

Allocations

Stamford School District (135-000) 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		\$3,249,448.00		\$2,014,494.00		\$270,672.00		\$313,139.00	\$5,847,753.00
Total		\$3,249,448.00		\$2,014,494.00		\$270,672.00		\$313,139.00	\$5,847,753.00

Talent

Stamford School District (135-000) 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 type="checkbox"/> Instructional coaching |
| <input checked="" type="checkbox"/> Hiring and placement processes | <input type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning | <input checked="" type="checkbox"/> Retention of top talent |
| <input checked="" 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 Teacher Recruitment and Diversity The diversity of teachers and administrators will be promoted by participating in the CSDE's program to increase staff diversity, attending minority fairs and funding a coordinator of Talent Acquisition and Development to manage talent recruitment. With regard to building capacity of teachers of English Language Learners, we will be enrolling up to 10 teachers in TESOL programs sponsored by ARCTELL and SCSU. Rationale: Research indicates the positive impact on student achievement in cases where the demographics of the teaching staff reflect the demographics of the student population. At present, the student population in SPS includes 70% minority students while staff includes 22% minority teachers. The Human Resource department is expanding its responsibilities to extend beyond compliance and include staff to manage talent recruitment and development. Staff PD for new and current teachers is cited in research as key to student achievement

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.

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

1.2 Support for New Teachers New teachers will be supported by the continuation of the TEAM Program and work of the Professional Growth Development and Evaluation program (PGDE) steering committee. Teachers will use software to facilitate this work. For PGDE program, our district uses Protraxx system to consolidate goal setting, observations and other performance information through customizable, electronic forms. Administrators and teachers can easily access more pertinent and important information about teacher performance Beginning teachers who hold an initial educator certificate and are required to participate in TEAM are paired with a trained mentor who will provide support throughout the TEAM induction process. The intranet system used to monitor the TEAM requirements is through CTTEAM. Rationale: According to the Connecticut State Department of Education, the TEAM (Teacher Education and Mentoring) Program is designed to "provide support to new teachers to help bridge the gap between theory and practice." Students are the beneficiaries when teachers have a system of support that guides them through the "purposeful exploration of professional practice ...and personal reflection." The Professional Growth, Development and Evaluation Program extends the work of the TEAM Program in that both are intended to promote teacher growth.

1.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

Academics

Stamford School District (135-000) 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 type="checkbox"/> Full-day kindergarten
<input checked="" type="checkbox"/> Assessment systems	<input checked="" 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 checked="" 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**" ...

2.1 Focus School Support Focus schools include Rippowam Middle School and Westhill High School. At Rippowam, an International Baccalaureate (IB) School, training for teachers around IB instructional practices will continue with assistance from Rogers IB Coordinators (as Rogers Magnet School is also an IB school); professional development will be provided around mental trauma and compassionate educational practices; staff will participate in the PBIS program at Cooperative Educational Services (CES). At Westhill, a comprehensive "needs assessment" will be initiated to understand the root causes of pervasive achievement gaps. The study will include Roxbury Elementary School and Cloonan Middle School, feeder schools to Westhill. The District is creating an Request for Proposal to choose a consultant to help with this work. Rationale: Student performance at IB schools is typically high. The performance of students at Rogers International School, Stamford's IB school, is particularly strong. It is in the interest of the district to replicate the academic success of the Rogers' IB Program at Rippowam. Achievement gaps between majority and minority students have been long standing at Westhill High School. Reform efforts including ninth grade teaming have not resolved the issue. The examination of "root" causes including staff bias may assist us to unlock problems and move forward.

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 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

2.2 Strengthen Core Instruction in Literacy, Math and Science. At the elementary level, core instruction in literacy will be strengthened by continuing PreK programs at Davenport, Roxbury and KT Murphy schools with 1.7 teacher positions and 4 paras, continuing 8.5 Instructional Support Teachers and ,providing instruction in literacy and math in before, during and after school programs. In Math, the Dream Box on-line program will continue. In Science, field experiences at local science centers will continue. To move beyond the traditional curriculum, the Creative Problem Solving Program will continue at four elementary schools with additional schools to be added. Assistance will be provided to staff to develop Innovative Programs including co-curricular enrichment activities, HOTS and IB. At the secondary level, in partnership with the Stamford Public Education Foundation (SPEF), tutors will be provided for students struggling in Algebra I and struggling high school athletes, Advanced Placement study sessions for AP students will be offered, the Read 180 and Math 180 programs will be expanded to include professional development and materials and the Edgenuity credit recovery program will be initiated at the Alternate Routes to Success (ARTS) program. Advancement Via Individual Determination program AVID will continue to grow at three middle schools and two high schools. Rationale: In the 2016-17 school year, research showed us that too many students were being referred for SRBI services. It was determined that core instruction by classroom teachers needed to be strengthened. Students in the PreK classes are outscoring peers on the mClass reading measure in the kindergarten year. Students in the Literacy How pilot schools are showing gains on the mClass reading measure. The Algebra I tutoring program is increasing the number of students passing Algebra I.

2.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

2.3 Professional Development (PD) PD will be provided in a variety of ways. New teachers, will be required to complete 8 modules in English Language instructional strategies as required by the Department of Justice. All teachers and counselors will participate in PD to ensure that SRBI is integrated into the fabric of school programs and delivered with fidelity. Selected secondary teachers will be provided with intensive on site-coaching to implement the Read 180 and Math 180 instructional programs. With a focus on Literacy, Literacy How consultants will continue to work with elementary schools on scheduling to ensure that all students are receiving all components of the core curriculum, PreK teachers will attend workshops and coaching will continue at 3 elementary school with plans for other schools to join. PD with consultant assistance with middle school leaders will be provided to staff to increase the efficacy of team work. District leaders and high school staff will work with SERC to establish a multi-tiered system of academic and behavioral support. District leaders will provide PD to building administrative teams to strengthen School Improvement Plans. Subs will be provided to all schools to facilitate the required four annual Focus Walks for teachers to observe instructional practices of their colleagues and to allow teachers to attend Connecticut K-4 Literacy Initiative workshops. Rationale: The PD provided to teachers in the past two years regarding instruction of English Learners has been praised by the Department of Justice. Until recently, teachers of Read 180 and Math 180 were left to follow guidelines. With coaching introduced in 2016-17, the selection of appropriate students for these programs has improved dramatically along with the scheduling of the specific program components. As a result, we are seeing gains by students both on Read 180 and Math 180 internal measures as well as on the Smarter Balanced assessments.

2.3. In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

Stamford School District (135-000) 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 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 checked="" 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**" ...

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.

3.1 Improve attendance and reduce chronic absenteeism To improve attendance and reduce chronic absenteeism, Stamford will implement a Family Advocate program at Turn of River Middle School and Northeast Elementary, its feeder school; continue .5 Outreach Coordinator at Davenport Ridge School; provide substitutes to cover teachers to attend PBIS training at Rippowam School; professional development in selected schools as related to their School Improvement Plans on strategies to assist students to overcome academic and non academic barriers; disseminate an RFP and fund a plan to decrease the number of bus safety issues on Roxbury's 18 school buses; continue the implementation of the Positive Discipline program at Roxbury School; initiate the Panorama Student Success platform for students in the the Alternate Routes to Success program; and upgrade the Naviance program to premier status. The Naviance program is a software program that helps district and schools align student strengths and interests to postsecondary goals. Rationale: For the past two years, Stamford Public Schools has addressed chronic absenteeism and attendance. However, many schools continue to be challenged by attendance issues. The district intends to continue collaboration with the Mayor's Attendance Advisory Committee and the CSDE to develop a framework to improve student attendance and reduce chronic absenteeism as well as to describe current school initiatives and track attendance outcomes. Research from Attendance Works and the Connecticut State Department of Education highlights the very negative impact of student absenteeism. A number of Stamford Schools have shown distinct reductions in chronic absenteeism. It is necessary to bring these positive outcomes to scale.

