

## 2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency:</b>	
Ansonia Public Schools	
<b>FY 2018 Alliance District Allocation:</b>	<b>FY 2018 PSD Allocation (if applicable):</b>
\$1,441,875	\$415,188
<b>Contact Person:</b>	<b>Contact Title:</b>
Dr. Joseph DiBacco	Assistant Superintendent of Schools
<b>Telephone:</b>	<b>E-mail Address:</b>
203-736-5095 x 1014	jdibacco@ansoniam.org
<b>Name of Superintendent:</b>	
Dr. Carol Merlone	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	5/2/18
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
William Nimons	Yes (approval date: 01/18/2018)
<b>Signature of Board Chair:</b>	<b>Date:</b>
	5/2/2018

I. 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 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	<b>Hiring, Recruitment, Support, and Retention of highly qualified staff:</b> APS has made a commitment to hire strategic positions that will create, align, implement, and support new rigorous curriculum. These positions are aligned to the district mission of increasing district literacy and math performance. APS will hire certified literacy and math directors that will ensure curriculum is created and aligned. APS will also hire certified literacy and math specialists to provide embedded coaching and support for staff and students. The literacy and math specialists will be located at Mead and Prendergast Elementary schools and at Ansonia Middle School, and they and will report to their respective content area Directors.	In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.
1.2.	<b>Professional Development and School Leadership Development:</b> APS will focus on improving and developing strong urban school leaders. APS administrators will have on-site professional development in the area of turn-around leadership for urban administrators provided on-site. This professional development opportunity will provide school leaders with the opportunity to meet the leadership challenges facing low performing schools. The work conducted at this professional development will guide the crux of our work for the upcoming year. Effective school leadership will have a direct impact on student performance.	APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.
1.3	<b>Continued support for staff in the Evaluation System and Support for Professional Learning:</b> APS will continue to provide professional development to administrators in the educator evaluation system and to utilize consultants to provide needed supports for Ansonia teachers and administrators. Working at our Administrative Council meetings and with Walk-Throughs, the district will focus on providing more individualized support to strengthen the capacity of administrators to provide constructive feedback and guidance to teachers throughout the evaluation process. We will continue to provide support and training for the TEAM process for teachers and administrators. Increased training and support will ensure the district has highly effective teachers and administrators; their increased ability will improve overall student performance.	APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

**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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (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.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>
<b>100: Personnel Services - Salaries</b>			
Salaries for district-wide 1 FTE math and 1 FTE ELA director.	1.1	2 FTE administrative salary. Anticipated salary of \$115,000/FTE, prorated to 40%.	\$92,000
3 literacy specialists and 3 math specialists for elementary schools	1.1	6 FTE certified teacher's salary; estimated at average of \$75,000 each, prorated to 40%.	\$180,000
Salaries for 2 master teachers at AHS.	1.1	2 FTE @ AHS; salary of \$85,000 each.	\$170,000
Stipends for TEAM Mentor Teachers	1.3	18 x \$500 mentor stipend each plus \$150 each for scoring portfolios.	\$11,700
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 453,700.00</b>
<b>200: Personnel Services - Benefits</b>			
Benefits for district-wide math and ELA directors.	1.1	Based on estimated cost of \$16,000 each.	\$32,000
Benefits for 2 literacy and 2 math specialists.	1.1	Based on estimated cost of \$12,000 per FTE per year x 4, prorated to 50%.	\$24,000
Benefits for 2 AHS master teachers.	1.1	Based on estimated cost of \$21,000 for two.	\$21,000
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 77,000.00</b>
<b>300: Purchased Professional and Technical Services</b>			
10 district and school administrators for professional development in turn-around leadership training. Training will be held in CT.	1.2	10 District and School Administrators	\$45,000
License for online TEAM scoring platform	1.3	estimate	\$5,000
Subcontract for two K-6 evaluators and two Gr. 7-12 evaluators.	1.3	4 subcontractors @ \$22,000 each.	\$88,000
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 138,000.00</b>
<b>400: Purchased Property Services</b>			

