

Alliance and Priority School District Consolidated Application

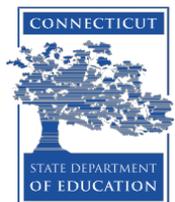
Year 3 Application Amendment | 2014-15

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Sections 10-262u and 10-266q of the Connecticut General Statutes

Date Issued: January 15, 2014

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Connecticut State Department of Education

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Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
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Year 3 Alliance and Priority School District Consolidated Application

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PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.



7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to SDEAllianceDistrict@ct.gov. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

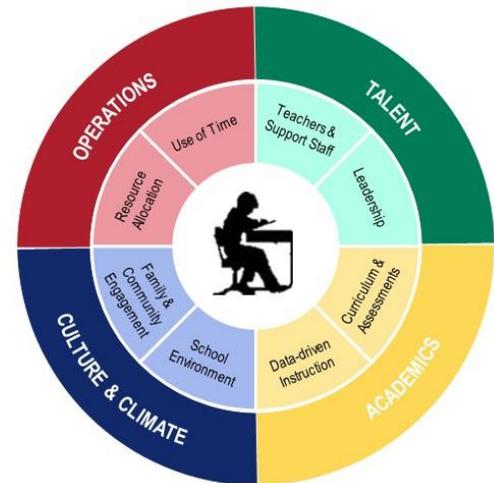
PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:



1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.
2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district’s Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.



After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth
Turnaround Office Director Connecticut
State Department of Education Telephone:
(860) 713-6705
Email: Morgan.Barth@ct.gov



PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT CONSOLIDATED APPLICATION

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Ansonia Public Schools		
Contact Person:	Contact Title:	
Michael Wilson	Assistant Superintendent of Schools	
Telephone:	Email Address:	
(203) 736 - 5095	mwilson@ansoniam.org	
Street Address:	City:	Zip Code:
42 Grove Street	Ansonia	06401
Local Board Approval of Plan:		PSD:
<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of Superintendent:		
Dr. Carol Merlone		
Signature of Superintendent:		Date:
Name of Board Chair:		
William Nimons		
Signature of Board Chair:		Date:

2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit **Appendix A: District Self-Diagnostic Tool**, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
<ul style="list-style-type: none"> • Three master teachers (funded by Alliance District dollars) provide instructional coaching at the high school. As well as 5 Instructional Coaches who service both the two elementary schools as well as the middle school. 	<ul style="list-style-type: none"> • These three teachers have helped with Just - In - Time trainings that were needed at the high school as well as worked with 15 teachers daily in order to aide those teachers to better hone their craft.
<ul style="list-style-type: none"> • Teachers are highly trained in ETS, SRBI, PBIS, and data teams. 	<ul style="list-style-type: none"> • All of our teachers have been trained and also received several follow-up trainings in these areas. We are currently implementing PBIS in all 4 of our buildings.
<ul style="list-style-type: none"> • Several of our teachers are being utilized as models for the implementation of Reader’s Workshop. 	<ul style="list-style-type: none"> • These teachers trained and worked closely with our Readers Workshop consultant and gave follow-up training to all teachers within the district.
<ul style="list-style-type: none"> • A new technology teacher was hired through Alliance funding and has worked with students in grades K – 6 in order to enhance their computer literacy skills so that they are better prepared for 21st skills. 	<ul style="list-style-type: none"> • This teacher has been extremely beneficial with the preparation to increase our student technological awareness. They have embedded these skills in multimedia presentation, blogs, pod casts. The use of Google Drive is now evident as a result of her work.



<ul style="list-style-type: none"> • A Dean of Student Affairs was hired as the result of Alliance funding and as a result instructional observation time has increased. 	<ul style="list-style-type: none"> • This person has allowed the opportunity for the other building Administrators to conduct more classroom observations and follow-up with debriefing sessions using the Marshall Rubric. This person has played an integral role in developing monthly PBIS events where those students who exhibited good behavior are rewarded.
<ul style="list-style-type: none"> • A series of Just in Time trainings for the entire district have been developed by Central Office and offered monthly in order to address those needs that arise in various data teams. 	<ul style="list-style-type: none"> • These trainings have been advertised by our District ELA Coordinator in a monthly publication entitled "Growth." This publication is placed on our Wiki as well as emailed to all staff. Our teachers are able to sign up for the training which they feel is needed for them for professional growth. As well as those trainings for which their building administrator mandates that they attend.
<ul style="list-style-type: none"> • 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. Grades 9, 10, and 11 were able to access more students this year because of the recently funded Reading Interventionist hired at that level. 	<ul style="list-style-type: none"> • The Reading Intervention teacher has led to an increase in our NWEA Reading scores as well as our monthly Common Formative Assessments.
<ul style="list-style-type: none"> • The new 120 minute block of instruction for Literacy in grades K – 6 has provided the teachers the time needed to delve deeper into the standards. 	<ul style="list-style-type: none"> • This new schedule has provided our students with increased educational time in order to meet the needs set forth by the CCSS.
<ul style="list-style-type: none"> • The data team process continues to be faithfully utilized to make instructional decisions at the teacher, school, and district levels. 	<ul style="list-style-type: none"> • This process has been recognized by our state liaisons as well as by trainers from ACES. Our method of implementation must continue as well as to grow stronger and deeper in terms of true CCSS data analysis and student work.
<ul style="list-style-type: none"> • The implementation of full day Kindergarten has provided our students the time necessary to develop both their ELA and Mathematics foundational skills. 	<ul style="list-style-type: none"> • The scores of our students in Reading CFA's, Math CFA's, and M-Class have dramatically increased as a result of a longer instructional day.
<ul style="list-style-type: none"> • The institution of the Freshman Academy program has proven to be successful in terms of the increased instructional year. This has led to better attendance and lower disciplinary referrals. CFA scores have increased in the area of Mathematics. 	<ul style="list-style-type: none"> • Our CFA scores have been the highest in the last three years for our grade 9 students. They have also begun completing performance tasks at the end of every unit of instruction. Our Freshman attendance has improved and we have found out that our population of absentee students is made up of the same students. We have also seen a 90% decrease in the number of in school suspensions for our Freshman students.



