

Allocations

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$13,855,464.00		\$1,623,168.00		\$194,675.00		\$229,536.00	\$15,902,843.00
Total		\$13,855,464.00		\$1,623,168.00		\$194,675.00		\$229,536.00	\$15,902,843.00

Talent

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- | | |
|---|--|
| <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 type="checkbox"/> Evaluation | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth
10 Administrators; 2 Curriculum Instructional Teachers to Building Leadership Capacity and Calibrated Site Observations: Site-based PD for site-level administrators to 1) articulate the correlation between the high leverage instructional practices of higher order thinking questions as they relate to a standards-based objective, 2) identify strengths and weakness of instructional practices during classroom observations, 3) monitor classroom implementation and provide reliable feedback to classroom teachers and coaches, 4) produce and explain quantitative and qualitative data as it relates to district determined data points 5) develop talent at the site-based level. Site-Base PD from Engaging Schools Rationale: If CSDNB focuses on improving principal leadership capacity in literacy and math teaching and learning then teacher instructional practice will improve resulting in greater student achievement and closing the achievement gap. This will be a new practice for CSDNB in the Plan, Study, Do, Act redesign model.

Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019.

a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 6 Performance Coach District-wide Instructional Performance Coaches: To support classroom teachers in their implementation of high quality instruction: 1) articulate the correlation between the high leverage instructional practices of higher order thinking questions as they relate to a standards-based objective, 2) identify strengths and weakness of instructional planning and practice 3) provide reliable feedback to classroom teachers to improve practice, 4) produce and explain quantitative and qualitative data as it relates to district determined data points 5) develop talent at the site-based level 6) build capacity for sustainability. Rationale: If CSDNB focuses on improving instructional planning and practice in literacy and math teaching and learning then teacher instructional practice will improve resulting in greater student achievement and closing the achievement gap. This will be a new practice for CSDNB in the Plan, Study, Do, Act redesign model.

Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019.

1.3 Talent and Higher Education Partnerships Coordinator: Higher Education Focus Minority Recruitment and Retention: Background: A growing body of research shows that outcomes for students of color such as increased test scores, lower attendance, and lower suspension rates are positively affected by having teachers who are of the same color. The Talent and Higher Education Partnership Coordinator will play a vital role in establishing, cultivating and monitoring a minority recruitment pipeline with CSDNB and area colleges and universities. This individual will analyze hiring and minority retention trends to support and respond to both minority recruitment and retention. Rationale: If CSDNB diversifies the Teacher Pipeline to reach more students of color to teach in our CSDNB classrooms we will positively impact student achievement and engagement as well as improve the teaching and learning environment for all.

Increase CSDNB minority recruitment 27% to 37%. Establish a clear minority recruitment pipeline from NBHS Education Career Pathways to CCSU. Minority recruitment meetings held once per month to develop a viable plan. Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019.

Academics

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 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 checked="" type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input 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 checked="" type="checkbox"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

2.1 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 2 District Coordinators Curriculum, Instruction and Assessment CSDNB focus 1) analyze data to determine policy direction 2) ensure curriculum quality and equity, 3) implementation of standards-based assessments, 4) align progress monitoring 5) ensure system feedback to determine effectiveness & responsiveness. Coordination of District Initiative: 1) strategic & cohesive PD training & coaching to promote strategic & effective instructional practices at every level of the organization 2) ensure sustainability of best practices & capacity building. The district will staff curriculum coordinators to provide leadership and expertise in directing, implementing and managing New Britain University/STEAM Redesign initiative in order to improve teacher practices, ensure a cohesive curriculum rich in literature, writing and speaking, address the needs of students in our sub-groups, ensure the ESSA growth rates are obtained and close the achievement gap. The curriculum coordinators will provide the support the NBU/STEAM structures for planning and instruction, respond to the Curriculum Audit to ensure a viable curriculum is implemented, progress monitor and analyze benchmark, formative and summative assessments for trends and to establish next steps, and provide feedback to ensure fidelity and improvement. Rationale: If CSDNB focuses on improving a viable standards-based curriculum, analyzing authentic benchmark assessments and strategic progress monitoring to enhance instructional planning and practice in literacy and math then there will be an increase in student achievement and closing the achievement gap at a higher than average rate will occur.

Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019. Hispanic students increase score 3 & above on ELA from 14.7% to 24.7%; Math 8.9% to 18.9%. Black students ELA 21.7% to 31.7%; Math 11.5% to 21.5%

2.2 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 1 Enrichment Facilitator; 27 Enrichment Teacher; 19 ELD-SLD Teachers; 48 teachers; 8 math teachers; 10 ELA teachers; 1 Science Teacher; 1 Social Studies Teacher 1 tech teacher: To deliver Enrichment, ESL and SRBI and Academic Interventions: Support transformation initiative to establish and maintain: 1) quality core tier I planning and instruction 2) STEAM enrichment learning 3) elements of an effective RTI, 4) tiered strategies for implementation and monitor progress 5) coaching support for improved practice . Background CSDNB has been undergoing a new district-wide initiative to address our low performance in 10 out of the 12 ESSA areas. This New Britain University/STEAM Redesign Initiative will afford more time for teachers to collaboratively plan and implement strategic, rigorous and engaging lessons while students are engaged in Science, Technology, Engineers, Arts and Math project-based learning. This new STEAM initiative will be all K-8 schools in the District . The STEAM initiatives will allow for authentic implementation of ELA, Math, Science and Unified Arts standards and provide opportunities for instruction and interventions that match student interests. Rationale: If CSDNB creates opportunities for students to engage in STEAM project-based learning and receive necessary individual interventions in real-time to access grade-level literacy and numeracy then there will be an increase in student achievement and closing the achievement gap at a higher than average rate will occur.

Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019. Hispanic students increase score 3 & above on ELA from 14.7% to 24.7%; Math 8.9% to 18.9%. Black students ELA 21.7% to 31.7%; Math 11.5% to 21.5%

2.3 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 1
Administrator Graduation/Drop-Out Prevention: As part of CSDNB's strategic approach to support our most fragile academic and behaviorally challenged students, several intervention programs (Satellite Career Academy, Transition Center, STEPS and Brookside) have been established comprised of key CSDNB staff. Coordination of efforts will ensure students get what they need to be academically and behaviorally successful. The district will employ one administrator at Satellite Career Academy as a graduation/dropout prevention administrator to ensure our academically fragile and behaviorally challenged students enrolled in the district have the best possible opportunities to graduate. The graduation/dropout administrator will coordinate and support the teaching and learning environment that best matches the emotional, behavioral and academic needs of each fragile student. The administrator will support and ensure a small teaching and learning environment by establish clear expectations for student learning, oversee a rigorous and engagement rich curriculum, support student's goals for graduation and college and career readiness and coordinate services with community providers. Rationale: If CSDNB creates smaller teaching and learning environments for our most fragile and academically/behaviorally compromised students where they receive appropriate support in literacy and numeracy then there will be an increase in student achievement and on-time graduation rate.

Increase the New Britain High School 4 year graduation rate from 74.0% to 75.8%. Increase New Britain High School 6 year graduation rate 77.8% to 79.6%.

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <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 type="checkbox"/> Wraparound services | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth c. Core Priority #3- Improving chronic absenteeism and suspension rates
1 Attendance Supervisor 1 Attendance Officer; 2 Attendance Monitors: Coordinator, Attendance Supervisor and Liaison will receive Attendance Works:PD: 1) Develop a District-wide attendance team 2) to build capacity for district personnel to systematically improve district-wide attendance practices to improve attendance 3) Attendance Office to conduct an in-person diagnostic of up to four attendance teams 4) provide coaching support to improve their practice and address individual challenges. Create PD schedule for Attendance Works professional development; Baseline attendance team and progress monitor functionality to include process and next steps. Rationale: If the district participates in the CSDE Office of Student Supports partnership with Attendance Works to strengthen the district attendance team, and a review of data collection and attendance tracking policies and practices will be conducted we will see a decrease in chronic absenteeism.

Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Reduce chronic absenteeism from 20.1% in 2016 to 17.8% in 2019; Increase family engagement satisfaction as indicated on the Parent Survey to 30%. School four-year graduation rate from 70.4% in 2016 to 75.8% in 2019 Increase New Britain High School six-year graduation rate 70.6% in 2016 to 79.6% in 2019

3.2 a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth c. Core Priority #3- Improving chronic absenteeism and suspension rates Behavior Management: Boys Town The Boys Town model identifies and leverages existing assets to address and mitigate specific behavioral challenges using a proactive approach to teaching and learning. Boys Town work will continue to support the diagnostic needs assessment, planning, consensus building, implementation, and preparation for sustainability. Rationale: If CSDNB staff engages in a proactive and restorative approach to our students' behaviors we will see a decrease in student referrals, in and out of school suspensions and expulsions.