			\$	-
<b>400: Purchased Property Services Subtotal:</b>			\$	-

<b>500: Other Purchased Services</b>			
Minority Recruitment Marketing	1.1	Cost of outreach and marketing to increase minority recruitment. Marketing will be conducted at HBCU's (historically black colleges and universities), and other institutions with diverse teacher education programs.	\$ 5,000
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			<b>\$ 5,000.00</b>
<b>600: Supplies</b>			
Supplies needed for professional development for district and school based administrators. This training will take place in Connecticut.	1.2	Cost of PD supplies for Turn-Around leadership training; relevant published materials, workbooks, study guides, and supplies needed by presenters.	\$3,500
			\$ -
<b>600: Supplies Subtotal:</b>			<b>\$ 3,500.00</b>
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			<b>\$ -</b>
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			<b>\$ -</b>
<b>TALENT SUB-TOTAL:</b>			

## II. 2017-18 Academic Priorities

**Step 1: Place an "X" beside the district's 2017-18 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.**

<input checked="" type="checkbox"/>	Common Core-aligned curriculum	<input checked="" type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	College and career access	<input type="checkbox"/>	Other: _____
<input checked="" type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

**Step 2: Identify a core set of no more than three 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 (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Academic Priorities:		Aligned SMART Goals:
2.1.	<b>Redesign Curriculum Framework - a Curriculum that has increased Rigor and aligned with Next Generation Science Standards, C3 Social Studies Framework, and the support for Reader's and Writer's workshop:</b> APS will continue its comprehensive, on-going redesign of the K-12 curriculum to increase rigor and align with relevant standards. APS will enlist the expertise of a curriculum consultant to evaluate existing curriculum and map out a plan for curriculum writing. In 2017-2018, the focus will also be evaluating and updating science and social studies curricula to align with the Next Generation Science Standards and C3 Social Studies Framework. APS has incorporated Tech Education teachers and a Mandarin Chinese teacher to prepare students for the needs of the global economy. We will concentrate our efforts on aligning middle and high school English, World Language, and middle school math curricula to meet the needs of our changing population. Curriculum writing stipends will be provided to selected staff.	APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.
2.2.	<b>Provide Monitoring and Embedded Professional Development to Improve Fidelity:</b> APS has added four kindergarten (2 at Mead Elementary and 2 at Prendergast Elementary) teachers to address the need to provide increased support in a full day kindergarten program. Kindergarten aides will be hired to assist students and teachers with the transition to a full day program, although there are preschool options in Ansonia, for many students kindergarten is their first foray with public education and increased support is needed. Aids will assist with small group activities, help prepare instructional material, and aid in the transitions and expectations. Consultants will be enlisted to provide ongoing Reader's Workshop, Foundations, and math fluency skill-building in the elementary grades. Administrators and teachers will receive professional development to familiarize them with the new curriculum and it is created so they can actively monitor its implementation through formal and informal observations.	APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

