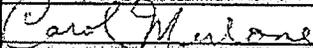
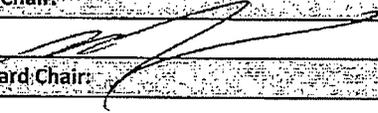


2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Ansonia	
FY 2016 Alliance District Allocation:	FY 2016 PSD Allocation (if applicable):
	\$1,526,602
Contact Person:	Contact Title:
Michael Wilson	Assistant Superintendent
Telephone:	Email Address:
(203) 736 - 5095	MWilson@ansonia.org
Name of Superintendent:	
Carol Merlone Ed.D	
Signature of Superintendent:	Date:
	7-28-16
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
William Nimons 	
Signature of Board Chair:	Date:
	7/28/16

2016-17 Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:	Aligned SMART Goals:
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1.1.	<p>Embedded Literacy Coaching: The district staffs each K-5, 6-8 and 9-12 with one literacy coach and 2 at each of the K-8's. All literacy coaches in grades K through 8 received a 4-week training in the Literacy Collaborative training at Lesley University. Follow-up training and implementation are provided to schools depending upon their implementation year for K-2 and 6-8. Coaches work directly with teachers observing implementation and following up with conversations about ways to improve implementation of the models. Further, literacy teachers participate as members of school Literacy Team in discussions and decision-making about the fidelity of implementation. In Grades 9-12, literacy coaches work with content-area teachers to embed discipline-based literacy instruction to improve students to make meaning, especially with vocabulary and with the use of evidence.</p>	<ol style="list-style-type: none"> 1. School literacy teams will meet regularly, at least once a month, to make decisions about the fidelity of implementation of training in literacy instruction. They will use the Fidelity of Implementation Tool (FIT), completed in Spring 2016 to identify an area of focus within the Literacy Framework for the 2016-17 school year. Feedback from the FIT will inform curriculum, professional development sessions, and ongoing assessment work for teachers in grades K-3 and ELA 6-8. (This applies to schools in Year 2 or more in LC training: WB, GH, NE, SS, Edgewood, EPH, MV.) 2. Grades K-5: increase the percentage of students scoring "meets" or "exceeds" on the Benchmark Assessment from 69 % in March 2016 to 79 % in March 2017. 3. Grades 3-8: Use Spring 2016 Smarter Balanced Assessment data as a baseline for measuring the improvement of students' acquisition of literacy skills across disciplines. (Consider how results are disseminated without the ELA Performance Task.) 4. All coaches and administrators in K-8 schools will be trained in the Literacy Collaborative Framework. 5. Decrease the percentage of students scoring substantially deficit, from 17% in May 2016 to less than 10% in May 2017, according to the Benchmark Assessment. 5. 100% of K-5 and Gr 6-8 ELA teachers will self-identify components of Readers Workshop about which they require additional training, using audio and/or videotaping of their teaching. 6. Teachers will be monitored by literacy coaches for fidelity of assessment administration of the BAS and provided with targeted learning opportunities as a result of those data. 7. Grades 6-8: Increase the percentage of students by at least 10 % from June 2016 to June 2017 who score "proficient" and "advanced," according to the Scholastic Reading Inventory (SRI) proficiency bands. 8. Grades 9-12: Use Spring 2016 SAT and Fall PSAT data as baselines for improving student achievement of literacy skills across disciplines as measured by common assessments and results of Spring 2017 SAT.
1.2.	<p>Transformational Literacy Leadership: Coaching will be provided to building administrators in the supervision of literacy by K-5 elementary supervisor, literacy supervisors, 6-8 humanities supervisor, and/or building literacy coaches. Administrators and coaches will organize, analyze and report timely district data on student literacy acquisition, using metrics identified in #1.1. School leaders will be assisted in creating building-level literacy goals and teachers will be in creating Student Learning Objectives (SLO's) and Professional Performance Objectives (PPO's) for purposes of administrator and teacher evaluation and School Improvement Plans. Teachers in K-8 will be observed regarding their implementation of curriculum literacy standards with fidelity. The results of the walk-through observations -- to be conducted by district literacy leaders and building administrators -- will inform decisions about differentiated, ongoing and embedded professional training. Schools in which coaches work are the following: Bristol Central and Bristol Eastern high schools; Chippens Hill and Northeast middle schools; Greene-Hills and West Bristol K8s; and Edgewood, Hubbell, Ivy Drive, Mountain View, South Side, and Stafford elementary schools.</p>	<ol style="list-style-type: none"> 1. All monthly administrative meetings will include coaching/training for administrators on supervising literacy curricula implementation. 2. Percentage of PPO SMART goals achieved by administrators and teachers will improve related to implementation of adult actions in the instruction of literacy skills and knowledge.