<ul style="list-style-type: none">• Curriculum mapping has been developed by Central Office and various stakeholders. Curriculum teams have been called in to follow this map in order to develop a high rigor and high quality curriculum that is aligned to the CCSS.	<ul style="list-style-type: none">• We are proud to say that currently 85% our Math and ELA curriculum have been aligned to meet the CCSS. We have started to write STEM activities for grades K – 2 as well to write Social Studies curriculum for grades 7 and 8. This is the first time our district has written Social Studies Curriculum in the last ten years.
<ul style="list-style-type: none">• NWEA has been purchased with Alliance Funds and has been implemented with fidelity in grades 1 – 10.	<ul style="list-style-type: none">• Our initial reports on NWEA have shown that we are “roughly” slightly below the National averages in some grades, but overall we are on par with 4 of our tested grades. We are looking forward to our Spring administration in May in order to note growth for our students.
<ul style="list-style-type: none">• The district school culture climate committee has developed an effective school climate survey for parents, students, and teachers.	<ul style="list-style-type: none">• Our school culture climate committee has met every month with stakeholders from all four of our buildings in order to create a meaningful survey where the data can be used to inform both building and district decisions. This survey is also part of our teacher/administrator evaluation.
<ul style="list-style-type: none">• The student to computer ratio has increased as a direct result of the Alliance and the Technology Grant that was awarded to us.	<ul style="list-style-type: none">• As a result of both Alliance Funds as well as the Technology grant, our student to computer ratio has significantly increased.



Growth Areas:	Explanation and Data to Substantiate:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> As a result of the new demands placed on us regarding teacher evaluation (i.e. our Marshall Plan requires 8 to 10 mini observations per teacher, per year), there is a significant need for more evaluators in each of our buildings. On average, our administrators currently evaluate 18 people, which equates to 2160 observation minutes, then another 600 minutes in debrief and reflective conversations which center around teacher growth and improvement.
<ul style="list-style-type: none"> 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 \$ 11,785.67. 	<ul style="list-style-type: none"> We are constantly imploring the Board to encourage the city to increase funding for our schools. This year, we were able to present to the Board of Apportionment and Taxation. This meeting was the first of its kind in the sense that we were able educate this Board on how funding is used and why additional funding is needed. Their final budget will not be received until late May. It is our hope that they fund education appropriately this year and for years to come.
<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. 	<ul style="list-style-type: none"> This year our Special Education population has blossomed to just over 400 students. This represents 17% of our student population. These students’ needs must be met and as a result our Special Education teachers have an increased caseload that is difficult to handle with fidelity.
<ul style="list-style-type: none"> As a result of curriculum being on going, the Curriculum Wikispace is continuously monitored and changes are made. The grade level team is notified of the newly uploaded draft unit and they are encouraged to add comments and suggestions for the curriculum team to consider. 	<ul style="list-style-type: none"> Our district belief that curriculum is truly a living, breathing, and ever changing area is made evident by our curriculum wiki. This Wikispace is monitored and updated by the Assistant Superintendent as well as the District ELA Coordinator in order to endure that all teachers have the most current curriculum from which to create meaningful and thoughtful lessons. New to the Wiki this year, are sections entitled CCSS, SBAC, and the Wilson Wire. It is here that teachers and administrators can read up on the new standards as well as articles that in turn add to their individual professional development.
<ul style="list-style-type: none"> The teachers in Kindergarten have worked together to share ideas on improving their practice now that they have the students for a full day. 	<ul style="list-style-type: none"> Our Kindergarten teachers have met twice per month as a school team as well as a district level team in order to share data and lesson plans with one another. These meetings have been monitored by building level administrators and the results of the CFA’s have been monitored by the Assistant Superintendent. We currently have 65% more students reading proficiently at grade level then compared to last year when there was