Reduce chronic absenteeism from 20.1% in 2016 to 17.8% in 2019; Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019. Hispanic students increase score 3 & above on ELA from 14.7% to 24.7%; Math 8.9% to 18.9%. Black students ELA 21.7% to 31.7%; Math 11.5% to 21.5%

3.3 Two Parent Liaisons & One ISS Restorative BSA New Britain High School leadership team, facilities management will explore the feasibility of establishing a Welcoming Center with the feedback from Nellie Mae. Developing an on-site Welcoming Center that is sensitive to the diverse needs of our families is essential to eliminating barriers or challenges; Rationale: If CSDNB creates a Welcome Center at New Britain High School for families to receive the information and resources they need then more students will attend New Britain High School and student achievement will increase. 3.2 District Priority #3 One ISS Behavior Support Assistant @ NBHS: BSA will structure ISS with Restorative practices to help student reflect on behaviors; restore relationships and make healthy choices families face in becoming more involve in their child's school. Rationale: If CSDNB creates an In-school Suspension Room where restorative practices assist students in making better decisions academically, behaviorally and socially then there will be a decrease in barrier behaviors and increase in student achievement.

Increase family engagement satisfaction as indicated on the Parent Survey to 30%. Reduce chronic absenteeism from 20.1% in 2016 to 17.8% in 2019; Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019. Hispanic students increase score 3 & above on ELA from 14.7% to 24.7%; Math 8.9% to 18.9%. Black students ELA 21.7% to 31.7%; Math 11.5% to 21.5%

Operations

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|--|---|
| <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 type="checkbox"/> Technology integration | <input type="checkbox"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:

Aligned SMART Goals:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

4.1 1 Grant Specialist-Grant Specialist: Grant Specialist will oversee and monitor grant funding as well as grant expenditures to ensure of alignment resources. Rationale: If CSDNB creates central grant management system then there will be greater efficiencies in use of grant dollars.

Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

Increase the DPI percentage of students scoring at or above level 3 on the SBAC ELA from 49.5% in 2016 to 53.5% and SBAC Math from 43.3% in 2016 to 48.1% in 2019. Increase the SBAC Growth Model from in ELA 42.2% in 2016 to 51.1% and Math 44.9% in 2016 to 53.4% in 2019. Hispanic students increase score 3 & above on ELA from 14.7% to 24.7%; Math 8.9% to 18.9%. Black students ELA 21.7% to 31.7%; Math 11.5% to 21.5%

Related Documents

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 ESSA Milestones

Alliance District Grant Budget

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$11,417,642.14
200 - Personal Services > Employee Benefits	\$2,106,483.68
300 - Purchased Professional and Technical Services	\$240,167.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$91,171.18
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$11,417,642.14

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 Enrichment Facilitator Coordinate the CSDNB Enrichment curriculum, staffing and technical needs of the transformation redesign \$103,792.00
Purpose:	01 - Public School Activities	27 Enrichment Teachers (27 @ Diloreto, Gaffney, Holmes, Smalley, Smith, Chamberlain, Lincoln, Pulaski, Northend, Slade) e Provide target enrichment learning while teachers are collaborating \$2,188,221.00
Focus Area:	Academics Goal 2.2	19 ELD-SLD Teachers (BOE, Diloreto, Gaffney, Holmes, Lincoln, Northend, Pulaski, Slade, Smalley, Smith, Vance, NBHS) English Language Development Teachers \$1,611,148.40
LEA / School:	New Britain School District (089-000)	Teachers (48 @ Chamberlain, Dilo, Gaffney, Holmes, Jefferson, Lincoln, Northend, RELC, Smalley, Smith, Vance) 2 .2g Reading, English Language Arts, Math, Early Literacy and Middle School Reform teachers \$3,775,435.00
Quantity:	1.00	Technology -(.4 FTE @BOE) Technology Resource Teacher (DW IT Trainer and Proctor for Testing) \$41,656.80
Cost:	\$8,950,889.48	6 Math Teachers @ Slade, Pulaski, NBHS, Satellite Career Academy Middle/High School Reform Math Instruction \$672,891.00
Line Item Total:	\$8,950,889.48	10 ELA teachers @ Brookside, Diloreto, Pulaski, Satellite Career Academy, NBHS Middle/High School Reform Math Instruction \$774,842.00 1 Science Teacher Middle School Reform Science Instruction \$98,601.00 1 Social Studies Teacher Middle School Reform Social Studies Instruction \$70,964.00