1.3.	The Supervisor of Assessment and Evaluation, in concert with content-area supervisors and the district's Professional Development and Evaluation Committee (PDEC), will identify areas of strength and weakness in administrator and teacher pedagogy related to literacy instruction.	1. Conduct a school-by-school and grade-by-grade comparison of 2015 spring to 2016 spring student assessment data from the SBA and BAS to identify additional teacher training needs in both job-embedded coaching and that which occurs on full-day professional development and during Staff Day hours. This includes special education. Measurements used include the Benchmark Assessment, to identify instructional and independent reading levels, as well as to measure student growth over time as part of the Leveled Literacy Intervention Program (LLI). The Smarter Balanced ELA results were also used as a measurement tool for student growth.
1.4.	Provide K-5 teachers with coaching in mathematics instruction. Schools in which coaches work are the following: Edgewood; Greene-Hills; Hubbell; Ivy Drive; Mountain View; South Side; Stafford; and West Bristol. The outcome of providing K-5 teachers with coaching in mathematics instruction is high quality, tier-one differentiated instruction and strengthened content knowledge. Teachers will be using whole group, small group, and individualized instruction. Teachers will receive on-going, job-embedded professional development around the math workshop model, research-based instructional strategies, performance tasks, and growth mindset. Coaches will also work with teachers to utilize data to inform instruction and intervention.	1. Grade-level SBAC mathematics scores will improve by 5 percentage points from March 2016 to March 2017.
1.5	Implement co-teaching with a literacy teacher and content-area teacher (social studies in 2016-17 and science in subsequent years) in grades 6-8 as a model classroom for observation by other content-area teachers as the first step in fully integrating literacy across content areas.	1. Students' ability to use evidence to support claims in written responses to discipline-based reading materials will improve by at least one band of performance (i.e. proficient to exemplary) as evidenced in writing rubrics on common assessments from September to May.
1.6	Restructure the responsibilities of K-2 and 6-8 literacy coaches to provide direct support in the literacy framework to staff in grades 3-5, a group of teachers not directly supported previously through the literacy framework due to limited resources.	1. In K-8 schools, revise schedules of elementary literacy coaches to extend training and coaching to Grade 3 teachers. Revise job descriptions of middle school literacy coaches to train and coach teachers in grades 4 and 5. 2. In K-5 schools, shift duties of literacy coach to provide training and coaching to teachers in Grade 3. 3. In K-5 schools, shift duties of K8 literacy leaders and elementary supervisor to provide training to teachers in grades 4 and 5. K3 literacy coaches will participate in this professional training and provide follow-up support. 4. Student achievement goal for grades 3-5 addressed in #1.1, above.

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
8.5 Literacy Coaches	1.1	1 Coach for each of six K-5 schools, 1.75 coaches for each of two K-8 Schools	\$ 776,644
1.0 elementary math coach	1.4	4 math coaches work with elementary teachers on a weekly basis. Coaches work at the following schools: Greene-Hills and West Bristol K8s; and Edgewood, Hubbell, Ivy Drive, Mountain View, South Side, and Stafford elementary schools.	\$ 67,989
3.5 Administrators, 60 days of floating elementary principal who releases elementary school principals time to observe instruction and provide feedback	1.1, 1.2, 1.3	Supervisor of Elementary Education, two .5 Supervisors of K-8 Literacy, Supervisor of Assessment and Evaluation	\$ 444,047
Literacy Coach Stipends 4 @ \$3,000	1.1	Stipends for 4 coaches who are still in training at Lesley University	12,000
205 days of substitute coverage @ \$111/day	1.1	Substitute teachers for literacy coaching conversations	22,755
100: Personnel Services - Salaries Subtotal:			\$ 1,323,435
200: Personnel Services - Benefits			
Health Insurance, Dental and Medicare	1.1	Employee Benefits for Literacy Coaches	\$ 196,611
Medicare	1.4	Medicare for math coach	\$ 986
Health Insurance, Dental and Medicare	1.1, 1.2, 1.3	Supervisor of Elementary Education, two .5 Supervisors of K-8 Literacy, Supervisor of Assessment and Evaluation, floating elementary principal	\$ 66,285
200: Personnel Services - Benefits Subtotal:			\$ 263,881.62
300: Purchased Professional and Technical Services			