	<p>only half day Kindergarten. Our teachers have also worked on implementing STEM activities once a month at this grade level in order to invigorate students’ love for learning as well as to improve their cognitive abilities.</p>
<ul style="list-style-type: none"> We have invested substantial time and effort in developing our talent pool in the revision of curriculum and assessments for our elective courses at our high school. 	<ul style="list-style-type: none"> To date, our high school master teachers have worked with the elective teachers at the high school in order to write curriculum for needed elective courses. Marine Biology, Spanish 5, and Personal Finance and Banking have recently been written and approved by the Board. These courses will be in place for next year and beyond. It is our hope to continue offering new courses for our students so that they may gain the most out of their AHS experience. Subsequently, this will help us with the NEASC accreditation process which we will undertake next Fall.
<ul style="list-style-type: none"> Our middle school is in year two of PBIS implementation and has adopted a similar referral form that is currently being used at our high school. More teachers at both AMS and AHS have been sent out to receive further PBIS training. 	<ul style="list-style-type: none"> The PBIS initiative at AMS has proven beneficial in terms of coordinating the same referral process and paperwork which in turn helps with the vertical articulation needed for AHS.
<ul style="list-style-type: none"> An advisory binder has been created and used at AHS during extended Advisory days. This has helped to further team building as well as to work on the Student Success Plan for each child. 	<ul style="list-style-type: none"> This binder has proven to be a cornerstone for all of our Advisory periods. The teachers are able to utilize this binder in order to present lessons to their students. This binder eliminates the time that teachers spend finding lessons to present. Advisory periods are also used by our students for Naviance. Naviance is needed for all students in grades 6 – 12 in order to house Student Success Plans.
<ul style="list-style-type: none"> Our wireless infrastructure has expanded to all four schools and continues to be upgraded to meet the new standards. 	<ul style="list-style-type: none"> Our IT director has worked tirelessly to upgrade our wireless infrastructure so that it can handle the increase in the Wi-Fi demand as a result of gaining more technology.

2. Talent Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that the CSDE will require all Alliance Districts to pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input type="checkbox"/> Professional development/coaching <input type="checkbox"/> School leadership development <input type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.

- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

In order to implement the new Marshall Teacher Evaluation Model that was approved by the state, several trainings had to take place. All of our teachers and administrators participated in Professional Development by Dr. Rigazio-Dialio in-order to understand the Marshall Teacher Evaluation rubrics as well as on how to evaluate the teachers using this rubric. Our administrators had several walkthroughs with Dr. Rigazio-Dialio in-order to align their practice. These walkthroughs were conducted as a group of administrators both district-wide and school-wide. After meeting with stakeholders this year and making some revisions to the evaluation plan, it was determined that help was needed in terms of the number of people needed to perform teacher evaluations. As a result, we are seeking the creation of 2 additional evaluators to assist at the K – 6 level, whose role will be both to observe as well as to promote teacher growth with their instructional practices.

Instructional Rounds training was also implemented this year in order to identify a problem of practice within the district as well as to develop and create strategies for professional development opportunities for our Administrators and Master Teachers. All of our Administrators and Coaches have received 4 days of embedded professional development on this topic by our external consultant, Dr. Maryjo Kramer. These rounds will continue and expand to include teachers and students. Our external consultant will work closely with us in refining our district's "problem of practice." Throughout the year, administrators and teachers will continue to visit classrooms throughout the district in small groups. During these visits they will look for evidence related to the problem of practice. One of the most challenging aspects with Rounds is that the evidence must be observational and non-judgmental; we will continue to receive on-going support from our external consultants on this topic. After visiting classrooms, participants will engage in lengthy reflection and debrief protocols on our POP and decide on professional development needs. We will continue to use the analysis of our problem of practice in order to provide meaningful professional development for our teachers.

Several Just-In-Time trainings have been created in response to a variety of district level needs from our teachers via a survey that was administered to staff. Since this October, there have been 2 sessions (am and pm) offered on the 5 topics where teachers felt that they needed further personal professional development in areas such as “Flooding the Classroom with Academic Vocabulary” , “Dive Deep Into the Math Shifts for the CCSS”, “Vertical Progression of ELA Standards” , “Digging Deeper into Opinion and Argument Writing” , “Digital Fluency” and “How Close is Close Reading?”

These Just-In-Time trainings will continue next year and beyond in order to educate our teachers in how to shift their educational practices and instruction in order to be better prepared with full CCSS implementation. This process is one in which time plays a critical role. We realize that it is a marathon rather than a sprint and that there is constant training. That is why we are choosing to continually take the time to offer these trainings in depth.

