCSS and SBAC. Some activities are indicated in the summary, but are not included in the aligned strategies.
- Please provide additional information in the summary and the aligned strategies/progress metrics for Priority #1 on the district's CCSS-aligned curricula development efforts. Who is overseeing teachers' after-hours curriculum summits? What is the process for ensuring that development is timely and of high quality? How do teachers become aware of new curricula resources that have been posted to the district's wiki?
- For Priority #2 in Section #6, ensure that the evaluations take place in a timely fashion with related progress metrics. As noted in the initial feedback, please include information (and identify a strategy) concerning how the new evaluation system will inform supports and professional development for teachers.
- For Priority #3 in Section #6, please indicate what the progress metrics are for implementing full-day kindergarten beyond hiring the teachers. In what ways will the district assess the successful implementation of full-day kindergarten? Progress metrics could include attendance rate; review of lesson plans to determine instructional material covered in second half of day, meeting minutes from kindergarten common planning time, observational walkthroughs, etc. Beyond bringing in teachers to staff the Freshmen Academy, what strategies will the district employ to get the students to attend, and to develop the necessary curricula? What progress metrics would enable the district to monitor the successful implementation and impact of the Freshmen Academy (e.g., enrollment, attendance, observational walk-throughs)?
- For Priority #4, please identify what strategies the pre-literacy consultant is implementing and progress metrics to assess this work. If this person is providing teacher and staff training, these trainings should be incorporated as strategies.