Lesley University Site Visit Fees	1.1	Lesley University Site Visit fees for consultants who observe literacy coaches and provide feedback regarding the fidelity of implementation of high-quality literacy instruction	\$ 5,400.00
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 5,400.00
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -

400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
Lesley University Site Visit Fees	1.1	2 coaches with 2 visits each (4 visits total) accommodations for Lesley University consultants come to Bristol to observe literacy coaches and provide feedback regarding the fidelity of implementation of high-quality literacy instruction.	\$	3,400.00
			\$	-
500: Other Purchased Services Subtotal:			\$	3,400.00
600: Supplies				
20 copies @ \$56	1.6	<i>Guided Reading</i> book to be used with teachers in grades 3-5.	\$	1,120.00
			\$	-
600: Supplies Subtotal:			\$	1,120.00
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-

			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	1,596,116.62

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1	Provide Tier II intervention(s) in early literacy for students in Kindergarten to Grade 3. Literacy interventions provided to students at the primary level include Leveled Literacy Intervention (LLI) as well as small group skill-based literacy instruction groupings.	<ol style="list-style-type: none"> 1. Decrease the number of students who are not meeting grade-level benchmark reading levels by 10% each year. 2. 100% of students not meeting expectations in Kindergarten through Grade 3 will receive Tier II or Tier III intervention. 3. Instructional Support caseload reports will be analyzed to measure student academic reading growth from Fall 2016/entry date to Spring 2017. Caseload reports are documents that the instructional support teachers and literacy interns maintain throughout the year to document academic growth in reading. Instructional support teachers and literacy interns follow a district-wide protocol for identifying and providing interventions to students across K through grade 3. The caseload report is in alignment with district Benchmark Assessment data collected by classroom teachers and the documentation needed for building based SRBI / Tier II and Tier III supports for students. 4. Students in Kindergarten through Grade 3 who score at "meets" or "exceeds" expectations according to the Bristol Instructional Level Expectations Chart for reading of the March 2017 BAS will increase by at least 10% from Spring 2016.

2.2	Provide a full-day Kindergarten program to all students who are 5 years old before January 1, 2016 and those who are aged 6 and have never been enrolled in school. This program is offered at all of Bristol's elementary schools: Greene-Hills; Edgewood; Hubbell; Ivy Drive; Mountain View; South Side; West Bristol; and Stafford.	1. Seventy-two percent of Kindergarten students will score at an instructional level C or above on the Benchmark Assessment May 2017 administration. Data will be disaggregated into Non-High Need and High-Need subgroups. Targets are to determined in each school based upon students enrolled as of October 1, 2016. 2. 72 % of Kindergarten students will score at an instructional level C or above on the March 2017 BAS administration and/or an instructional level D or above on the end-of-year instructional level reading data collected.
2.3	Provide Tier II intervention to students scoring below the Bristol Instructional Level Expectations in reading. This includes special education students.	1. The percentage of students exited from Tier II reading intervention, because they have achieved on-grade level performance, in grades K-2 will increase from 47 % in the 2015-2016 school year to 57 % in 2016-17. (Students exited due to qualifying for special education will be eliminated from this data set.)
2.4	Provide Tier II intervention in mathematics to elementary students where staff is available. (Each high school offers a math foundations course to students whose class and assessment data indicate they require support to close a knowledge gap. Middle school students receive math intervention based upon prior SBA scores, common assessment scores, and course grades. We have little to no consistent direct service elementary math support. Instead, we use a coaching model to improve the knowledge and strategy toolkit of our teachers with an expectation that they will impact student achievement.)	1. Students receiving intervention will improve by at least a half-level growth in their performance on the Math SBA in Spring 2017 as compared to Spring of 2016.
2.5	Administer the PSAT to Grade 9 and 10 students. Utilize these data for instructional changes and in preparation to take the Connecticut SAT in grade 11.	SMART GOAL: Students in grades 9 & 10 will prepare for the CT SAT by utilizing the grade 9 & 10 PSAT data and persistence required to demonstrate their proficiency. These students will demonstrate improved scores from grade 9 to grade 10 to grade 11.
2.6	Provide a high-quality NAEYC accredited preschool experience for our most at-risk learners. [See appendices for the preschool application. At-risk indicators include: single parent household, qualification for free/reduced lunch, English language learners, special needs, and developmental delays.]	All kindergarten students will be assessed using the Benchmark Assessment System - Early Reading Behaviors assessment components to establish baseline data during the 2015-16 school year. Students will be disaggregated by the preschool program they attended.