<p>2.3. <b>Institute a District Wide approach to SRBI and Intervention:</b> In an effort to ensure that our most at-risk students receive instruction and support from the most highly qualified personnel, Ansonia Public Schools will place certified teachers in the role of interventionists and certified content area specialists. They will be responsible for planning for the strategic support of students who require Tier 2 and Tier 3 interventions and will deliver these interventions through small group instruction. The investment in individual progress monitoring software (including but not limited to SWIS, Imagine Learning, Amplify, and STAR) will assist and support data analysis. An EL Specialist will be hired for the district to consult with teachers on instructional strategies to improve outcomes and monitor the progress of EL's receiving services and of those who have recently exited. An investment will be made with a staff member that will be responsible for the creation of an alternative placement and educational programs needed to support the learning of students placed out due to disciplinary violations. Staff will be hired to address student performance: two math specialists (one at Mead Elementary and one at Prendergast), two literacy specialists (one at Mead Elementary and one at Prendergast), one EL specialist (district), and ten interventionists (four at Mead and four at Prendergast Elementary) and two at Ansonia Middle School) will be hired to support the needs of all learners and increase student performance.</p>	<p>APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.</p>
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**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (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.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
Salary for 1 FTE Mandarin teacher at AHS	2.1	1 FTE based on salary of \$49,457	\$ 49,457.00	
Salaries for 2 Elementary Technology Education teachers.	2.1	1 FTE x 2 elementary schools, salary \$62,000 each.	\$ 124,000.00	
Salary for 1 Elementary Health teacher.	2.1	1 FTE @ \$82,000.	\$ 82,000.00	
Stipends for curriculum writing.	2.1	Stipends are based on rate of \$35/hr x 50 hours per person x 15 teachers.	\$ 26,250.00	
Salaries for 4 FTE full-day kindergarten teachers.	2.2	4 FTE @ average of \$45,000 per teacher.	\$ 90,000.00	\$ 90,000.00
Hourly pay for classroom aides to support full-day kindergarten.	2.2	\$11/hr x 5.5 hours/day x 181 days x 4 aides = \$43,802.	\$ 28,802.00	\$ 15,000.00
Salaries for 10 PT intervention teachers for ELA and math in all schools.	2.3	\$25/hr. x 4 hours/day x 120 days/yr x 10, prorated at 50%.	\$ 3,689.00	\$ 56,311.00
Salary for 1 FTE ELL teacher at the two elementary schools.	2.3	1 FTE based on anticipated salary of \$64,000/yr., prorated 40%.	\$ 25,600.00	
Salary for 1 FTE Alternative Placement and Program Coordinator.	2.3	1 FTE based on anticipated salary of \$50,000/yr., prorated at 50%.	\$ -	\$ 25,000.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 429,798.00</b>	<b>\$ 186,311.00</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for 2 educational technology teachers.	2.1	Based on estimated cost of \$16,000/person.	\$ 32,000.00	
Benefits for four full-day kindergarten teachers	2.2	Based on estimated cost of \$8,000/year per person x 4 teachers = \$32,000	\$ 24,000.00	\$ 8,000.00
FICA for classroom aides for 4 full-day kindergarten.	2.2	.0765 x \$43,802 = \$3,351	\$ 2,570.00	\$ 781.00
Benefits for 1 FTE ELL teacher	2.3	Based on estimated cost of \$12,000/year, prorated 50%.	\$ 6,000.00	
Benefits for 1 FTE Alternative Placement and Program Coordinator	2.3	Based on estimated cost of \$12,000/year, prorated 50%.		\$ 6,000.00
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 64,570.00</b>	<b>\$ 14,781.00</b>

<b>300: Purchased Professional and Technical Services</b>				
Curriculum Consultant	2.1	Contract estimated at \$25,000	\$ 25,000.00	\$ -
Progress Monitoring Software licenses	2.3	SWIS, Imagine Learning, Amplify, STAR (estimated at \$41,304)	\$ 41,304.00	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 66,304.00	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
Educational supplies to support ELA and math in the K-8 levels.	2.3	Consumables for intervention work and ELA and math curriculum.	\$ -	\$ 26,000.00
<b>600: Supplies Subtotal:</b>			\$ -	\$ 26,000.00
<b>700: Property</b>				
Technology equipment to support new classes and revised curricula.	2.1	Estimate for computers and chromebooks.	\$ 31,000.00	\$ 4,000.00
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ 31,000.00	\$ 4,000.00
<b>800: Other Objects</b>				
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>ACADEMICS SUB-TOTAL:</b>			\$ 591,672.00	\$ 231,092.00