3.1 In alignment with ESSA goal targets, reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2018-19 target of 8.3%.

3.2 Promote engagement of parents in their children's education As a distinctly diverse district, SPS struggles to include all parents as partners in educating our students. However, we continue to observe disparities in PTO representation, School Governance Committees and attendance at school events, Open School House and Parent Report Card conferences. In the effort to engage parents, the district plans to Continue Parent Facilitators at all 21 schools; continue the district-wide Family Resource Facilitators; provide professional development to Parent Facilitators in conjunction with Connecticut Educational Services (CES); hold three district-wide Community Forums for families. Rationale: Researchers have evidence to indicate the positive effects of parent involvement on children, families and schools when schools and parents continuously support children's learning and development. Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status or parents' education level, if parents are successfully engaged. On the most recent Spring 2018 School Climate Survey, parents reported being welcomed to schools and provided with a variety of opportunities to be involved. Results were particularly positive for the parents responding to the Spanish survey.

3.2 In alignment with ESSA goal targets, reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2018-19 target of 8.3%.

3.3 Personalize the educational experience for secondary school students Beginning in 2013-14, the district initiated a "Call to Action" to revitalize the secondary school experience. The research pointed to the need to personalize instruction because "one size does not fit all." To continue on the path of secondary school reform, the district is interested in revising middle and high school schedules to extend the length of periods to include flex time. In addition, the following strategies will be implemented: continue a .4 College and Career Readiness Coordinator at Stamford High to assist students with post-secondary plans; fund teacher extra service to work with consultants on high school scheduling; SRBI implementation, and internship based learning opportunities; provide substitute coverage for teacher training around IB instructional practices, mental trauma and compassionate educational practices and the PBIS program at Cooperative Educational Services (CES); work with a RESC to provide planning and onsite coaching for secondary teachers of academic enrichment classes at middle schools and academic support classes at high schools, including substitute coverage and materials; partner with Mayor's Youth Leadership Council to increase public awareness of social issues such as suicide prevention, sexual harassment and healthy dating; continue dropout prevention for teen mothers in partnership with Family Centers. Rationale: Revision of secondary schedules should provide longer class periods to facilitate "deep" class lessons to align with Common Core standards as well as to include a flex period to address individual student needs. Professional development for teachers around SRBI, internships, IB, academic enrichment and academic support all are intended to personalize the high school experience for students.

3.3 In alignment with ESSA goal targets, reduce chronic absenteeism from the 2016-17 baseline at 8.9% to the 2018-19 target of 8.3%. To increase the adjusted four-year cohort graduation rate from the 2015-16 baseline of 88.5% to the 2018-19 target of 89.8%; to increase the adjusted six-year adjusted cohort graduation rate from the 2015-16 baseline of 92.3% to the 2018-19 target of 92.8%.

Operations

Stamford School District (135-000) 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:

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- 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 checked="" type="checkbox"/> Extended learning time |
| <input checked="" 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 Extend goals of the Three Year Technology Plan In 2015-16, Stamford Public Schools initiated a Three Year Technology Plan. A key feature of the plan was a focus on the use of technology to support instruction, rather than on the quantity of technology devices. Not surprisingly, the need to continue to integrate technology into instruction persists. For 2018-19, the district is committed to integrating technology into the curriculum using Chromebooks and Google online. Rationale: The purpose of technology in schools is to support instruction and promote 21st century skills around research, higher order thinking and collaboration. As a paradigm shift, time is needed to pivot staff away from using technology for worksheets, etc., but in innovative ways to promote critical and creative thinkers.

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.

4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

4.2 Enhance staffing to promote student achievement K-12 The Alliance Grant gives the district the opportunity to fund staff to support its Strategic District Improvement Plan. Included are: Coordinator for SRBI programs, Research Analyst, Teacher for Special Assignment in math, administrative interns at three schools, Coordinator for English Language Program, Director and Assistant Director for Grants, School Family Resource Facilitator, district wide Family Resource Facilitator, Family Resource Facilitator at Westhill High School and Director of Preschool. Consultant to assist with work for State testing and reporting. Rationale: Quality staff is essential for a district to be successful. Stamford's "bimodal" student population requires a rich staff to address learning needs of students across a wide spectrum. Additionally, Stamford is very mindful of the comprehensive need to enhance curriculum, instruction and assessment along with a positive, supportive school climate to graduate students prepared for college or career.

4.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

4.3 Strengthen systems for data analysis The best efforts of a school district to provide an effective environment for student learning requires teachers to have ongoing information regarding key school indicators. For 2018-19, the Alliance proposal includes subs and materials for monthly District Data Team meetings, tools to capture, analyze and report in initiatives in Stamford's Strategic District Improvement Plan, a consultant to assist with work for State testing and reporting, and to fund a portion of a Knowledge Management tool to create a repository of key documents, processes and procedures. The system will be indexed for key work search capabilities. the Knowledge Management tool will improve the efficiency of the district and Stamford will be the first district to undertake this type of project. Rationale: To implement responsible data based decision making, it is necessary to have accurate and timely data and staff to provide analyses and generate reports.

4.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) in English Language Arts (ELA) from the 2016-17 baseline at 65.6% to the 2018-19 target at 67.1%; to increase the DPI in math from the 2016-17 baseline at 61.9% to the 2018-19 target at 63.9%; to increase the growth in ELA from the 2016-17 baseline at 57.3% to the 2018-19 target at 63.9%; to increase the growth in math from the 65.5% baseline to the 2018-19 target at 70.8%

Related Documents

Stamford School District (135-000) 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	 Stamford ESSAMilestones

Alliance District Grant Budget

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$1,755,034.00
200 - Personal Services > Employee Benefits	\$291,388.00
300 - Purchased Professional and Technical Services	\$954,469.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$65,938.00
600 - Supplies	\$174,219.00
700 - Property	\$8,400.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$1,755,034.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Provide instruction in literacy and math through before and after school intervention services or by overseeing certified teacher/tutors during the day for targeted students at all schools. This represents \$10,000 for each school (21 schools) to provide tutoring services. Teachers receive hourly extra service stipends for work done outside the school day. Tutors receive hourly rate during the day. These are not full time positions.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$210,000.00	
Line Item Total:	\$210,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Coordinator of Talents Development, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$152,186.00	
Line Item Total:	\$152,186.00	
Object:	100 - Personal Services > Salaries	.9 Coordinator for Scientifically Research Based Instruction Coordinator, District-Wide.

Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$136,967.00	
Line Item Total:	\$136,967.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Administrative Intern to promote student achievement at Roxbury School.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$116,442.00	
Line Item Total:	\$116,442.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Teacher on Special Assignment for Professional Development, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	

Quantity:	1.00	
Cost:	\$105,470.00	
Line Item Total:	\$105,470.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Teacher on Special Assignment for Math, K-12, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$97,695.00	
Line Item Total:	\$97,695.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Administrative Intern to promote student achievement at the Academy of Information, Technology and Engineering.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	The Academy of Information Technology (135-6411)	
Quantity:	1.00	
Cost:	\$96,098.00	
Line Item Total:	\$96,098.00	

Total:		
Object:	100 - Personal Services > Salaries	1.0 FTE Administrative Intern to promote student achievement at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$93,249.00	
Line Item Total:	\$93,249.00	
Object:	100 - Personal Services > Salaries	.5 FTE College and Career Readiness Coordinator, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$76,093.00	
Line Item Total:	\$76,093.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher, grades 3-5 at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	

LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$74,949.00	
Line Item Total:	\$74,949.00	
Object:	100 - Personal Services > Salaries	1.0 FTE PreK teacher at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$64,887.00	
Line Item Total:	\$64,887.00	
Object:	100 - Personal Services > Salaries	.5 FTE Assistant Director of Grants Compliance, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$62,945.00	

Line Item Total:	\$62,945.00	
Object:	100 - Personal Services > Salaries	Substitute coverage for new teachers to complete eight modules in English Language instructional strategies and continue training for current teachers as required by the Department of Justice. Modules 1-4 2 sessions X 2 modules X \$90 X 35 substitutes = \$12,600 Modules 5 and 6 2 sessions X \$90 X 35 substitutes = \$6,300 Modules 7 and 8 2 sessions X \$90 X 35 = \$6,300 Studio Model 6 Sessions x \$90 x 15 substitutes = \$8,100 Advanced Model - peer coaching 1 1/2 days x \$90 x 120 substitutes = \$16,200 EL Teacher training \$90 x 75 = \$6,750
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$56,250.00	
Line Item Total:	\$56,250.00	
Object:	100 - Personal Services > Salaries	.7 FTE PreK teacher at Roxbury School (.3 of position in another grant).
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$49,857.00	
Line Item Total:	\$49,857.00	
Object:	100 - Personal Services > Salaries	.4 College and Career Readiness Coordinator to assist students with post-secondary plans at Stamford High School.
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford High School (135-6111)	
Quantity:	1.00	
Cost:	\$37,230.00	
Line Item Total:	\$37,230.00	
Object:	100 - Personal Services > Salaries	1.0 FTE PreK Para educator at Roxbury School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$34,937.00	
Line Item Total:	\$34,937.00	
Object:	100 - Personal Services > Salaries	1.0 FTE PreK Para educator at K.T. Murphy School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	K. T. Murphy School (135-0511)	
Quantity:	1.00	

Cost:	\$34,837.00	
Line Item Total:	\$34,837.00	
Object:	100 - Personal Services > Salaries	.5 FTE Outreach Coordinator to improve attendance, reduce chronic absenteeism and promote engagement of parents in their children's education
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$34,765.00	
Line Item Total:	\$34,765.00	
Object:	100 - Personal Services > Salaries	.2 FTE Director of Grants, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$34,075.00	
Line Item Total:	\$34,075.00	
Object:	100 - Personal Services > Salaries	1.0 FTE PreK para educator at Davenport Ridge School.

Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$31,265.00	
Line Item Total:	\$31,265.00	
Object:	100 - Personal Services > Salaries	.3 Research Analyst, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$30,196.00	
Line Item Total:	\$30,196.00	1.0 FTE PreK para educator at School Readiness Program
Object:	100 - Personal Services > Salaries	
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	

Quantity:	1.00	
Cost:	\$28,399.00	
Line Item Total:	\$28,399.00	
Object:	100 - Personal Services > Salaries	Advanced Placement Focused Tutoring and Study Sessions to support students in AP classes and exams. 8 AP coordinators X 20 hours X \$15 per/hr = \$4,560 20 teachers X \$44 pr/hr X 20 hours = \$17,600
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$22,160.00	
Line Item Total:	\$22,160.00	
Object:	100 - Personal Services > Salaries	Subs for Focus Walks at 7 schools 4 subs X 6 meetings X \$90 = \$15,120
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$15,120.00	
Line Item Total:	\$15,120.00	

Object:	100 - Personal Services > Salaries	<p>Provide professional development to staff in selected schools as related to their School Improvement Plans on strategies to assist students to overcome academic and non academic barriers.</p> <p>Presentation by SPS staff: 2 teachers X \$115 per hour X 2 hours per month X 6 months X 5 schools =\$13,800</p>
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$13,800.00	
Line Item Total:	\$13,800.00	
Object:	100 - Personal Services > Salaries	<p>Subs for District Data Team meetings. 10 subs X 8 meetings X \$90 = \$7200</p>
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$7,200.00	
Line Item Total:	\$7,200.00	
Object:	100 - Personal Services > Salaries	<p>Substitute coverage for work with consultants to provide planning and on-site coaching for middle and high school teachers teaching the Academic/Enrichment Classes at the middle schools and the Academic Support Classes at the high schools.</p> <p>Coaching will focus on providing training to teachers that will strengthen Tier II and Tier III intervention during these classes.</p> <p>80 subs X \$90 = \$7,200</p>
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	

Cost:	\$7,200.00	
Line Item Total:	\$7,200.00	
Object:	100 - Personal Services > Salaries	Substitutes to cover teachers to attend six trainings in PBIS at CES 10 teachers X 6 days X \$90 = \$5,400
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$5,400.00	
Line Item Total:	\$5,400.00	
Object:	100 - Personal Services > Salaries	Cover the cost of substitutes for teachers to attend the PBIS workshop training at CES. 6 days X 10 teachers X \$90 per day per sub = \$5,400
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Climate Goal 3.1	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$5,400.00	
Line Item Total:	\$5,400.00	
Object:	100 - Personal Services > Salaries	Hold three district-wide Community Forums for families.

Purpose:	01 - Public School Activities	Teacher presenters, translators, child care and supplies.
Focus Area:	Climate Goal 3.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Object:	100 - Personal Services > Salaries	Teacher extra service to work with consultant on high school schedule changes that support student centered instruction, SRBI, work-based learning opportunities and teacher collaboration. 131 hours divided by teacher committee X \$38 per hour = \$4978
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$4,978.00	
Line Item Total:	\$4,978.00	
Object:	100 - Personal Services > Salaries	PGDE steering committee meetings after school 2 meetings X 2 hours X \$38 per hour X 30 members =\$4,560
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Stamford School District (135-000)	

Quantity:	1.00	
Cost:	\$4,560.00	
Line Item Total:	\$4,560.00	
Object:	100 - Personal Services > Salaries	Substitutes for teachers for professional development around school connectedness, mental trauma and compassionate educational practices in the classroom and school community setting. 8 teachers X 5 days X \$90 = \$3,600
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$3,600.00	
Line Item Total:	\$3,600.00	
Object:	100 - Personal Services > Salaries	International Baccalaureate (IB) Coordinators within in the district will present staff training at Rippowam a Focus School, around IB instructional practices and strategies. 4 workshops X 2 hours each X 2 presenters X \$114 =\$1,824
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$1,824.00	
Line Item Total:	\$1,824.00	

Total for 100 - Personal Services > Salaries: \$1,755,034.00

Total for all other Objects: \$1,494,414.00

Total for all Objects: \$3,249,448.00

Allocation: \$3,249,448.00

Remaining: \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

200 - Personal Services > Employee Benefits - \$291,388.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for PreK para educator at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$24,110.00	
Line Item Total:	\$24,110.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Teacher on Special Assignment for math, K-12, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$23,819.00	

Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Administrative Intern at Academy of Information, Technology and Engineering.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	The Academy of Information Technology (135-6411)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	

Object:	200 - Personal Services > Employee Benefits	Benefits for PreK Teacher at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Administrative Intern at Roxbury School.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Coordinator of Talents Development, District-Wide
Purpose:	01 - Public School Activities	

Focus Area:	Talent - Goal 1.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$22,948.00	
Line Item Total:	\$22,948.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Teacher on Special Assignment for professional development, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$19,109.00	
Line Item Total:	\$19,109.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Instructional Support Teacher, grades 3-5 at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	

Quantity:	1.00	
Cost:	\$19,109.00	
Line Item Total:	\$19,109.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for PreK teacher at Roxbury School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$16,673.00	
Line Item Total:	\$16,673.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Coordinator of Scientifically Research Based Intervention programs, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$16,569.00	
Line Item Total:	\$16,569.00	