Object:	100 - Personal Services > Salaries	Administrators (10 @ Smalley, Holmes, Gaffney Chamberlain, Vance, Lincoln, Slade, Diloreto, Pulaski) Ensure feasibility administration to teacher ratio for teacher evaluation/supervision and development \$1,274,149.94 District CIT Teachers (2 @ BOE) To support professional development, curriculum development and teacher evaluation. \$165,916.00
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$1,440,065.94	
Line Item Total:	\$1,440,065.94	
Object:	100 - Personal Services > Salaries	6 Performance Coach District-wide Instructional Performance Coach To support classroom teachers in their implementation of high quality instruction. \$464,622.00
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$464,622.00	
Line Item Total:	\$464,622.00	
Object:	100 - Personal Services > Salaries	District Coordinators: PreK-5/6-12 (2 @ BOE) Coordinate the Department of Academics Team, including CIT Teachers to provide ongoing high quality curriculum, professional development and support to administrators and teachers. 282,869.72
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Britain School District (089-000)	

Quantity:	1.00	
Cost:	\$282,869.72	
Line Item Total:	\$282,869.72	
Object:	100 - Personal Services > Salaries	1 Attendance Supervisor @ BOE Oversee site-based attendance teams \$82,037.00 2 Attendance Monitors @ \$24,000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$106,037.00	
Line Item Total:	\$106,037.00	
Object:	100 - Personal Services > Salaries	1 Grant Specialist e Oversee all state, local, foundation grants for t district \$68,601.00
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$68,601.00	
Line Item Total:	\$68,601.00	

Object:	100 - Personal Services > Salaries	<p>Talent and Higher Education Partnership Coordinator (.41 @ BOE)</p> <p>The Talent and Higher Education Partnership Coordinator will play a vital role in establishing, cultivating and monitoring a minority recruitment pipeline with CSDNB and area colleges and universities. This individual will analyze hiring and minority retention trends to support and respond to both minority recruitment and retention.</p> <p>\$59,557.00</p>
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$59,557.00	
Line Item Total:	\$59,557.00	
Object:	100 - Personal Services > Salaries	<p>2 Welcoming Center Staff @ New Britain High School \$30,000</p> <p>1 ISS Behavior Support Assistant @ NBHS \$15,000</p>
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$45,000.00	
Line Item Total:	\$45,000.00	
Total for 100 - Personal Services > Salaries:		\$11,417,642.14
Total for all other Objects:		\$2,437,821.86
Total for all Objects:		\$13,855,464.00
Allocation:		\$13,855,464.00
Remaining:		\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$2,106,483.68

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	1 Enrichment Facilitator Coordinate the CSDNB Enrichment curriculum, staffing and technical needs of the transformation redesign \$25,811.24
Purpose:	01 - Public School Activities	27 Enrichment Teachers (27 @ Diloreto, Gaffney, Holmes, Smalley, Smith, Chamberlain, Lincoln, Pulaski, Northend, Slade) e Provide target enrichment learning while teachers are collaborating \$390,819.48
Focus Area:	Academics Goal 2.2	19 ELD-SLD Teachers (BOE, Diloreto, Gaffney, Holmes, Lincoln, Northend, Pulaski, Slade, Smalley, Smith, Vance, NBHS) English Language Development Teachers \$292,113.50
LEA / School:	New Britain School District (089-000)	Teachers (48 @ Chamberlain, Diloreto, Gaffney, Holmes, Jefferson, Lincoln, Northend, RELC, Smalley, Smith, Vance) Reading, English Language Arts, Math, Early Literacy and Middle School Reform teachers \$736,807.00
Quantity:	1.00	Technology -(.4 FTE @BOE) Technology Resource Teacher (DW IT Trainer and Proctor for Testing) \$10,326.52
Cost:	\$1,735,048.64	6 Math Teachers @ Slade, Pulaski, NBHS, Satellite Career Academy Middle/High School Reform Math Instruction \$110,954.94
Line Item Total:	\$1,735,048.64	10 ELA teachers @ Brookside, Diloreto, Pulaski, Satellite Career Academy, NBHS Middle/High School Reform Math Instruction \$122,390.21 1 Science Teacher Middle School Reform Science Instruction \$20,490.51 1 Social Studies Teacher