**III. 2017-18 Culture and Climate Priorities**

**Ansonia**

**Step 1: Place an "X" beside the district's 2017-18 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.**

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input checked="" type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p><b>Promote Positive School Connections to Decrease Suspension, Increase Retention and Attendance, and Improve Student Learning:</b> APS will provide an in-school student support center at Mead and Prendergast Elementary schools and at Ansonia Middle school. These centers will be staffed by a student support advisor (Certified Teacher) who will offer a positive, structured, and alternative to in-school suspension where students can address, under the guidance of a staff member, factors causing disciplinary issues such as time management, organization and study skills, and/or feelings of disconnection from the larger student body. At the elementary and middle school level, a part-time school attendance outreach liaison and an attendance clerk that will assist with ensuring students and families are notified in a timely manner of at risk attendance behavior. At Ansonia High School the addition of a social worker to support mental health needs and the Freshman Academy and Ansonia High School will provide increased support and structure for the population of students that have highest chronic absenteeism rate in the district.</p>	<p>In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 17% in 2017-18.</p>
3.2.	<p><b>Strengthen family and community engagement in the education of all students:</b> APS has identified the need to strengthen family engagement in all four schools (Mead, Prendergast, Ansonia Middle, and Ansonia High School) as one of our key priorities in our strategic plan. We will focus on improving communication with families and community services. A new Family Engagement Coordinator for the District will be hired to lead this initiative. This outreach member will provide information to families in person, school all-calls, and through our parent portal in TEMS. This Family Engagement Coordinator will provide resources, and will help create events that will promote community and connectedness. The creation and support for a student mentor program for our 25 most at-risk students at each elementary school will be established, and a part-time mentoring coordinator will be hired. The mentor program will have mentee/mentor activities scheduled and a celebration dinner for all participants.</p>	<p>In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 17% in 2017-18.</p>

<p>3.3 <b>Wrap-around services for elementary (Mead and Prendergast) school students:</b> Wrap around services will serve two purposes: academic support and enrichment. Activities will include: homework assistance, character development, cultural enrichment, arts and crafts, and fitness activities. Morning and afternoon programs will be provided by school and community members. The services will be supported by a part-time wrap around service coordinator that will place and monitor students.</p>	<p>In alignment with ESSA goal targets in Chronic Absenteeism; APS will decrease the chronic absenteeism rate from 18% in 2016-17 to 17% in 2017-18.</p>
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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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (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:
<b>100: Personnel Services - Salaries</b>				
Salary for 3 FTE School Climate Advisors	3.1	3 FTE certified teacher, based on estimated salary of \$50,000 each, prorated at 66 %. The salary would normally be \$150,000 – prorated at 66.666% would = \$99,999.		\$ 100,000.00
Salary for 3 part-time attendance liaisons and 3 part-time clerks.	3.1	\$14/hr. x 20 hours/week x 20 weeks x 6 people.	\$ 33,600.00	
Salary for 1 social worker for Ansonia High School.	3.1	1 FTE based on annual salary of \$80,000, prorated at 40%.	\$32,000.00	
Salary for 1 Family Engagement coordinator	3.2	1 FTE based on annual salary of \$35,000, prorated at 50%.		\$ 17,500.00
Salary for 1 part-time elementary mentoring coordinator.	3.2	\$16/hr. x 20 hours/week x 20 weeks.	\$ 6,400.00	
Salary for 1 part-time wrap around service coordinator	3.3	\$20/hr. x 20 hours/week x 40 weeks, prorated at 50%.	\$8,000.00	
				\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 80,000.00</b>	<b>\$ 117,500.00</b>
<b>200: Personnel Services - Benefits</b>				
Benefits for 1 social worker for AHS.	3.1	Based on estimated cost of \$12,000/year, prorated at 50%.	\$ 6,000.00	\$ -
Benefits for 3 FTE School Climate Advisors	3.1	Based on est. cost of \$12,000/year, prorated at 50%.		\$ 18,000.00
FICA for 3 part-time attendance liaisons.	3.1	.0765 x \$16,800 = \$1,285	\$ 1,285.00	
Benefits for 1 Family Engagement Coordinator	3.2	Based on estimated cost of FICA (.0765 x \$17,500), prorated to 50%. 12,000 x .5 = 6,000 plus the FICA 17,500 x .0765 = 1,338.75 . When added together 6,000 + 1,338.75 = 7,338.75		\$ 7,339.00
Fica for part-time elementary mentoring coordinator.	3.2	.0765 x \$6,400	\$ 490.00	
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 7,775.00</b>	<b>\$ 25,339.00</b>
<b>300: Purchased Professional and Technical Services</b>				