Connecticut’s School Reform plan includes Excellent Teaching Practices, which Ansonia will continue to do this year with the continued work of three Master Teachers. Master teachers will co-plan, model, coach, and debrief effective lessons with their colleagues and keep a monthly log of these activities which will be reviewed by their evaluator. All AHS teachers will be required to take part in these supports but most of the support will be individualized for each. AHS administrators will use experience and data from the implementation of the evaluation model to guide and prioritize this work. The Master teachers will receive in-depth training and development on the effective implementation of Effective Teaching Strategies as defined by Marzano, Pickering, and Pollock, differentiated instruction as defined by Carol Ann Tomlinson, tenets of effective instruction and teacher observation as defined in the SDEs evaluation model, engaging students with relevant tasks, and the CCSS. This will then be reviewed and monitored once they administer a Just-in-Time training session to staff. The 3 Master Teachers will maintain school reform elements of in-service professional development, assuring excellent teaching, and teacher training. They will continue to support the high school staff with their instructional practices and the refinement of their craft. A talent strategy will result in significant and measurable improvement in teachers’ implementation of research-proven pedagogy through the use of ongoing, embedded, and accountable professional development through in-house “Master Teachers”. Improved instructional practices that are more differentiated to student need will positively impact student learning and motivation. Rather than hiring external consultants for the bulk of this work, the district has chosen to feature in-house talent. This will make the initiative more likely to succeed via trust and rapport already established between master teachers and other teaching staff. The professional development provided by the master teachers will be informed by data gleaned from the administration’s implementation of SDE’s evaluation program.

In an effort for teachers to meet the rigorous reading challenges, the district has chosen to support teachers and provide training to teachers through an external consultant for teachers of grades K-6 in Readers Workshop. The consultant provided a basic overview training of how to implement Reader’s Workshop in conjunction with the new elementary Reading Program (Treasures Series). Our consultant also infuses professional development throughout the year on various topics such as assessment and differentiating instruction in the Readers Workshop, whole class mini-lessons and conferring in the Readers Workshop. The consultant also works with administrators so that they are aware of the structure of Reader’s Workshop and how it aligns with the Marshall Rubrics for the teacher evaluation. The consultant has worked this past year with all K – 6 administrators and teachers and has been well received. By using this model, we have seen a slight increase in our students ELA CFA scores. At the middle school, we will increase

2. Talent Section					
Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue training and individualized coaching to teachers to support and improve teaching and learning through the use of Master Teachers at Ansonia High School.	<p>100% of the teachers at Ansonia High School will receive support from the Master Teachers.</p> <p>85% of teachers who receive coaching and training will report that they are satisfied with Master Teachers' training.</p> <p>85% of teachers will implement new strategies from training as observed during instructional walkthroughs.</p>		X	X	X

<p>2. Increase teacher evaluation capacity at the K – 6 level by hiring 2 part time evaluators.</p>	<p>100% of K-6 teachers will be evaluated quarterly.</p>		<p>X</p>	<p>X</p>	
<p>3. Provide training to support teachers' implementation of Readers' Workshop and CCSS. -</p>	<p>Teachers will be observed using Reader's Workshop 90% of the time on classroom walkthroughs.</p> <p>95% of teachers will report comfort with using Reader's Workshop approach.</p>	<p>X</p>	<p>X</p>		
<p>4. Provide coaching for instructional leaders on implementation of Instructional Rounds</p>	<p>External consultant will co-conduct rounds monthly.</p> <p>95% of instructional leaders will report comfort with Instructional Round protocol.</p> <p>75% of teachers will be observed during Instructional Rounds</p>		<p>X</p>	<p>X</p>	<p>X</p>

<p>5. Provide embedded professional development to principals on conducting and calibrating teacher evaluation. External consultant who will pay close attention to Ansonia High School.</p>	<p>75% of evaluations are completed on schedule.</p> <p>75% of Administrators will report greater comfort with evaluation.</p> <p>Monthly walkthroughs by District Leadership will ensure that suggestions made by the consultant are being implemented with fidelity.</p>				
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3. Academics Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that the CSDE will require all Alliance Districts to pursue strategies to advance Common Core implementation and K-3 literacy. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments <input checked="" type="checkbox"/> K-3 literacy: Universal screenings and targeted interventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports for special populations <input type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s academic-related reform priorities, as indicated above.

- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

In order to update curriculum to meet CCSS: Ninety percent of the district's curriculum documents will reflect the rigor and content of the CCSS as the result of a summer Curriculum Writing conference to be held at the end of June. The K – 12 ELA curriculums will be re-written in order to better align to the CCSS standards as well as Math grade levels 6 – 12. Along with these new documents, unit CFA's will be created in order for us to administer them to our children and thus use the data to drive instruction. The CFA's will also include a Performance Task as a part two item in order to assess our students ability to clearly problem solve and write out their explanations. These new curricula, as well as assessments, will better prepare our students for the SBAC exam. Curriculum documents will be made available to all teachers over the district's Curriculum Wiki. Curriculum walkthroughs will be conducted by our district content coordinator and the data will be shared with the Assistant 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. This year, we will also implement reading assessments that align with CCSS for students in grades 4 – 6 through the purchase of Fountas and Pinnell Kits. These kits will be purchased in-order to have a 4-6 grade reading assessment that aligns with CCSS. The data from these assessments will be used to create guided reading groups, choose independent reading books during Reader's Workshop and assist with summer school invitations. All building level Administrators will periodically perform curriculum walkthroughs in order to ensure that their staff is staying on pace with the new CCSS curriculum and assessments.