		Middle School Reform Social Studies Instruction \$25,335.24
Object:	200 - Personal Services > Employee Benefits	Administrators (10 @ Smalley, Holmes, Gaffney Chamberlain, Vance, Lincoln, Slade, Diloreto, Pulaski) 1 r .1 Ensure feasibility administration to teacher ratio f teacher evaluation/supervision and development \$141,384.58 District CIT Teachers (2 @ BOE) 1 .1 To support professional development curriculum development and teacher evaluation. \$36,299.75
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$177,684.33	
Line Item Total:	\$177,684.33	
Object:	200 - Personal Services > Employee Benefits	6 Performance Coach District-wide Instructional Performance Coach 1 .2 support classroom teachers in their implementation of high quality instruction. \$89,314.78
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$89,314.78	
Line Item Total:	\$89,314.78	
Object:	200 - Personal Services > Employee Benefits	1 Grant Specialist Oversee all state, local, foundation grants for the district \$36,075.39

LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$21,727.07	
Line Item Total:	\$21,727.07	
Object:	200 - Personal Services > Employee Benefits	Talent & Higher Education Partnership Coordinator at the Board of Education (.41 @ BOE) 1 .3 to establish and maintain a minority recruitment and retention pipeline \$17,787.90
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$17,787.90	
Line Item Total:	\$17,787.90	
Object:	200 - Personal Services > Employee Benefits	2 Welcome Staff Liaisons @ NBHS \$175 1 Behavioral Support Assistant @ NBHS \$210
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	

Cost:	\$385.00	
Line Item Total:	\$385.00	

Total for 200 - Personal Services > Employee Benefits: \$2,106,483.68

Total for all other Objects: \$11,748,980.32

Total for all Objects: \$13,855,464.00

Allocation: \$13,855,464.00

Remaining: \$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$240,167.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Boystown instructional/leadership professional development
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$85,000.00	
Line Item Total:	\$85,000.00	
Object:	300 - Purchased Professional and Technical Services	Perkins Group 1 Build instructional leadership capacity of district leaders \$44,820 StuderGroup Talent Development \$17,000.00
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$61,820.00	

Line Item Total:	\$61,820.00	
Object:	300 - Purchased Professional and Technical Services	Boystown Leadership Professional Development: decrease in/out of school suspension, improve student-teacher relationships and improve climate and culture of all buildings. \$46,472
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$46,472.00	
Line Item Total:	\$46,472.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Attendance Works: contracted consultants to improve student attendance with new

Purpose:	01 - Public School Activities	attendance tool and rubric and professional development of attendance teams. \$13,800
Focus Area:	Climate Goal 3.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$13,800.00	
Line Item Total:	\$13,800.00	
Object:	300 - Purchased Professional and Technical Services	Teacher PD: Conference for Multi-Sensory Education \$1075 Sub Coverage \$5,000 PowerSchool University Conference to build monitoring tools and blended learning \$7,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$13,075.00	
Line Item Total:	\$13,075.00	
Total for 300 - Purchased Professional and Technical Services:		\$240,167.00
Total for all other Objects:		\$13,615,297.00
Total for all Objects:		\$13,855,464.00
Allocation:		\$13,855,464.00
Remaining:		\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$91,171.18

Budget Detail		Narrative Description
Object:	600 - Supplies	Instructional supplies to support transformation design
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$73,873.43	
Line Item Total:	\$73,873.43	
Object:	600 - Supplies	Intervention Platform Wilson Reading/Orton Gillingham \$17,297.75
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$17,297.75	
Line Item Total:	\$17,297.75	
Total for 600 - Supplies:		\$91,171.18

Total for all other Objects:	\$13,764,292.82
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Total for all Objects:	\$13,855,464.00
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Allocation:	\$13,855,464.00
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Remaining:	\$0.00
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Alliance District Grant Budget Overview

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location: All - \$13,855,464.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		11,417,642.14	11,417,642.14
200 - Personal Services > Employee Benefits		2,106,483.68	2,106,483.68
300 - Purchased Professional and Technical Services		240,167.00	240,167.00
600 - Supplies		91,171.18	91,171.18
Total		13,855,464.00	13,855,464.00
		Allocation	13,855,464.00
		Remaining	0.00

Priority School District Grant Budget

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$1,363,753.70
200 - Personal Services > Employee Benefits	\$259,414.30
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,623,168.00
Allocation	\$1,623,168.00
Remaining	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$1,363,753.70