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
9 kindergarten teachers	2.2	Full time teachers providing full day kindergarten instruction. Greene-Hills; Edgewood; Hubbell; Ivy Drive; Mountain View; South Side; West Bristol; and Stafford	\$ 518,422	\$ -
6.3 Instructional Support Teachers, 2 literacy interns	2.2	Instructional support teachers providing Tier II instruction to students on grades K-3. Greene-Hills; Edgewood; Hubbell; Ivy Drive; Mountain View; South Side; West Bristol; and Stafford	\$ 553,226	\$ -
1.5 PK teachers, 1.5 PK paraprofessionals	2.3	Provide an early learning experience for at-risk 4 year olds	\$ 167,853	\$ -
2.5 mathematics interns	2.4	Provide Tier II mathematics intervention-Northeast, Chippens Hill, Greene-Hills and West Bristol.	\$ 40,000	
math night stipends @ \$20/hour	2.4	Teacher stipends for organizing family math night to support a holistic approach, involving parents and guardians, to improving student growth and achievement.	\$ 1,000	

REACH Reading Intern @ \$90/day	2.3	Cost of part-time reading intern at NEMS	\$ 8,100	
School Data Team Stipends @ \$20/hour	2.2	Stipends for School Data Team meetings outside of school hours to analyze student work and instructional practices to improve student achievement.	\$ 11,250	
100: Personnel Services - Salaries Subtotal:			\$ 1,299,851	\$ -
200: Personnel Services - Benefits				
Health, Dental and Medicare	2.1	Benefits for 16 kindergarten teachers	\$ 93,765	\$ -
Health, Dental and Medicare	2.2	Benefits for 6.3 instructional support teachers	\$ 124,163	\$ -
Health, Dental, Medicare, FICA	2.3	1.5 PreK teachers & 1.5 PreK Paraprofessionals	\$ 32,925	
Medicare, FICA	2.4	1 mathematics intern, Bristol Prep Intern	\$ 1,304	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 252,157	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -

500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
\$2,000	2.4	Food and materials for a city-wide math night to encourage participation in program designed to support student growth and achievement in math.	\$ 2,000.00	\$ -
6 LLI Kits@ \$4950 plus shipping for Grades 4 & 5	2.2	Level Literacy Intervention Kits	\$ 29,790.00	\$ -
600 Grade 9 & 600 Grade 10 PSAT's @ \$9.50	1.1	PSAT's administered to all grade 9 & 10 students	\$ 11,400.00	\$ -
600: Supplies Subtotal:			\$ 43,190.00	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Academic Subtotal:			\$ 1,595,197.81	\$ -