In order to better prepare our student for AHS, Freshman Academy personnel are identified and trained prior to the start of the school year. This training has taken place during the last week of school as a result of the building principal being able to free these teachers up to work together in-order to develop ideas and to map out the next school year. 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.

In-order to prepare all of our students for full day Kindergarten, personnel will be 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.

This year we will work to increase our capacity to provide math intervention for students at Ansonia Middle School through the use of a Math Intervention Teachers. The Math Intervention teachers will coach teachers to work with low level math students and will also work directly with low level math students in small groups to support their learning. Additionally, the Math Intervention teachers will work with the high level math students and their teachers to continue their growth.

3. Academics Section

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Update and improve K – 12 curriculum and assessment documents to align with CCSS. Unit CFA’s will also be created so that we can use the data to drive instruction.	90% of the district’s curriculum documents will reflect the rigor and content of the CCSS. 85% of administrative walkthroughs will reflect fidelity to the new curriculum. 10% increase in student math and reading scores		X	X	X

<p>2. Continue with five full-day kindergarten classrooms to double instructional time for kindergarten students.</p>	<p>10% increase in math assessment scores as measured by the BURST assessment</p> <p>10% increase in reading scores as measured by the BURST assessment</p>		<p>X</p>	<p>X</p>	<p>X</p>
<p>3. Implement reading assessments that align with CCSS for students in grades 4 – 6 through the purchase of Fountas and Pinnell Kits for grades 4 – 6</p>	<p>90% of students will be assessed 3 times a year to document student progression.</p>		<p>X</p>	<p>X</p>	<p>X</p>

<p>4. Increase reading intervention capacity at Ansonia middle school to support struggling student growth in reading, writing, fluency, and comprehension. A reading teacher for grades 7 & 8 will be hired.</p>	<p>35% increase in the number of middle school students who receive intervention services.</p> <p>Students ELA CFA scores will increase 1 scoring band.</p> <p>75% of participants will increase reading proficiency as measured by NWEA.</p>				
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<p>5. Increase capacity to provide math intervention for students at Ansonia Middle School through the use of a Math Intervention Teacher.</p>	<p>10% increase in targeted students math assessment scores.</p> <p>35% increase in the number of students receiving intervention services.</p>				
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4. Culture and Climate Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A – No required reforms.	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.

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.

Ansonia will provide wrap-around services to the community through two strands of work:

Continue the Year-2 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 during community wide parent trainings, workshops, and meetings in-order to demonstrate to them what they can do at home to support the literary learning needs of their children. This program is essential in order to promote family/community involvement. Additionally, parent newsletters will be created to provide parents with information on the districts' initiatives, community resources, CCSS expectations in the classroom, information on how parents can support students' social skills, and suggestions on how parents can be active in their child's education. The district realizes that family engagement is critical to student success and district growth; and we recognize the need for families to connect with community resources to support their children's social and academic development. In an effort to do this, we have reached out to the Parent Child Resource Center and the YMCA to develop a working relationship and design a plan for the district to collaborate with local agencies to provide parents with programs to partner with in an effort to develop wrap around services for students.

Ansonia will work within the Connecticut School Reform plan of providing a variety of supports to ensure that all students succeed. In-order to do so, we have identified a need for further intervention at our middle school level. There has been an increase in those students identified with social/emotional disorders as well as an increase in the drug use there. This year alone, we have had several drug related arrests which is a dramatic increase from years past. It is our belief that prevention and intervention measures must occur in the district through a well-developed Life Skills program at our K – 6 building and an additional part time social worker at middle school . The Life Skills position is critical at the K – 6 level in order to promote a curriculum which embodies healthy living . Some of the units will focus on drug and alcohol prevention, bullying, healthy eating, and healthy minds. This is needed because as stated with state representatives, we are noticing an increase at the middle school in terms of drug use and poor decision making (mental concerns). The teacher of this class will work closely with both the guidance counselor and the social worker in both their building and at the middle school. This teacher will be evaluated by the building Principal using our teacher evaluation plan, however, the Assistant Superintendent will ensure that he/she is collaborating with support staff in order to take a pro-active approach to stopping the concerns we see at our middle school. We plan to hire the part-time social worker in an effort to increase the capacity to work with middle school students who present academic and social problems as a result of suspected drug use and symptoms of mental illness. This person will work with the current Social Worker and Guidance Counselor in order to address the many needs of children within that building. These positions will help to combat this problem, manage the at risk behaviors, and potentially decrease behaviors that lead to student arrest. These positions will ensure that Ansonia tries and implements a variety of strategies to help all students achieve.