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 10 Classroom Teachers @ Jefferson, Chamberlain, Vance, Holmes, Lincoln, Gaffney, Roosevelt Rationale: If CSDNB focuses on improving instructional planning and practice in literacy and math teaching and learning then teacher instructional practice will improve resulting in greater student achievement and closing the achievement gap. This will be a new practice for CSDNB in the Plan, Study, Do, Act redesign model.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$715,126.00	
Line Item Total:	\$715,126.00	
Object:	100 - Personal Services > Salaries	a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 5 STEAM @ Holmes, Northend, Lincoln, Jefferson Rationale: If CSDNB creates opportunities for students to engage in STEAM project-based learning and receive necessary individual interventions in real-time to access grade-level literacy and numeracy then there will be an increase in student achievement and closing the achievement gap at a higher than average rate will occur.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$471,560.00	
Line Item Total:	\$471,560.00	
Object:	100 - Personal Services > Salaries	a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.3	<p>1 Administrator Graduation/Drop-Out</p> <p>Prevention As part of CSDNB's strategic approach to support our most fragile academic and behaviorally challenged students, several intervention programs (Satellite Career Academy, Transition Center, STEPS and Brookside) have been established comprised of key CSDNB staff. Coordination of efforts will ensure students get what they need to be academically and behaviorally successful.</p> <p>Rationale: If CSDNB creates smaller teaching and learning environments for our most fragile and academically/behaviorally compromised students where they receive appropriate support in literacy and numeracy then there will be an increase in student achievement and on-time graduation rate.</p>	
LEA / School:	New Britain School District (089-000)		
Quantity:	1.00		
Cost:	\$123,029.70		
Line Item Total:	\$123,029.70		
Object:	100 - Personal Services > Salaries	<p>a. Core Priority #1- Improving literacy proficiency and growth</p> <p>b. Core Priority #2- Improving math proficiency and growth</p> <p>c. Core Priority #3- Improving chronic absenteeism and suspension rates</p> <p>1 Grant Assistant @ BOE to oversee coordination of grant efforts.</p> <p>Rationale: If CSDNB creates central grant management system then there will be greater efficiencies in use of grant dollars to reach our #1, #2, #3 Core Priority.</p>	
Purpose:	01 - Public School Activities		
Focus Area:	Operations Goal 4.1		
LEA / School:	New Britain School District (089-000)		
Quantity:	1.00		
Cost:	\$54,038.00		
Line Item Total:	\$54,038.00		
		Total for 100 - Personal Services > Salaries:	\$1,363,753.70
		Total for all other Objects:	\$259,414.30
		Total for all Objects:	\$1,623,168.00
		Allocation:	\$1,623,168.00
		Remaining:	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$259,414.30

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 10 Classroom Teachers @ Jefferson, Chamberlain, Vance, Holmes, Lincoln, Gaffney, Roosevelt Rationale: If CSDNB focuses on improving instructional planning and practice in literacy and math teaching and learning then teacher instructional practice will improve resulting in greater student achievement and closing the achievement gap. This will be a new practice for CSDNB in the Plan, Study, Do, Act redesign model.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$175,840.87	
Line Item Total:	\$175,840.87	
Object:	200 - Personal Services > Employee Benefits	a. Core Priority #1- Improving literacy proficiency and growth b. Core Priority #2- Improving math proficiency and growth 5 STEAM @ Holmes, Northend, Lincoln, Jefferson Rationale: If CSDNB creates opportunities for students to engage in STEAM project-based learning and receive necessary individual interventions in real-time to access grade-level literacy and numeracy then there will be an increase in student achievement and closing the achievement gap at a higher than average rate will occur.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$40,731.59	
Line Item Total:	\$40,731.59	
Object:	200 - Personal Services > Employee Benefits	a. Core Priority #1- Improving literacy proficiency and growth