Total:		
Object:	200 - Personal Services > Employee Benefits	Benefits for Coordinator of College and Career Readiness, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,205.00	
Line Item Total:	\$9,205.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Assistant Director of Grants Compliance, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,179.00	
Line Item Total:	\$9,179.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for PreK Para Educator at School Readiness Program.
Purpose:	01 - Public School Activities	

Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,089.00	
Line Item Total:	\$9,089.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for PreK para educator at K.T.Murphy School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	K. T. Murphy School (135-0511)	
Quantity:	1.00	
Cost:	\$9,089.00	
Line Item Total:	\$9,089.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for PreK para educator at Roxbury School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Roxbury School (135-0911)	

Quantity:	1.00	
Cost:	\$9,089.00	
Line Item Total:	\$9,089.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Director of Grants, District-Wide
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$3,682.00	
Line Item Total:	\$3,682.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for College and Career Counselor, District-Wide.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford High School (135-6111)	
Quantity:	1.00	
Cost:	\$3,592.00	
Line Item Total:	\$3,592.00	

Total:		
Object:	200 - Personal Services > Employee Benefits	Benefits for Outreach Coordinator at Davenport Ridge School.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$850.00	
Line Item Total:	\$850.00	

Total for 200 - Personal Services > Employee Benefits: \$291,388.00

Total for all other Objects: \$2,958,060.00

Total for all Objects: \$3,249,448.00

Allocation: \$3,249,448.00

Remaining: \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$954,469.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	In partnership with Stamford Public Education Foundation (SPEF), a Community Agency, students will receive during the day Algebra 1 tutoring support
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford High School (135-6111)	
Quantity:	1.00	
Cost:	\$282,658.00	
Line Item Total:	\$282,658.00	
Object:	300 - Purchased Professional and Technical Services	In partnership with Stamford Education Foundation (SPEF) two coordinators, one at Stamford High and one at Westhill High will oversee the Student Athletics tutoring program to support high school varsity athletes. (\$40,000 for each coordinator)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$80,000.00	

Line Item Total:	\$80,000.00	
Object:	300 - Purchased Professional and Technical Services	In collaboration with a community agency implement a Family Advocate program at Turn of River Middle School and their feeder school, Northeast elementary school.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$70,000.00	
Line Item Total:	\$70,000.00	
Object:	300 - Purchased Professional and Technical Services	
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$67,500.00	
Line Item Total:	\$67,500.00	
Object:	300 - Purchased Professional and Technical Services	Work with SERC to provide professional development support to establish a multi-

Purpose:	01 - Public School Activities	tiered system of academic and behavioral support for each secondary school.
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	300 - Purchased Professional and Technical Services	With consultant assistance initiate a comprehensive "needs assessment" at Westhill High School, Cloonan Middle School and Roxbury Elementary School to understand root causes for pervasive achievement gaps in grades, enrollment in honors courses, attendance and disciplinary infractions.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$50,000.00	
Line Item Total:	\$50,000.00	
Object:	300 - Purchased Professional and Technical Services	To decrease the number of bus safety issues on the 18 buses, Roxbury School held two Community Conversations at the neighborhood Community Agency. Parents, drivers and other members of the community shared ideas and planned strategies regarding safety on buses and bus stops. The district would like to create a request for Proposal that will focus on the plan discussed.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	

Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	300 - Purchased Professional and Technical Services	To fund a portion of a Knowledge Management tool to create a repository of key documents, processes and procedures. The system will be indexed for key word search capabilities. The knowledge Management tool will improve the efficiency of the district and Stamford will be the first district to undertake this type of project.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	300 - Purchased Professional and Technical Services	Continue SRBI initiative at the secondary schools; reinforce protocols for fidelity, program monitoring and regular assessment of student progress with the assistance of outside consultants.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	
Object:	300 - Purchased Professional and Technical Services	Continue professional development at two elementary schools in Creative Problem Solving coupled with Social Emotional Learning training and introduce this program to

Purpose:	01 - Public School Activities	two additional schools. The professional development will be presented by an outside vendor/consultant.
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	
Object:	300 - Purchased Professional and Technical Services	Consultant to work with middle school staff to continue the implementation of the middle school redesign project with professional development around teaming and teacher collaboration.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	300 - Purchased Professional and Technical Services	Continue the implementation of the Positive Discipline program which was implemented schoolwide 2 years ago with funding from a grant that will expire in September. Positive Discipline Consultant to provide professional development and feedback to teaching and administrative staff through meetings and visits. 81 hours (9 full days and 9 half days) X \$225 per hour = \$18,225
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Roxbury School (135-0911)	

Quantity:	1.00	
Cost:	\$18,225.00	
Line Item Total:	\$18,225.00	
Object:	300 - Purchased Professional and Technical Services	Technical assistance for the Alternative Routes to Success (ARTs) program. The ARTs program targets high school students who have had repeated school difficulties. The technical assistance will include professional development for teachers/principals and counselors, explore various tools using the Panorama Student Success Platform.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$17,190.00	
Line Item Total:	\$17,190.00	
Object:	300 - Purchased Professional and Technical Services	Program fees to provide field experiences related to classroom curriculum at local science centers during the day for elementary students. (Bartlett Arboretum and Stamford Museum and Nature Center)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$16,716.00	
Line Item Total:	\$16,716.00	
Object:	300 - Purchased Professional and Technical Services	Consultant to work with a committee on high school schedule changes that support

Purpose:	01 - Public School Activities	students centered instruction, SRBI, work-based learning opportunities and teacher collaboration. Consultant fee = \$15,000
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	300 - Purchased Professional and Technical Services	Consultant to assist with work for State testing and reporting
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	300 - Purchased Professional and Technical Services	Work with consultants to provide planning and on-site coaching for middle and high school teachers teaching the Academic/Enrichment Classes at the middle schools and the Academic Support Classes at the high schools. Coaching will focus on providing training to teachers that will strengthen Tier II and Tier III intervention during these classes. 12 days of training X \$1200 per day = \$14,400
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA /	Stamford School District (135-000)	

School:		
Quantity:	1.00	
Cost:	\$14,400.00	
Line Item Total:	\$14,400.00	
Object:	300 - Purchased Professional and Technical Services	Provide professional development to staff in selected schools as related to their School Improvement Plans on strategies to assist students to overcome academic and non academic barriers. Connecticut Regional Centers Consultants to provide PD: 5 schools X 2 days X \$1200=12000
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Object:	300 - Purchased Professional and Technical Services	Consultant to provide training in English Language instructional strategies, modules 1-4 as required by the Department of Justice. 2 trainers x 2 sessions x \$3,000 = \$12,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$12,000.00	

Line Item Total:	\$12,000.00	
Object:	300 - Purchased Professional and Technical Services	Professional development services in early literacy for prek teachers district wide. 10 sessions X \$1200 = \$12,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$12,000.00	
Line Item Total:	\$12,000.00	
Object:	300 - Purchased Professional and Technical Services	Professional Development by a consultant with the Student Support staff and entire staff with training around school connectedness, mental trauma and compassionate educational practices in the classroom and school community setting.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$11,000.00	
Line Item Total:	\$11,000.00	
Object:	300 - Purchased Professional and Technical Services	Continue work with consultant on elementary scheduling to ensure that all students are

Purpose:	01 - Public School Activities	receiving all components of the core curriculum particularly EL, SPED and Title I students. \$800 X 13 elementary schools = \$10,400
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,400.00	
Line Item Total:	\$10,400.00	
Object:	300 - Purchased Professional and Technical Services	Support staff to develop Innovative Programs, e.g., co-curricular enrichment programs, IB programming, HOTS and online credit recovery opportunities through the collaboration of central office, principals, parents and students.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	300 - Purchased Professional and Technical Services	Consultant to work with middle school administration and school leaders on becoming an effective team member
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	

LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	300 - Purchased Professional and Technical Services	<p>Three pilot elementary schools were involved in Literacy How coaching and professional development in the 2017-18 school year and will continue through the 2018-19 school year.</p> <p>The district is interested in expanding the program to other elementary schools. Funding will be use to work with Literacy How to create a plan of expansion.</p> <p>Consultant fees are \$5,000</p>
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Object:	300 - Purchased Professional and Technical Services	<p>Implement PBIS training at Rippowam, a Focus School, in conjunction with CES.</p>
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1 Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$4,000.00	

Line Item Total:	\$4,000.00	
Object:	300 - Purchased Professional and Technical Services	Provide professional development to school counselors to clarify their role in the SRBI process. 3 day training Facilitator #1 = \$500 Facilitator #2 \$1400X 2 days=\$2,800
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$3,300.00	
Line Item Total:	\$3,300.00	
Object:	300 - Purchased Professional and Technical Services	Continue International Baccalaureate (IB) Training for teachers around IB instructional practices and strategies with the assistance of a consultant. Two days X \$1200 = \$2400
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$2,400.00	
Line Item Total:	\$2,400.00	
Object:	300 - Purchased Professional and Technical Services	Work with Connecticut Regional Centers to provide professional development

Purpose:	01 - Public School Activities	workshop for Parent Facilitators. Parent Facilitators acts as a bridge between school and families. Parent facilitators translate and direct families to local resources. There are 21 parent facilitators working in 21 schools. 2 workshops X \$1200= \$2,400
Focus Area:	Climate Goal 3.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$2,400.00	
Line Item Total:	\$2,400.00	
Object:	300 - Purchased Professional and Technical Services	In collaboration with Connecticut Regional Center, present family workshops at local community centers. 8 workshops x 2 hours X \$150 per hour= \$2,400
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$2,400.00	
Line Item Total:	\$2,400.00	
Object:	300 - Purchased Professional and Technical Services	Supplies for professional development activities for school counselors to clarify their role in the SRBI process. 40 books x \$22 = = \$880
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	

Quantity: 1.00

Cost: \$880.00

Line Item
Total: \$880.00

Total for 300 - Purchased Professional and Technical Services: \$954,469.00

Total for all other Objects: \$2,294,979.00

Total for all Objects: \$3,249,448.00

Allocation: \$3,249,448.00

Remaining: \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

500 - Other Purchased Services - \$65,938.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Buses to transport students home from after school intervention programs at all schools.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	500 - Other Purchased Services	Buses to transport students to science programs to participate in activities related to classroom curriculum.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$18,850.00	
Line Item Total:	\$18,850.00	

Object:	500 - Other Purchased Services	<p>Teacher Training: Enroll teachers for cross certification in the ARCTELL and Southern Connecticut State University TESOL programs.</p> <p>ARCTELL - 4 teachers X \$1200 = \$4,800</p> <p>SCSU - 8 teachers X \$1,000 = \$8,000</p>
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$12,800.00	
Line Item Total:	\$12,800.00	
Object:	500 - Other Purchased Services	<p>Cover the cost of 25 teacher leaders to attend multiple sessions of CK4LI early literacy training in CT locations.</p>
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$7,224.00	
Line Item Total:	\$7,224.00	
Object:	500 - Other Purchased Services	<p>Provide professional development to staff in selected schools as related to their School Improvement Plans on strategies to assist students to overcome academic and non academic barriers.</p> <p>Workshops in Connecticut travel and registration fee:</p> <p>5 schools X 5 teachers X \$125 registration fee = \$3,125</p>
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	

Cost:	\$3,125.00		
Line Item Total:	\$3,125.00		
Object:	500 - Other Purchased Services	Travel to minority recruitment fairs in Connecticut	
Purpose:	01 - Public School Activities		
Focus Area:	Talent - Goal 1.1		
LEA / School:	Stamford School District (135-000)		
Quantity:	1.00		
Cost:	\$2,500.00		
Line Item Total:	\$2,500.00		
Object:	500 - Other Purchased Services	Cover the Cost of teachers to attend PBIS training in Trumbull. 10 teachers X .545 per mile X 22 miles X 2 (round trip) X 6 sessions = \$1,438.80	
Purpose:	01 - Public School Activities		
Focus Area:	Climate Goal 3.1		
LEA / School:	Rippowam Middle School (135-5811)		
Quantity:	1.00		
Cost:	\$1,439.00		
Line Item Total:	\$1,439.00		
		Total for 500 - Other Purchased Services:	\$65,938.00
		Total for all other Objects:	\$3,183,510.00

Total for all Objects:	\$3,249,448.00
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Allocation:	\$3,249,448.00
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Remaining:	\$0.00
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Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$174,219.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Continue Dreambox program, an online Math program the delivers personalized math instruction which can be accessed in school and at home for students in K-5.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$97,230.00	
Line Item Total:	\$97,230.00	
Object:	600 - Supplies	Supplies and materials (including books and manipulatives) to implement the Read 180 and Math 180 intervention program at the secondary level.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$16,000.00	
Line Item Total:	\$16,000.00	
Object:	600 - Supplies	Edgenuity, credit recovery program, for the Alternative Routes to Success (ARTs)

Purpose:	01 - Public School Activities	program. The ARTs program targets high school students who have had repeated school difficulties.
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	
Object:	600 - Supplies	CTTEAM Dashboard Software license for TEAM members
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$11,599.00	
Line Item Total:	\$11,599.00	
Object:	600 - Supplies	Upgrade to the Naviance program, a software that help districts and schools align student strengths and interests to post secondary goals, improving student outcomes and connecting learning to life. Upgrade subscription to Premier status which will allow more refined disaggregated analyses
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,000.00	

Line Item Total:	\$10,000.00	
Object:	600 - Supplies	Support staff to develop Innovative Programs, e.g., co-curricular enrichment programs, IB programming, HOTS and online credit recovery opportunities through the collaboration of central office, principals, parents and students.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,000.00	
Line Item Total:	\$10,000.00	
Object:	600 - Supplies	
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Rippowam Middle School (135-5811)	
Quantity:	1.00	
Cost:	\$4,000.00	
Line Item Total:	\$4,000.00	
Object:	600 - Supplies	Design Tableau software to report on key indicators as included in Stamford's five-year Strategic District Improvement Plan.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.3	

LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$4,000.00	
Line Item Total:	\$4,000.00	
Object:	600 - Supplies	Supplies and materials for middle school teachers teaching the Academic/Enrichment Classes and the high school teachers teaching Academic Support Classes. Materials will focus on providing training to teachers that will strengthen Tier II and Tier III intervention during these classes.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$3,390.00	
Line Item Total:	\$3,390.00	
Object:	600 - Supplies	Supplies and materials for activities related to the work with the City of Stamford Mayor's office to develop a framework with strategies to improve student attendance and reduce chronic absenteeism. The group will describe current initiatives at schools and track attendance outcomes.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$3,000.00	
Line Item Total:	\$3,000.00	
		Total for 600 - Supplies:
		\$174,219.00

Total for all other Objects:	\$3,075,229.00
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Total for all Objects:	\$3,249,448.00
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Allocation:	\$3,249,448.00
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Remaining:	\$0.00
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Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

700 - Property - \$8,400.00

Budget Detail		Narrative Description
Object:	700 - Property	Purchase chromebooks to assist in the integration of technology into the curriculum as indicated in the Stamford Public Schools Technology plan. 30 chromebooks @ \$240 each = \$7,200 and 1 carts X \$1,200 each = \$1,200 Total = \$8,400.
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$8,400.00	
Line Item Total:	\$8,400.00	
		Total for 700 - Property: \$8,400.00
		Total for all other Objects: \$3,241,048.00
		Total for all Objects: \$3,249,448.00
		Allocation: \$3,249,448.00
		Remaining: \$0.00