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue the community-based family literacy program: Ansonia Reads	10% increase in parent attendance at Family literacy events.		X	X	X
2. Implement life skills course for students in Salary for a Life Skills Teacher in grades K – 6 .	A 10% decrease in the number of office behavior referrals. Students will participate in 15 Life Skills lessons.		X	X	X
3. Increase the capacity of working with middle school students who present academic and social problems with an additional half time social worker	25% increase in services 2 parent meetings focused on students’ development of social skills. 4 parent newsletters focused on life skills topics		X	X	X
4. Coordinate student data	95% of our students will be accurately recorded and placed throughout the district.		X	X	X
5. Continue to provide parent involvement activities several times throughout the year.	4 parent meetings will be held throughout the school year. 2 parent focused trainings in literacy and in math will be held during the school year. 30% parent participation rate at parent events				

<p>6. Continue to increase the capacity of administrators to implement new education evaluation model at the middle school through the position of Dean of Student Affairs who addresses behavior issues.</p>	<p>35% reduction in the number of student office referrals.</p> <p>30% increase in completed walkthroughs.</p>				
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5. Operations Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Required of all Alliance Districts:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A – No required reforms.	<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.

NWEA is needed: At the district's elementary schools, the student-to-computer ratio will be improved to 80%. 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. The use of NWEA, which is computer adaptive just like the SBAC, will enable our students to get the practice they need to not only take an exam on the computer, but to succeed on it.

Grades 4 – 6 tier 2 and 3 intervention is needed to progress monitor reading. The district will continue with MindPlay. We have experienced success with this and plan on increasing our number of seat licenses for next year.

Continue with Bloomboard: Software is purchased, implemented, and new staff will be trained on by September 30, 2014.

Ansonia High School needs to provide the opportunity for students to matriculate. We plan to continue with the online credit recovery that we currently have. The program is an online credit recovery that is offered to juniors and seniors who require certain credits needed for matriculation towards graduation.

Bussing: This is a requirement for all activities before or after the school year/day.

Yes, more chromebooks: These are needed in order to update our inventory so that our students can take NWEA and SBAC as well as those who use computers daily in order to enrich their learning experience.

Naviance: This software is essential for the Student Success Plans that each and every student must have in grades 6 – 12. Here are the reasons why we chose Naviance:

-SUCCESS PLANNING: With Naviance's Succeed Success Planning tools, our students will have the opportunity to customize the career and college readiness experience by school, groups, and even individual students.

-CAREER PLANNING: Students will be inspired to delve into careers that they may have always dreamed about or explore those they never knew existed as part of their journey to finding those careers that ignite their inner drive.

-COURSE PLANNING: Naviance provides a wide range of tools to help develop long-range course plans that not only meet graduate requirements, but also help students to realize their ultimate post-secondary goal.

-COLLEGE PLANNING: Naviance creates and supports a college-going culture by encouraging all students to explore post-secondary education options. Students and parents are given valuable insight into the college admissions process.



Our high school will provide students with extended-day opportunities to expand the number of days provided to students before the school year begins for all. K – 6 buildings will have after school enrichment activities in Social Studies and Science. These programs will serve as an extension to the regular school year and will support what students are expected to master in their Science and Social Studies classrooms.

During this extended program, we will utilize the expertise of our Freshman Academy teachers as a resource for identifying students who need more academic and/or behavioral supports. The principal, classroom teachers, and support staff examine multiple measures of data to determine the effectiveness of the program for all Freshman.

We will use a collection of data sets such as high-stakes summative performance data and individual student performance indices, internal district assessments, and NWEA data to identify students in need of academic support. This data will pinpoint those students in need of skill-based literacy and math interventions (such as phonemic awareness, decoding, fluency, phrasing, fact fluency, number sense, counting & cardinality), as well as, interventions related to comprehension, writing, and problem-solving as aligned to the Common Core State Standards. While we will target students in most need of additional supports outside of the traditional school day, we will not discourage interested students who are performing at high levels from participating, as we remain committed to moving students across all performance bands.

As a result of hiring an additional K – 6 Technology teachers, all students in grades K-6 will receive at least 15 hours of instruction in the proficient use of technology in both of our elementary schools.

5. Operations Section

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Upgrade assessment tools to NWEA or similar. NWEA, TRC, and Dibels Next will replace district-created benchmarks, the DRA2, and Dibels assessments.	100% of teachers will implement new assessment tools.		X	X	X
2. Expand the use of MindPlay Software to support tier 2 and tier 3 intervention. We have experienced success with this and plan on increasing our number of seat licenses for next year. The goal is to improve students' reading ability so that tier 1 instruction is all that they will need to succeed.	25% of tier 2 and tier 3 students will move down a tier as a result of using this software.		X	X	X
3. Utilize Bloomboard Software to support educator evaluation. Software is purchased, implemented, and new teachers will be trained by September 30, 2014. This is a centralized place to host all teacher and administrator evaluations electronically.	100% of the teachers will be evaluated and receiving feedback using this platform. 85% of teachers will demonstrate response to feedback through teaching and instruction.		X		
4. Continue with the on-line Credit Recovery program at AHS for juniors and seniors who require certain credits needed for matriculation towards graduation.	15% of eligible students will participate in this program. 30% of participants will successfully complete a credit recovery class.			X	X
5. Provide busing services for 10 extra instructional days for Freshman Academy and for 60 days of after school Science and Social Studies Enrichment. This is a requirement for all activities before or after the school year/day.	90% of targeted freshmen will participate. 90% of students at the afterschool science and social studies program.	X	X	X	X