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input checked="" type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Provide assistance to schools to intervene with families of students with chronic attendance problems related to mental health. An increasing number of students are being identified as having school attendance anxiety at such a level that school accommodations have been identified in a 504 Plan. Bristol's priority is to reduce the number of students who are chronically absent at the high school level.	SMART GOAL 1: Increase by 50% the number of parents per school, of students identified as chronically absent, from 2 in the 2015-16 school year to 4 in the 2016-17 school year who complete the School Refusal Assessment parent section.
3.2.	Utilize the skills of a clinical social worker as an ad hoc member of each school's SRBI team to create action plans to improve the attendance of regular education students.	The LCSW will continue to be included as an ad hoc member of each high schools SRBI team when the discussion focuses on attendance concerns. Individual students with an attendance intervention plan will improve their attendance from the 2015-16 school year to the 2016-17 school year to a level below the chronic attendance guideline of 19 days absent.
3.3.	Determine why individual students are chronically absent and create plans to reduce the number of chronically absent students. Our theory of action is: If we increase the attendance of chronically absent students, we may increase the course passing rate in core courses. Intervention is intended to reduce the drop out rate by increasing credit attainment.	SMART GOAL: Individual students with an attendance intervention plan will improve their attendance from the 2015-16 school year to the 2016-17 school year to a level below the chronic attendance guideline of 19 days absent. [See attached Data on students who were in the LCSW's caseload.]
3.4.	Continue utilizing the PBIS school-wide norms as a whole school climate initiative and begin integrating Restorative Practices as a means for behavioral change. Dr. Freiberg conducted a 4-day training with 45 members of the Bristol Public Schools teaching & administrative staff.	SMART GOAL 1: The district will decrease the number of out of school suspensions from 484 in 2015-16 to 479 in 2016-17. SMART GOAL 2: At least one city-wide Restorative Practices informational parent session will be held; inviting parents from the 4 schools identified to implement this practice.

3.5	Strengthen parent involvement in the education of their children, and parent and other community involvement in school and school district programs, activities and educational policies. Specifically in Restorative Practices. Students in at least 4 schools will be learning these strategies this year.	SMART GOAL: Each school will collect baseline data on the number of parents participating in school activities and meetings, as measured by a log of attendance, completion of the Title I survey, Parent Climate Survey, e-mail, text or Backboard Connect engagement.
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Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1 FTE shared by 2 high schools	3.1, 3.2, 3.3	Licensed Clinical Social Worker	\$ 48,960	\$ -
Stipends for teachers	3.5	Design and attend activities for parents	\$ 3,000	\$ -
Part time intern @ \$80/day	3.1, 3.4	Partial cost of an intern at Bristol Preparatory Academy to track attendance data	\$ 6,000	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 57,960	\$ -
200: Personnel Services - Benefits				
medical, medicare, FICA			\$ 8,094	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 8,094	\$ -
300: Purchased Professional and Technical Services				
SWIS Training	3.4		\$ 50	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 50	\$ -
400: Purchased Property Services				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
6 SWIS Continuation Fees @ \$300/school	3.4	Input PBIS Data	\$ 1,800	\$ -
500 Miles @ IRS rate .54, conference fees @ \$200 x 5	3.1, 3.2, 3.3, 3.4	Conference fees for staff travel to Climate, attendance workshops Attendance Officer, Behavior Interventionists	\$ 1,270	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ 3,070	\$ -
600: Supplies				
Attendance incentives	3.1, 3.2, 3.3, 3.4	Schools will be provided funds to incentivize students to attend school as part of their attendance plan.	\$ 4,085	\$ -
Materials for parent activities	3.5	Copies of the books <u>Restorative Circles in Schools</u> , Costello, Wachtel, Wachtel (2010). Pizza for 2-3 parent nights depending upon sign-ups.	\$ 521	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 4,606	\$ -
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

800: Other Objects Subtotal:	\$	-	\$	-
Climate Subtotal:	\$	73,780	\$	-

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1.	Provide just-in-time technological support during assessment windows and for use of technology in each classroom.	SMART GOAL: 100% of technology utilized for on-line testing will be checked for functionality prior to the start of each testing window during the 2016-17 school year.
4.2.	Maintain accurate accounting of Alliance Grant dollars. The Alliance Grant is one of many grants received by the district, we allocated a percentage of each grant to the total cost of grants management. These staff do not manage general fund dollars.	SMART GOAL: Accurate accounting of Alliance Grant dollars will be maintained by the district Grants Office, including the timely filing of all required financial paperwork, during the 2016-17 School Year.
4.3.	Provide an alternative grade 9 experience for up to 45 students who have demonstrated math and/or literacy achievement that puts them at risk for failure in algebra and/or English 1 as a means for improving those students opportunity to graduate with their 4-year cohort. Learner knowledge gaps have been exacerbated by CCSS curriculum revisions in mathematics and literacy. Bristol does not have the financial resources to hire additional intervention staff in mathematics and literacy at the secondary level for it's 2 high schools and 4 middle school programs. [Previously, no students returned to their school of origin. They remained in an alternate high school setting until they graduated or left school. Math and reading intervention exists at the middle school level, but does not close the achievement gap sufficiently to prepare a student for Algebra 1. The small setting of the alternative program provides students with one-to-one instruction as needed. Our high schools have additional math and English support currently, but these students still require additional instruction. The Alliance Grant pays for rent and cleaning for this program. The district pays for the 4 teachers and administrator.]	SMART GOAL: 50% of grade 9 students enrolled in Bristol Preparatory Academy will return to their attendance area high school for grade 10, as measured by growth in SRI reading and math scores to the 7th grade level or above.