Alliance District Grant Budget Overview

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		1,755,034.00	1,755,034.00
200 - Personal Services > Employee Benefits		291,388.00	291,388.00
300 - Purchased Professional and Technical Services		954,469.00	954,469.00
500 - Other Purchased Services		65,938.00	65,938.00
600 - Supplies		174,219.00	174,219.00
700 - Property		8,400.00	8,400.00
Total		3,249,448.00	3,249,448.00
		Allocation	3,249,448.00
		Remaining	0.00

Priority School District Grant Budget

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Object	Total
100 - Personal Services > Salaries	\$1,627,429.00
200 - Personal Services > Employee Benefits	\$223,856.00
300 - Purchased Professional and Technical Services	\$93,109.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$5,000.00
600 - Supplies	\$7,500.00
700 - Property	\$57,600.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$2,014,494.00
	Allocation \$2,014,494.00
	Remaining \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$1,627,429.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Continue partial salary for parent facilitators at all 21 schools. 10 hrs. X \$19.65 per hour X 21 schools X 40 weeks = \$165,060
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$165,060.00	
Line Item Total:	\$165,060.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Coordinator for the English Language program
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$136,967.00	
Line Item Total:	\$136,967.00	

Object:	100 - Personal Services > Salaries	1.0 FTE AVID teacher at Westhill High School (focus school)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Westhill High School (135-6311)	
Quantity:	1.00	
Cost:	\$116,083.00	
Line Item Total:	\$116,083.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Hart Magnet School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hart School (135-2211)	
Quantity:	1.00	
Cost:	\$113,154.00	
Line Item Total:	\$113,154.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Julia Stark School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA /	Julia A. Stark School (135-1211)	

School:		
Quantity:	1.00	
Cost:	\$111,699.00	
Line Item Total:	\$111,699.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Toquam Magnet School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Toquam Magnet School (135-1911)	
Quantity:	1.00	
Cost:	\$110,501.00	
Line Item Total:	\$110,501.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at K.T. Murphy School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	K. T. Murphy School (135-0511)	
Quantity:	1.00	
Cost:	\$110,501.00	
Line Item Total:	\$110,501.00	

Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Davenport School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$110,501.00	
Line Item Total:	\$110,501.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Rogers Magnet School.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Rogers International School (135-0811)	
Quantity:	1.00	
Cost:	\$98,970.00	
Line Item Total:	\$98,970.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Instructional Support Teacher K-2 at Springdale School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Springdale School (135-1111)	

School:		
Quantity:	1.00	
Cost:	\$88,300.00	
Line Item Total:	\$88,300.00	
Object:	100 - Personal Services > Salaries	.5 FTE Continue partial salary for Director of Grants
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$85,189.00	
Line Item Total:	\$85,189.00	
Object:	100 - Personal Services > Salaries	.5 FTE Director of PreSchool
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$84,289.00	
Line Item Total:	\$84,289.00	

Object:	100 - Personal Services > Salaries	.5 Assistant Director of Grants Compliance
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$78,682.00	
Line Item Total:	\$78,682.00	
Object:	100 - Personal Services > Salaries	.7 FTE School Family Resource Facilitor
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$55,945.00	
Line Item Total:	\$55,945.00	
Object:	100 - Personal Services > Salaries	.5 FTE Instructional Support Teacher K-2 at Roxbury School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA /	Roxbury School (135-0911)	

School:		
Quantity:	1.00	
Cost:	\$49,967.00	
Line Item Total:	\$49,967.00	
Object:	100 - Personal Services > Salaries	.4 FTE Research Analyst
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$40,262.00	
Line Item Total:	\$40,262.00	
Object:	100 - Personal Services > Salaries	College tutors to tutor in AVID program as required by AVID certification guidelines (5 schools each receive \$7,000 for tutors) = 7,000 x 5 = \$35,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	

Object:	100 - Personal Services > Salaries	.3 FTE Family Resource Facilitator
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Westhill High School (135-6311)	
Quantity:	1.00	
Cost:	\$27,359.00	
Line Item Total:	\$27,359.00	
Object:	100 - Personal Services > Salaries	AVID program; substitutes for teachers during college visits. 10 trips x 2 subs x \$90 x 5 AVID schools=9,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,000.00	
Line Item Total:	\$9,000.00	
Total for 100 - Personal Services > Salaries:		\$1,627,429.00
Total for all other Objects:		\$387,065.00
Total for all Objects:		\$2,014,494.00
Allocation:		\$2,014,494.00
Remaining:		\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$223,856.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Hart School (135-2211)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Toquam Magnet School (135-1911)	
Quantity:	1.00	
Cost:	\$23,819.00	

Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Springdale School (135-1111)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Julia A. Stark School (135-1211)	
Quantity:	1.00	
Cost:	\$23,819.00	
Line Item Total:	\$23,819.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Coordinator of English Language program

Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$20,653.00	
Line Item Total:	\$20,653.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for AVID teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Westhill High School (135-6311)	
Quantity:	1.00	
Cost:	\$19,109.00	
Line Item Total:	\$19,109.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	

LEA / School:	K. T. Murphy School (135-0511)	
Quantity:	1.00	
Cost:	\$19,109.00	
Line Item Total:	\$19,109.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Roxbury School (135-0911)	
Quantity:	1.00	
Cost:	\$11,910.00	
Line Item Total:	\$11,910.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Assistant Director of Grants
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	

Cost:	\$11,474.00	
Line Item Total:	\$11,474.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for School Family Resource Facilitator
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$10,089.00	
Line Item Total:	\$10,089.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Director of Grants
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,205.00	
Line Item Total:	\$9,205.00	

Object:	200 - Personal Services > Employee Benefits	Benefits for Director of PreK
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,205.00	
Line Item Total:	\$9,205.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Rogers International School (135-0811)	
Quantity:	1.00	
Cost:	\$8,979.00	
Line Item Total:	\$8,979.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for Family Resource Facilitator (.3)
Purpose:	01 - Public School Activities	

Focus Area:	Climate Goal 3.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$7,146.00	
Line Item Total:	\$7,146.00	
Object:	200 - Personal Services > Employee Benefits	Benefits for IST Teacher
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Davenport Ridge School (135-2011)	
Quantity:	1.00	
Cost:	\$1,701.00	
Line Item Total:	\$1,701.00	
Total for 200 - Personal Services > Employee Benefits:		\$223,856.00
Total for all other Objects:		\$1,790,638.00
Total for all Objects:		\$2,014,494.00
Allocation:		\$2,014,494.00
Remaining:		\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

300 - Purchased Professional and Technical Services - \$93,109.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Partnership with Mayor's Youth Leadership Council, a year long after school group that increases public awareness of social issues such as suicide prevention, sexual harassment and healthy dating at the three high schools.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$38,000.00	
Line Item Total:	\$38,000.00	
Object:	300 - Purchased Professional and Technical Services	Partnership with SoundWaters, a science-based community agency to provide an after school STEM program. The program will focus on STEM activities and is open to all middle school students.
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$25,957.00	
Line Item Total:	\$25,957.00	

Object:	300 - Purchased Professional and Technical Services	AVID Center membership fee for five schools = \$19,495
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$19,495.00	
Line Item Total:	\$19,495.00	
Object:	300 - Purchased Professional and Technical Services	Continue drop out prevention program for teen mothers in partnership with Family Centers.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$9,657.00	
Line Item Total:	\$9,657.00	
Total for 300 - Purchased Professional and Technical Services:		\$93,109.00
Total for all other Objects:		\$1,921,385.00
Total for all Objects:		\$2,014,494.00