<p>6. Purchase Chromebooks for student access to NWEA and SBAC. These are needed in order to update our inventory so that our students can take NWEA and SBAC as well as use these computers daily in order to enrich their learning experience.</p>	<p>100% of students will use chromebooks.</p> <p>At the district's elementary schools, the student-to-computer ratio will be improved to 80%.</p>		X	X	X
<p>7. Naviance Software for grades 6 – 12 for 3 years. This software is essential for the Student Success Plans that each and every student must have in grades 6 – 12.</p>	<p>90% of students in grades 6 – 10 will be introduced to Naviance in-order to prepare them for college and career readiness.</p> <p>80% of students in grades 11-12 will be introduced to Naviance in-order to support college and career readiness.</p>		X	X	X
<p>8. Expand student ability to interact with computers by hiring an additional educational technology teacher for students in grades K-6.</p>	<p>100% of students in grades K – 6 will receive technology training.</p> <p>90% of students will demonstrate improvement in technology skills</p>				
<p>9. Expand after school programming to include social studies in addition to science.</p>	<p>30 students from grades 3 – 6 will participate in the program for 30 weeks two days a week.</p> <p>10% increase in participants' Math and ELA CFA scores.</p>				
<p>10. Continue to provide Saturday High School Prep Course focused on math, critical reading, and writing.</p>	<p>95% of participants will attend regularly.</p> <p>80% of participants will earn a 2.5 or greater in Math and ELA grades.</p>				

<p>11. Continue to provide Saturday Enrichment Academy for Ansonia High School students to receive individual and small group tutoring, reinforce basic skills, and complete homework. Targeted students are those students who have a GPA of a 2.25 or below in academics and/or citizenship on the most recent report card or progress notice.</p>	<p>15 students will enroll. 75% of participants will successfully complete the course and earn 1 high school credit.</p>				
<p>12. Increase capacity of Ansonia High School Media Center to support students' ability to access different media support.</p>	<p>90% of students will report satisfaction with the level of support received by the Media Center in completing their capstone projects.</p>				
<p>13. Continue summer transition program into the Freshman Academy to increase instructional time by 10 days.</p>	<p>15% increase in freshman GPA 20% improvement in freshman attendance 15% decrease in freshman behavior referrals 15% increase in freshmen promotion</p>				
<p>14. Continue to use STEM Initiative Kits for students enrolled in the after school program grades K – 6. The STEM kits will give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations that meaningfully address the driving question. The kits will further the environment to include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, collaborative learning, and reflection.</p>	<p>60% of students who participate will experience an increase of one scoring base in their CFA.</p>				
<p>15. Expand the content delivered in the after school program through the purchase of social studies materials and supplies.</p>	<p>Program walkthroughs will reflect teachers using materials 95% of the time. 85% of teacher surveys will reflect that materials enhanced student learning</p>				



16. Extend the school year for kindergarten students through a 10 day Kindergarten Summer Readiness.	75% of the participants in this program will reach a 3 or higher on their first CFA.				
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6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
School A	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School B	Focus	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input type="checkbox"/> 1003(a) Competition <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
School C	Review	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> High School Redesign Competition <input type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

8. 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. Also, provide information regarding opportunities for engagement during and involvement in the implementation 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. While this plan was under advisement, the Board was notified of each and every initiative as they came to fruition. The Assistant Superintendent and the District ELA coordinator along with the Superintendent have written this with fidelity in order to include all of the recommendations made from the stakeholders.



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: Carol Merlone

Title: Superintendent of Schools

Date: 4/11/2014

Budget Narrative:

CODE	OBJECT	Amount
100	PERSONAL SERVICES – SALARIES. Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$1,155,500
200	PERSONAL SERVICES – EMPLOYEE BENEFITS. Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$116,500
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.	\$155,000
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$0
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$22,500
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$13,000
700	PROPERTY. Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$48,000



CODE	OBJECT	Amount
890	OTHER OBJECTS. (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. UNALLOWABLE USAGE OF FUNDS PSD funding cannot be used for Other Objects.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	\$1,516,500



Connecticut State Department of Education
Alliance District Grant Application

ED 114 Fiscal Year 2014 BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Ansonia Public Schools		
GRANT TITLE: Alliance Grant		
PROJECT TITLE:		
CORE-CT CLASSIFICATION:	FUND:	SPID:
BUDGET REFERENCE:		PROGRAM: ___
		CHARTFIELD 1:
		CHARTFIELD 2: SDE _____
GRANT PERIOD:	7/01/14 – 6/30/15	AUTHORIZED AMOUNT: \$1,516,974
AUTHORIZED AMOUNT by SOURCE:		CURRENT DUE: \$
LOCAL BALANCE: \$		CARRY-OVER DUE: \$
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services/Salaries	\$1,155,500
200	Personal Services/Employee Benefits	\$116,500
300	Purchased Professional & Technical Services	\$155,000
400	Purchased Property Services	
500	Other Purchased Services	\$22,500
600	Supplies	\$13,000
700	Property	\$54,000
800	Other Objects	
940	Indirect Costs	
	TOTAL	\$1,516,500