Purpose:	01 - Public School Activities	<p>b. Core Priority #2- Improving math proficiency and growth</p> <p>1 Administrator Graduation/Drop-Out</p> <p>Prevention As part of CSDNB's strategic approach to support our most fragile academic and behaviorally challenged students, several intervention programs (Satellite Career Academy, Transition Center, STEPS and Brookside) have been established comprised of key CSDNB staff. Coordination of efforts will ensure students get what they need to be academically and behaviorally successful.</p> <p>Rationale: If CSDNB creates smaller teaching and learning environments for our most fragile and academically/behaviorally compromised students where they receive appropriate support in literacy and numeracy then there will be an increase in student achievement and on-time graduation rate.</p>
Focus Area:	Academics Goal 2.3	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$26,247.43	
Line Item Total:	\$26,247.43	
Object:	200 - Personal Services > Employee Benefits	<p>a. Core Priority #1- Improving literacy proficiency and growth</p> <p>b. Core Priority #2- Improving math proficiency and growth</p> <p>c. Core Priority #3- Improving chronic absenteeism and suspension rates</p> <p>1 Grant Assistant @ BOE to oversee coordination of grant efforts.</p> <p>Rationale: If CSDNB creates central grant management system then there will be greater efficiencies in use of grant dollars to reach our #1, #2, #3 Core Priority.</p>
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$16,594.41	
Line Item Total:	\$16,594.41	
Total for 200 - Personal Services > Employee Benefits:		\$259,414.30
Total for all other Objects:		\$1,363,753.70
Total for all Objects:		\$1,623,168.00
Allocation:		\$1,623,168.00
Remaining:		\$0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,363,753.70	1,363,753.70
200 - Personal Services > Employee Benefits		259,414.30	259,414.30
Total		1,623,168.00	1,623,168.00
		Allocation	1,623,168.00
		Remaining	0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Students in grades 3-5 will have 30 minutes per day of targeted, small group reading instruction in their deficit area as measured by Northwest Evaluation Association Benchmark Scores and 30 minutes of homework support. The remaining 90 minutes will be targeted on oral language development and CCSS speaking and listening standards development through experiential learning (performing arts, intramural sport activities, etc.)

2. Description of the type of health and recreational activities offered.

Students in grades 3-5 will be offered recreational activities that help develop team building skills, individual fitness, and good sportsmanship. Activities offering nutritional education activities, urban gardening and life skill development activities supporting good mental health such as conflict resolution activities.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Criteria for Student Participation

Students scoring in the 20th percentile and below (Lo Band) as measured by the Primary Northwest Evaluation Association Map and MAP benchmark assessments administered each year September, January and May as well as teacher recommendation based on the student profile of the BESS screener as well as those who were invited to attend mandatory summer school and enrichment. Extended school day hours begin at the close of the elementary school day (3:35) until 6:00, Monday- Friday per week. The 2017-2018 program runs from January- June.

4. Description of how the district will ensure the program supports the regular school curriculum.

The District hires a Facilitator of Extended day programs to ensure alignment between the regular school day and the extended learning time. The Facilitator works under the direction of the Coordinator of Leadership Development and Higher Education Partnership and building principals to implement the

District-wide systematic, targeted interventions and programs based on district- and school-based literacy, language and numeracy data.

5. Description of how the program provides for community involvement (40 percent of funding must support community partners).

The District is a partner on the Coalition for New Britain's Youth and collaborates with Community Based Organizations to provide programming. The district completes an RFP process inviting all community organizations to participate.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

Each school program within the building has a site leader who has the responsibility of coordinating the activities at the school level in conjunction with any other activities that might be occurring at the school. For example: the YMCA runs a parent funded after school child care program in all our elementary school building. The Facilitator of Extended Day programs works with all agencies to coordinate service to best serve students and accommodate spacing needs.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Parents are asked to volunteer on an as needed basis. Each site coordinator has the responsibility of developing relationships and soliciting parent volunteers. The District Facilitator of Extended Day collaborates with the District parent educators to involve parents as advisories to after school opportunities.

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

The School District and the Superintendent have sanctioned the ESH collaborative partnerships for years. Under the direction of the Coordinator of Leadership Development and Higher Education Partnership, site coordinators works with building principals and the facilitator to ensure access to school facilities and Equipment.

Projected School And Student Participation

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations , student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
Chamberlain Diloreto Gaffney Holmes Jefferson Linc	1-5	400	Monday-Friday 3:30-6:00	18

Program Evaluation

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Criteria for Selection into Extended Day Program

1. Students who score in the substantially deficient band as measured by Primary Northwest Evaluation Association Map and Map Benchmark assessments (20th percentile and below), and/or
2. Students who attended summer programming, and/or
3. Students who fit the student profile according to the BESS screener and/or
4. Building Principal recommendation

Student performance will be assessed using Be Northwest Evaluation Association Benchmarks for Fall, Winter, Spring measures in Reading, Language and Math.

Students in the literacy programs or math programs will be evaluated using district progress monitoring tools.