Subcontract for wrap-around services with community agency.	3.3	Estimated cost of \$28,000 (based on average of \$1,000 per student per year x 70 students, prorated to 40%)	\$ 28,000.00	
			\$ -	
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 28,000.00	\$ -

<b>500: Other Purchased Services</b>				
			\$ -	
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
Supplies for attendance initiative.	3.1	General supplies and rewards to support attendance campaign (estimate)	\$ 10,000.00	\$ -
Supplies for elementary mentoring program.	3.2	General supplies and rewards (estimate based on 50 students and 50 mentors)	\$ 3,000.00	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ 13,000.00	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>CULTURE AND CLIMATE SUB-TOTAL:</b>			\$ 128,775.00	\$ 142,839.00

**IV. 2017-18 Operations Priorities**

**Ansonia**

**Step 1: Place an "X" beside the district's 2017-18 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 type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.**

Operations Priorities:		Aligned SMART Goals:
4.1	<b>Budgeting and financial management:</b> The need for long term planning and a complete needs assessment to be conducted in Ansonia. The examination of enrollment projections, population growth/forecasting, and facility planning/management is necessary to plan for the changing needs of a community. Included in the study will incorporate educational components: special education audit, and a staffing audit, and an audit on course offerings. Through the use of a comprehensive district audit we can create and design programs that are updated, teach real and relevant content, that are engaging for all learners, and better meet the needs of our diverse student population.	APS will increase the Four-Year Adjusted Cohort Graduation Rate from 81.2% in 2015-16 to 82.2% in 2016-17.
4.2	<b>Extending Learning Time K-8:</b> A summer school program will be created for at-risk students K-8. This summer program will be held six hours/day for four weeks. Students will receive academic support, they will be provided with a host of engaging activities/programs. Ansonia High School students will benefit from extended learning opportunities:	In alignment with ESSA goal targets in English Language Arts; APS will increase the District Performance Index (DPI) for English Language Arts (ELA) from 58.3 in 2016-17 to 59.6 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 51.1 in 2016-17 to 54.9 in 2017-18. In the area of Mathematics: APS will increase the District Performance Index (DPI) for Mathematics from 51.7 in 2016-17 to 53.5 in 2017-18. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 48.2 in 2016-17 to 52.2 in 2017-18.

4.3	<b>Extended Learning High School:</b> Ansonia Public Schools will provide SAT preparatory classes, on-line credit recovery, and college application assistance and planned college visits. These efforts will help allow for students acquire the credits needed for matriculation towards graduation. To aid in successful transition to post-secondary schooling or employment, we will employ a part-time college and career outreach advisor.	APS will increase the Four-Year Adjusted Cohort Graduation Rate from 81.2% in 2015-16 to 82.2% in 2016-17.
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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. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to operations 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.**