4/11/2014 _____ ORIGINAL REQUEST DATE
 _____ DEPARTMENT OF EDUCATION DATE OF APPROVAL
 _____ PROGRAM MANAGER AUTHORIZATION
 _____ REVISED REQUEST DATE



Connecticut State Department of Education Alliance Grant Application

BUDGET INSTRUCTIONS AND GUIDELINES (ED 114)

CODE	OBJECT	AMOUNT
100	PERSONAL SERVICES-SALARIES: Amounts paid to both permanent and temporary grantee employee, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$1,155,500
	<ul style="list-style-type: none"> • <i>Salaries for 3 Master Teachers to support all teachers at Ansonia High School: \$201,000</i> • <i>Stipends to support updating and improving curriculum and assessment documents to align with CCSS: \$25,000</i> • <i>Salary of two educational technology teacher to improve students' ability to interact with computer-based tests such as SBAC and NWEA: \$95,000</i> • <i>Salary for one Dean of Student Affairs to support school leaders at Ansonia Middle School as they implement new educator evaluation model: \$87,000</i> • <i>Salaries for five full-day kindergarten teachers to double instructional time for kindergarten students: \$275,000</i> • <i>Stipends for work beyond the contractual year for teachers of the Freshman Academy to increase instructional time by 10 days: \$29,000</i> • <i>Hourly pay for classroom aides to support full-day kindergarten: \$58,000</i> • <i>Stipends for school nurse and school counselor to support Freshman Academy: \$3,500</i> • <i>Stipends for work beyond the contractual year for teachers of the Kindergarten Summer Readiness Program to increase instructional time by 10 days: \$29,000</i> • <i>Stipends for teachers of community-based family literacy program: \$10,000</i> • <i>Stipends for teachers of after school Science and Social Studies Enrichment program: \$13,000</i> • <i>Stipends for teacher of SAT Saturday Prep Course: \$10,000</i> • <i>Salary for a certified Reading teacher for grades 7 and 8: \$75,000</i> • <i>Salary for a full time Math interventionist for grades 7 - 8: \$75,000</i> • <i>Stipends for teachers and coordinator of Saturday Academy: \$8,000</i> • <i>Salary for Life Skills Teacher at the K – 6 Level: \$53,000</i> • <i>Salary for Part-Time Social worker at AMS: \$20,000</i> • <i>Salary for 2 K – 6 Evaluators: \$54,000</i> • <i>Salary for Central Office Registrar: \$20,000</i> • <i>Salary for Media Clerk at AHS in order to assist students with research, capstone projects, and performance tasks: \$15,000</i> 	

200	PERSONAL SERVICES-EMPLOYEE BENEFITS: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$116,500
	<ul style="list-style-type: none"> • <i>Benefits for Master Teachers as described above: \$23,000</i> • <i>Benefits for 2 educational technology teachers as described above: \$16,000</i> • <i>Benefits for Dean of Student Affairs as described above: \$9,000</i> • <i>Benefits for full-day kindergarten teachers as described above: \$40,000</i> • <i>Benefits for full-day kindergarten aides as described above: \$4,500</i> • <i>Benefits for Reading Teacher: \$8,000</i> • <i>Benefits for Math interventionist : \$8,000</i> • <i>Benefits for Life Skills Teacher : \$8,000</i> 	
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	\$155,000
	<ul style="list-style-type: none"> • <i>External consultant to support implementation of Readers' Workshop, and CCSS: \$20,000</i> • <i>External consultant to support implementation of Instructional Rounds: \$10,000</i> • <i>Upgrade assessment tools to NWEA or similar: \$30,000</i> • <i>Software to support tier 2 and tier 3 intervention: \$24,000</i> • <i>Software to support educator evaluation: \$8,500</i> • <i>External consultant to support building Principals: \$7,500</i> • <i>Credit Recovery Program at AHS: \$5000</i> • <i>Fountas and Pinnell Kits for grades 4 – 6: \$10,000</i> • <i>STEM Initiative Kits for grades K – 6: \$25,000</i> • <i>Social Studies Materials for grades K – 6: \$15,000</i> 	
400	PURCHASED PROPERTY SERVICES: Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
500	OTHER PURCHASED SERVICES: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$22,500
	<ul style="list-style-type: none"> • <i>Busing services for 10 extra instructional days for Freshman Academy: \$12,500</i> • <i>Busing services for 60 days of after school Science and Social Studies Enrichment: \$10,000</i> 	



600	SUPPLIES: Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$13,000
	<ul style="list-style-type: none"> • <i>Supplies for community-based family literacy program: \$5,500</i> • <i>Supplies for after school Science and Social Studies Enrichment :\$7,500</i> 	
700	PROPERTY: Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement or equipment.	\$54,000
	<ul style="list-style-type: none"> • <i>Chromebooks for student access to NWEA and SBAC: \$21,000</i> • <i>Naviance Software for grades 6 – 12 for 3 years: \$33,000</i> 	
800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	
940	INDIRECT COSTS: Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim.	
	TOTAL AMOUNT	\$1,516,500