Student attendance for school and the program will also be monitored through report cards and PowerSchool reports.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Northwest Evaluation Association Benchmark Assessment Data (fall, winter, spring)

District Benchmark Assessments

District progress monitoring tools for literacy, numeracy

Attendance and behavioral referral data

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$43,918.00
200 - Personal Services > Employee Benefits	\$37,205.44
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$113,551.56
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$43,918.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1 Facilitator to oversee the Extended School Hours programs throughout the district.
Purpose:	01 - Public School Activities	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$43,918.00	
Line Item Total:	\$43,918.00	
Total for 100 - Personal Services > Salaries:		\$43,918.00
Total for all other Objects:		\$150,757.00
Total for all Objects:		\$194,675.00
Allocation:		\$194,675.00
Remaining:		\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

200 - Personal Services > Employee Benefits - \$37,205.44

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for 1 Facilitator to oversee the Extended School Hours programs throughout the district.
Purpose:	01 - Public School Activities	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$37,205.44	
Line Item Total:	\$37,205.44	
Total for 200 - Personal Services > Employee Benefits:		\$37,205.44
Total for all other Objects:		\$157,469.56
Total for all Objects:		\$194,675.00
Allocation:		\$194,675.00
Remaining:		\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$113,551.56

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for extended school hours programs	
Purpose:	01 - Public School Activities		
LEA / School:	New Britain School District (089-000)		
Quantity:	1.00		
Cost:	\$113,551.56		
Line Item Total:	\$113,551.56		
		Total for 600 - Supplies:	\$113,551.56
		Total for all other Objects:	\$81,123.44
		Total for all Objects:	\$194,675.00
		Allocation:	\$194,675.00
		Remaining:	\$0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		43,918.00	43,918.00
200 - Personal Services > Employee Benefits		37,205.44	37,205.44
600 - Supplies		113,551.56	113,551.56
Total		194,675.00	194,675.00
		Allocation	194,675.00
		Remaining	0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

Students scoring on MAP Northwest Evaluation Association Assessments (winter and spring) scoring in the substantially deficient band will be provided with early back summer session.

Ell students in grades k-3 will be provided English Language Development (ELD) instruction in early back summer session

2. Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Teachers with early literacy experience will be chosen to work with students through an application and interview process.

Training in foundational reading skill development (CCSS) will be provided to all staff prior to start date.

Weekly data team meetings during the summer session will be held for staff to enable them to analyze weekly assessments and make necessary adjustments.

Teachers will also be trained in Social Emotional Learning (SEL) strategies through the Well Managed Classroom curriculums (a Boys Town program) which the District and community partners have used for three years.

3. Criteria for establishing the curricula for the summer program

Morning Academic Sessions from 8-1 five days weekly for three weeks

Curricula was developed based on the needs of the summer learners with a balanced approach to literacy throughout the morning session. By using our core text (Houghton Mifflin Journeys) phonics

scope and sequence with an explicit multisensory approach to teaching phonics will be used daily. The DSA will be used as a pre and post measure to determine the growth students make as a result of this. Summer school provides morning remediation support for students followed by afternoon enrichment activities aligned with morning sessions.

Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Diloreto Magnet School (serving students from Cham	Post -K-post 3	Monday-Friday A.M. 8:00-3:00 Academic/Enrichment	3

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

We have constructed a progress-monitoring log in Power School to monitor students' progress and track interventions. Students attending summer school will be progress monitored and Power School will keep a historical record of this intervention (summer school). Attendance data and behavior data will also be tracked

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$212,000.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$17,536.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$212,000.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	54 Teachers (48 Reg teachers, 3 Lead teachers and 3 Parent out-reach teachers) 3 BSA's 4 Paras
Purpose:	01 - Public School Activities	
LEA / School:	New Britain School District (089-000)	
Quantity:	1.00	
Cost:	\$212,000.00	
Line Item Total:	\$212,000.00	
Total for 100 - Personal Services > Salaries:		\$212,000.00
Total for all other Objects:		\$17,536.00
Total for all Objects:		\$229,536.00
Allocation:		\$229,536.00
Remaining:		\$0.00

Budget Detail

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

600 - Supplies - \$17,536.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	Summer school supplies	
Purpose:	01 - Public School Activities		
LEA / School:	New Britain School District (089-000)		
Quantity:	1.00		
Cost:	\$17,536.00		
Line Item Total:	\$17,536.00		
		Total for 600 - Supplies:	\$17,536.00
		Total for all other Objects:	\$212,000.00
		Total for all Objects:	\$229,536.00
		Allocation:	\$229,536.00
		Remaining:	\$0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		212,000.00	212,000.00
600 - Supplies		17,536.00	17,536.00
Total		229,536.00	229,536.00
		Allocation	229,536.00
		Remaining	0.00

New Britain School District (089-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|--|
| 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)	<p>(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 jobrelated 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.</p>
(c)	<p>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.</p>
(d)	<p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p>
(e)	<p>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.</p>
(f)	<p>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.</p>

(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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/16/2000 