<b>Cost:</b>	<b>Alignment:</b>	<b>Description:</b>	<b>AD Investment:</b>	<b>PSD Investment:</b>
<b>100: Personnel Services - Salaries</b>				
Coordinator for Summer School Program	4.2	Certified teacher with #092, stipend includes advance planning, recruitment, hiring of staff (estimate of 150 hours @ \$35/hr.)		\$ 5,250.00
Stipend for coordinator of SAT Prep and Credit Recovery Saturday program	4.3	Certified teacher with #092, based on 12 Saturday program days @ \$150/day.	\$ 1,800.00	\$ -
College and career outreach advisor (part time)	4.3	\$23/hr. x 20 hours/week x 30 weeks, prorated to 50%.	\$ 6,900.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 8,700.00</b>	<b>\$ 5,250.00</b>
<b>200: Personnel Services - Benefits</b>				
FICA for College and career outreach advisor	4.3	.0765 x \$6,900	\$ 528.00	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ 528.00</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
Consultant for enrollment projection, population growth and facilities.	4.1	Based on estimate of \$10,000.	\$ 10,000.00	
Educational study consultant for special education and staff audit.	4.1	Based on estimate of \$25,000.	\$ 25,000.00	
SAT Prep Program subcontractor.	4.3	Based on estimated cost of \$10,000		\$ 10,000.00
Credit Recovery Program (on-line license)	4.3	Based on estimated cost of \$3,000		\$ 3,000.00
			\$ -	
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ 35,000.00</b>	<b>\$ 13,000.00</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>

<b>500: Other Purchased Services</b>				
Bus transportation for college trips.	4.3	Based on estimated cost of 6 trips x \$400 per trip.		\$ 2,400.00
			\$ -	
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ 2,400.00
<b>600: Supplies</b>				
Educational and enrichment supplies for summer program.	4.2	Based on estimate of 250 students x \$82.43 per student.	\$ -	\$20,607
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ 20,607.00
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>OPERATIONS SUB-TOTAL:</b>			\$ 44,228.00	\$ 41,257.00

## V. 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:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -
<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -

<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>NON-REFORM SUB-TOTAL:</b>			\$ -

**VI. FY '18 AD and PSD Budget Summary**

**Ansonia**

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	\$ 453,700.00	\$ 429,798.00	\$ 186,311.00	\$ 80,000.00	\$ 117,500.00	\$ 8,700.00	\$ 5,250.00	\$ -	\$ 972,198.00	\$ 309,061.00
200: Personnel Services - Benefits	\$ 77,000.00	\$ 64,570.00	\$ 14,781.00	\$ 7,775.00	\$ 25,339.00	\$ 528.00	\$ -	\$ -	\$ 149,873.00	\$ 40,120.00
300: Purchased Professional and Technical Services	\$ 138,000.00	\$ 66,304.00	\$ -	\$ 28,000.00	\$ -	\$ 35,000.00	\$ 13,000.00	\$ -	\$ 267,304.00	\$ 13,000.00
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500: Other Purchased Services	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,400.00	\$ -	\$ 5,000.00	\$ 2,400.00
600: Supplies	\$ 3,500.00	\$ -	\$ 26,000.00	\$ 13,000.00	\$ -	\$ -	\$ 20,607.00	\$ -	\$ 16,500.00	\$ 46,607.00
700: Property	\$ -	\$ 31,000.00	\$ 4,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,000.00	\$ 4,000.00
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS:</b>	<b>\$ 677,200.00</b>	<b>\$ 591,672.00</b>	<b>\$ 231,092.00</b>	<b>\$ 128,775.00</b>	<b>\$ 142,839.00</b>	<b>\$ 44,228.00</b>	<b>\$ 41,257.00</b>	<b>\$ -</b>	<b>\$ 1,441,875.00</b>	<b>\$ 415,188.00</b>

**STATEMENT OF ASSURANCES**

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

**PROJECT TITLE:** 2017-18 Consolidated Alliance and Priority School District  
Application

**THE APPLICANT:** Carol Merlone, Ed.D. HEREBY ASSURES THAT:  
Ansonia Public Schools  
(insert LEA 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, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(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

Name: *(typed)* Carol Merlone, Ed.D.

Title: *(typed)* Superintendent of Schools

Date: 5/2/18