Allocation: \$2,014,494.00

Remaining: \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

500 - Other Purchased Services - \$5,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Busses for AVID Connecticut College tours (\$1,000 per school, 5 schools) \$5,000
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Total for 500 - Other Purchased Services:		\$5,000.00
Total for all other Objects:		\$2,009,494.00
Total for all Objects:		\$2,014,494.00
Allocation:		\$2,014,494.00
Remaining:		\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

600 - Supplies - \$7,500.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for AVID program. Each school receives \$1,500 \$1500 X 5 schools = \$7,500 Finally, a request came in for graphing calculators.	
Purpose:	01 - Public School Activities		
Focus Area:	Academics Goal 2.2		
LEA / School:	Stamford School District (135-000)		
Quantity:	1.00		
Cost:	\$7,500.00		
Line Item Total:	\$7,500.00		
		Total for 600 - Supplies:	\$7,500.00
		Total for all other Objects:	\$2,006,994.00
		Total for all Objects:	\$2,014,494.00
		Allocation:	\$2,014,494.00
		Remaining:	\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

700 - Property - \$57,600.00

Budget Detail		Narrative Description
Object:	700 - Property	Purchase chromebooks to assist in the integration of technology into the curriculum as indicated in the Stamford Public Schools Technology plan. 92 chromebooks @ \$240 each = \$22,080 Makerbots (3 D Printers) for new middle school Technology and Innovation course. \$7104 per Makerbot X 5 middle schools = \$35,520
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$57,600.00	
Line Item Total:	\$57,600.00	
		Total for 700 - Property: \$57,600.00
		Total for all other Objects: \$1,956,894.00
		Total for all Objects: \$2,014,494.00
		Allocation: \$2,014,494.00
		Remaining: \$0.00

Stamford School District (135-000) 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		1,627,429.00	1,627,429.00
200 - Personal Services > Employee Benefits		223,856.00	223,856.00
300 - Purchased Professional and Technical Services		93,109.00	93,109.00
500 - Other Purchased Services		5,000.00	5,000.00
600 - Supplies		7,500.00	7,500.00
700 - Property		57,600.00	57,600.00
Total		2,014,494.00	2,014,494.00
		Allocation	2,014,494.00
		Remaining	0.00

Stamford School District (135-000) 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.

Each school is dedicated to providing academic support for identified students in language arts and mathematics. The support reflects basic changes in education through the increased use of technology. Specific programs, such as Reading A-Z, Read 180, System 44 and DreamBox, are used to enhance academic achievement as well as Math Masters which incorporates the use of an IPAD. In addition, academic support is offered through tutoring, small group instruction, homework help, and learning centers to support academic development. Many of the schools have included STEM activities in order to provide students with an understanding of the importance of integrating science, technology, engineering, and math. Each school's program focuses on hands-on learning, inquiry-based instruction, and dynamic, high interest activities structured to stimulate students' interests in academic endeavors and community service appropriate to the grade level.

At the elementary school level: In addition to academic support for literacy and math through tutoring, homework help, and online programs, students were offered the following opportunities: WeDo Robotics, garden club, Animal Embassy, Science Rocks, Mandarin Chinese, Latin, SoundWaters, knitting, painting, Math Counts, astronomy, chess, computers, hands-on science, book club, Odyssey of the Mind, mentoring, scratch programming and leadership programs.

At the middle school level: In addition to academic support for literacy and math through tutoring, homework help, and online programs, students were offered the following opportunities: computer club, career exploration, creative math, Red Cross first aid and CPR, chess, STEM robotics, yearbook, study buddies, Math Counts, student council, and space camp, etc. Other enrichment activities include Rachel's Challenge, student government, and Builders Club (Kiwanis).

At the high school level: In addition to academic support for literacy and math through homework assistance, tutoring centers, and National Honor Society tutoring, students were offered the following opportunities: engineering, mini-medical program, science club, robotics, and Latin dance. In addition programs that offer personal guidance, family support through workshops and family events, character development, and civic participation will be offered

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

There are many health and recreational activities offered at all levels, elementary, middle and high school that focus on the social and emotional needs of students. They include, but are limited to, African drumming, Art, cooking, Crafts Around the World, Chess, Dove Self-Esteem Program, Drama, Free Being Me, Girl Talk, Fun with Fitness, Kindness Club, LiveGirl, STEP, Yoga, and Zumba. Team sports, such as basketball, Field Hockey, football, soccer are also offered.

Students also participate in activities with an arts focus, such as Future Picassos, Art and Soul, crochet, rainbow weaving, pottery, storytelling, loving lyrics, and in a few schools, the annual musical.

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

The after school program is open to all students and is geared to support students' needs. Therefore, students enrolled in academic support activities are invited, encouraged, and/or recommended by their teachers to attend. Data from a variety of sources may be used. The enrichment activities are for the most part, first come, first served. All activities require parent/guardian permission to participate. Since space is limited, once enrolled, students are expected to attend regularly. Activities are offered at least twice a week for an hour to two hours. Transportation is provided for students requiring it.

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

The program supports the regular school curriculum by offering clubs, activities, or classes that concentrate on the foundational skills and competencies found in the State Standards and in district curriculum. The program extends and enhances the regular school day curriculum by providing activities that increase school performance, increase students' ability to learn, increase math, reading and writing skills, instill and develop a love of learning, improve attendance, and improve behavior. After school clubs, activities, and classes are, more often than not, taught by regular classroom

teachers who are extremely familiar with district curriculum, State Standards, the Alliance School Improvement Plan, and most importantly, their students. There is a strong connection and consistent communication between the classroom teachers and the after school instructors. Instructional Data Teams (IDT) analyze and provide data to teachers to ensure that students are being given the type of support they need. Courses provided by outside agencies are examined to ensure that content is aligned to district curriculum or to the State Standards. There is a partnership between students, teachers, and the coordinator of the program to ensure that students are receiving the assistance and support required.

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

Every school will use at least 40% of ESH funds to partner with a non-profit community based agency. Schools will partner with the following Community Based Organizations in the 2017-18 school year: Animal Embassy, Greenwich Audobon Center, Bartlett Arboretum, Domus, Girl Scouts, Backyard Humanitarians, Bruce Museum, Maritime Center, ROSCCO, Soundwaters, Stamford Center for the Arts, Stamford Museum & Nature Center, Stamford Recreational Services, and the Stamford Family YMCA.

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

Schools will partner with existing community agencies, such as ROSCCO, SoundWaters and the Stamford YMCA, to plan, develop and implement an integrated after school program. The competitive process that the District's Grant Office will disseminate through an RFP will encourage and mandate such coordination with existing agencies. School site administrators and ESH coordinators work with existing programs in the school to schedule time, space, personnel and resources to operate simultaneously. This allows students to maximize their opportunity to participate in a variety of activities.

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

Success of the Extended School Hour program is possible through the collaborative efforts of students, parents, teachers and staff members, and the community. Parents' input into the planning ensures that activities offered are exciting, challenging, and interesting for students. In certain instances, an activity would not be offered, unless a parent could serve as advisor.

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 superintendent and all principals support the academic and recreation programs at their school. They are involved in the program design and implementation from planning to evaluation of the program. Therefore, all facilities and equipment such as computer labs, media centers, gymnasiums, auditoriums and classrooms are open and available for the after school programming. Efforts are made by principals to include ESH programming in their School Improvement Plans to ensure building resources are maintained and utilized for the program.

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
Academy of Information, Technology, Engineering	9-12	525	Monday, Tuesday, Thursday, Friday 2:20-3:30	18
Davenport Elementary School	1-5	365	Tuesdays and Thursdays 3:45-4:45	10
Hart Magnet	K-5	425	Tuesday, Thursday 3:40-4:40 and Fridays 3:40-5:00	24
K T Murphy	K-5	202	Tuesdays and Tuesdays 3:45-4:45	10

Newfield	2-5	90	Monday, Tuesdays and Thursdays 3:00-4:15	10
Northeast	K-5	250	Tuesday and Thursdays 3:00-4:30	12
Rogers	K-8	800	Monday - Friday 3:45-4:45	10
Springdale	K-5	150	Tuesdays and Thursdays 3:45-4:45	12
Stark	K-5	250	Mondays and Thursdays 3:45-4:45	12
Stillmeadow	K-5	192	Mondays and Tuesdays 3:00-4:00	12
Strawberry Hill	K-2	165	Monday and Tuesdays 3:30-4:45	12
Toquam	1-5	100	Monday and Thursdays 3:45-5:15	12
Westover	K-5	370	Monday, Tuesday, Thursday 3:45-5:00	12
Rippowam	6-8	74	Monday, Tuesday, Thursday 2:20-3:30	12
Scofield	6-8	250	Monday, Tuesdays, Thursdays 2:30-4:00	12
Turn of River	6-8	95	Monday, Tuesday, Thursday 2:55-4:10	15
Stamford High School	9-12	95	Monday-Friday 2:20-3:30	15
Westhill High School	9-12	56	Tuesday 2:20-3:20 and Saturday 8-12	10
Roxbury	K-5	148	Monday, Tuesday, Thursday 3:30-5:00	12
Dolan	6-8	100	Monday, Tuesday, Thursday 2:30-3:30	12
Cloonan	6-8	125	Monday, Tuesday, Thursday 2:30-4:00	12

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:

Student performance will be assessed using the following measures:

- *Attendance in program at end of sessions.
- * mClass Benchmarks, Lexile Levels, Reading Inventory, Phonics Inventory and Math Inventory; mid year and end of year.
- *Teacher classroom assessments quarterly
- * Student end of session project completion
- *Completion of community service projects at end of sessions
- *Production and presentations and performances of end of session activities
- *Increase in parent involvement and attendance at school workshops
- *Data collected will be used in Instructional Data Team meetings to inform instructional practice
- *End of session, student survey

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

Results of district based formative assessments will be tracked by the individual schools and are centrally collected by the SPS research office. SPS ESH staff use a variety of data compilation and warehouse programs, such as and School Net a component of Power School, to identify students and determine the most effective research based strategies available to meet the needs of the students. Each individual school has designed its own attendance tracking system to track attendance of students in programming at the site level.

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Object	Total
100 - Personal Services > Salaries	\$114,000.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$130,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$16,000.00
600 - Supplies	\$10,672.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$270,672.00
	Allocation \$270,672.00
	Remaining \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$114,000.00

Budget Detail		Narrative Description	
Object:	100 - Personal Services > Salaries	To cover the cost of teachers at each of the schools to provide enrichment and/or academic achievement programs after school.	
Purpose:	01 - Public School Activities		
LEA / School:	Stamford School District (135-000)		
Quantity:	1.00		
Cost:	\$114,000.00		
Line Item Total:	\$114,000.00		
		Total for 100 - Personal Services > Salaries:	\$114,000.00
		Total for all other Objects:	\$156,672.00
		Total for all Objects:	\$270,672.00
		Allocation:	\$270,672.00
		Remaining:	\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

300 - Purchased Professional and Technical Services - \$130,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	To cover the cost of non profit agencies to provide enrichment activities after school. Non-profits will be determined by individual schools during the RFP process.
Purpose:	01 - Public School Activities	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$130,000.00	
Line Item Total:	\$130,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$130,000.00
Total for all other Objects:		\$140,672.00
Total for all Objects:		\$270,672.00
Allocation:		\$270,672.00
Remaining:		\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$16,000.00

Budget Detail		Narrative Description	
Object:	500 - Other Purchased Services	Cover the cost of transportation to transport students home after programs.	
Purpose:	01 - Public School Activities		
LEA / School:	Stamford School District (135-000)		
Quantity:	1.00		
Cost:	\$16,000.00		
Line Item Total:	\$16,000.00		
		Total for 500 - Other Purchased Services:	\$16,000.00
		Total for all other Objects:	\$254,672.00
		Total for all Objects:	\$270,672.00
		Allocation:	\$270,672.00
		Remaining:	\$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$10,672.00

Budget Detail		Narrative Description	
Object:	600 - Supplies	Supplies for after school enrichment programs.	
Purpose:	01 - Public School Activities		
LEA / School:	Stamford School District (135-000)		
Quantity:	1.00		
Cost:	\$10,672.00		
Line Item Total:	\$10,672.00		
		Total for 600 - Supplies:	\$10,672.00
		Total for all other Objects:	\$260,000.00
		Total for all Objects:	\$270,672.00
		Allocation:	\$270,672.00
		Remaining:	\$0.00

Stamford School District (135-000) 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		114,000.00	114,000.00
300 - Purchased Professional and Technical Services		130,000.00	130,000.00
500 - Other Purchased Services		16,000.00	16,000.00
600 - Supplies		10,672.00	10,672.00
Total		270,672.00	270,672.00
		Allocation	270,672.00
		Remaining	0.00

Stamford School District (135-000) 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)

The criteria for students to attend summer school are:

***Students in grades K., 1, 2 and 3 who test at the "Below Benchmark" level on winter or spring 2018 administration of the mClass Dibels.

The District will supplement funding for Summer School using Title I funds to be sure that all students who are substantially deficient in reading will receive services.

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

The criteria for teacher selection the summer school program is:

***Hire Highly qualified teachers who have Connecticut certification and prior teaching experience in the Stamford Public Schools. Teachers generally teach at the same school in which they work.

***Teachers with mClass Dibels, ORTON Gillingham and Guided Reading classroom experience are preferred

***Mandatory professional development activities related to literacy and differentiated instruction prior to the start of summer school are provided for all teachers

3. Criteria for establishing the curricula for the summer program

The summer program focuses on literacy. Prior to the program, teachers met to analyze data and target trends by grade level. Curriculum was based on what is used during the year with different mentor texts. During the program, teachers used readers and writers workshop incorporating Learning A-Z. Each grade shared read alouds to model and students were able to practice by taking books home. Data was used to inform small group instruction in both skills and guided reading groups. Orton Gillingham and Wright Skills were used to teach Word Study.

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
Stark/Newfield/Springdale/Toquam	K-3	Monday - Friday 8:00-11:15	4
Rogers/Hart/KT Murphy/Northeast/Strawberry Hill	K-3	Monday-Friday 9:00-12:15	4
Westover/Davenport/Roxbury/Stillmeadow	K-3	Monday-Friday 8:00-11:15	4

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.

Students attending summer school in Grades K-3 will be tested in the fall on the mClass Dibels to assess growth from prior spring testing.

PSD - Summer School Budget

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Object	Total
100 - Personal Services > Salaries	\$313,139.00
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	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	Total \$313,139.00
	Allocation \$313,139.00
	Remaining \$0.00

Budget Detail

Stamford School District (135-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$313,139.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Cover the cost of salary for 1 administration and 56 teachers for summer program.
Purpose:	01 - Public School Activities	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$300,000.00	
Line Item Total:	\$300,000.00	
Object:	100 - Personal Services > Salaries	Cover the cost of supplies related to summer school program. Supplies will include Literacy related materials including basic pencils, pens, paper and markers
Purpose:	01 - Public School Activities	
LEA / School:	Stamford School District (135-000)	
Quantity:	1.00	
Cost:	\$13,139.00	
Line Item Total:	\$13,139.00	

Total for 100 - Personal Services > Salaries: \$313,139.00

Total for all other Objects: \$0.00

Total for all Objects: \$313,139.00

Allocation: \$313,139.00

Remaining: \$0.00

Stamford School District (135-000) 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		313,139.00	313,139.00
Total		313,139.00	313,139.00
		Allocation	313,139.00
		Remaining	0.00

Stamford School District (135-000) 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:

08/28/2018 