4.4.	Provide sufficient hardware for students to use during instruction so that they have facility with these computers when they participate in on-line assessments.	SMART GOAL: Sixty additional computers will be available for during instructional time to improve student facility with cut and paste, drag and drop, highlighting, bubbling and writing as necessary for the assessment.
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Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
1 Instruction Technologist	4.1	IT technician dedicated to computer based assessment	\$ 61,696	\$ -
.15 clerk, .2 Accountant, .35 Grant Manager	4.2	Partial Salaries of Staff Accountant, Grants Manager and Clerical Staff to manage the Alliance Grant funds.	\$ 40,614	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ 102,310	\$ -
200: Personnel Services - Benefits				
IT health, medicare, FICA	4.1		\$ 25,179	\$ -
Grant Management Staff health, Medicare and FICA	4.2		\$ 15,573	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ 40,752	\$ -
300: Purchased Professional and Technical Services				
Cleaning Services	4.3	Cleaning contract for Bristol Prep	\$ 6,100	\$ -
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ 6,100	\$ -
400: Purchased Property Services				
\$21,386 for 4 classroom spaces (approximately 4,000 sq.ft.)	4.3	Rent for Bristol Preparatory Academy, Alternate Education Program	\$ 21,386	\$ -
			\$ -	\$ -

			\$	-	\$	-
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400: Purchased Property Services Subtotal:			\$ 21,386	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
27 Chromebooks @ \$300 each with shipping			\$ 8,100	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ 8,100	\$ -
700: Property				
1 Chromebook Cart			\$ 1,500	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ 1,500	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Operations Subtotal:			\$ 180,148	\$ -

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
			\$ -
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ -
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -

300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -
			\$ -
500: Other Purchased Services Subtotal:			\$ -

600: Supplies			
			\$ -
			\$ -
			\$ -
600: Supplies Subtotal:			\$ -
700: Property			
			\$ -
			\$ -
			\$ -
700: Property Subtotal:			\$ -
800: Other Objects			
			\$ -
			\$ -
			\$ -
800: Other Objects Subtotal:			\$ -
Talent Subtotal:			\$ -

FY 17 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 1,323,435.00	\$ 1,299,851.00	\$ -	\$ 57,960.00	\$ -	\$ 102,309.93	\$ -	\$ -	\$ 2,783,555.93	\$ -
200: Personnel Services - Benefits	\$ 263,881.62	\$ 252,156.81	\$ -	\$ 8,093.81	\$ -	\$ 40,751.68	\$ -	\$ -	\$ 564,883.92	\$ -
300: Purchased Professional and Technical Services	\$ 5,400.00	\$ -	\$ -	\$ 50.00	\$ -	\$ 6,100.00	\$ -	\$ -	\$ 11,550.00	\$ -
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,386.00	\$ -	\$ -	\$ 21,386.00	\$ -
500: Other Purchased Services	\$ 3,400.00	\$ -	\$ -	\$ 3,070.00	\$ -	\$ -	\$ -	\$ -	\$ 6,470.00	\$ -
600: Supplies	\$ 1,120.00	\$ 43,190.00	\$ -	\$ 4,606.10	\$ -	\$ 8,100.00	\$ -	\$ -	\$ 57,016.10	\$ -
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	\$ -
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS:	\$ 1,597,236.62	\$ 1,595,197.81	\$ -	\$ 73,779.91	\$ -	\$ 180,147.61	\$ -	\$ -	\$ 3,446,361.95	\$ -

Standard Statement of Assurance

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Carol Merlone, Ed.D. HEREBY ASSURES THAT:
Ansonia Public Schools

(insert Agency/School/CBO Name)

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

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a

minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with,

litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:


Carol Merlone Ed.D

Name: *(typed)*

Superintendent

Title: *(typed)*

7/29/2016

Date: