

Allocations

**Waterbury School District (151-000) 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
<b>LEA</b>		\$22,584,082.00		\$2,002,345.00		\$318,052.00		\$370,171.00	\$25,274,650.00
<b>Total</b>		\$22,584,082.00		\$2,002,345.00		\$318,052.00		\$370,171.00	\$25,274,650.00

Talent

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

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

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

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

**Talent Priorities:**

**Aligned SMART Goals:**

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

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

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

1.1 Improve Instructional Leadership Effectiveness-The Chief Academic Officer and Assistant Superintendents will collaborate with colleagues to provide school leaders with differentiated job embedded professional development to meet their needs as identified by adult (CCL rubric, site visits) and student measures. Monthly focus walks with all administrators aligned to district and school priorities. Rationale: The Chief Academic Officer and Assistant Superintendents provide the guidance, support and leadership that will be imperative to successful implementation of district and school improvement goals aligned to core priorities in collaboration with school leaders.

**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 The District Performance Index (DPI) for ELA will improve from 55.1% in 2018 to 56.1% in 2019. The average percentage of Growth Target Achieved in ELA will improve from 51.7% in 2018 to 55.7% in 2019. The DPI for Math will improve from 49.1% in 2018 to 51.2% in 2019. The average percentage of Growth Target Achieved in Math will improve from 55.5% in 2018 to 59.2%.

1.2 Improve Teacher Effectiveness-The Chief Academic Officer, Assistant Superintendents, Supervisor of Talent and Professional Development will collaborate with colleagues to provide professional development aligned to the district improvement plan. Coaching cycles will provide job-embedded professional learning for teachers to support instruction/intervention in Mathematics and ELA. All administrators will commit to walkthroughs and feedback to monitor Return on Investment of PD. All administrators will commit to walkthroughs and focus walks using the "Number Talks Monitoring Walkthrough sheet" and provide feedback to monitor return on investment to PD. Rationale: The Chief Academic Officer, Assistant Superintendents, and Talent Office recognize that teaching is the most vital resource in Waterbury. Therefore, coordinated efforts to systematically improve instruction is vital to improved student achievement and narrowing of gaps.

1.3 Recruitment and Retention-The Chief Academic Officer, Supervisor of Talent and Professional Development, and Recruiter, in collaboration with colleagues, will participate in focused recruitment of minority teachers and building personal relationships, "grow our own" pipeline via RELAY and Yes Clubs, partnering with higher education with a particular focus on specific HBCUs, collect data to evaluate program and establish a new teacher hiring process. Rationale: A talent strategy that not only recruits the highest quality staff, but also retains staff is vitally important to sustainable growth.

1.2 The District Performance Index (DPI) for ELA will improve from 55.1% in 2018 to 56.1% in 2019. The average percentage of Growth Target Achieved in ELA will improve from 51.7% in 2018 to 55.7% in 2019. The DPI for Math will improve from 49.1% in 2018 to 51.2% in 2019. The average percentage of Growth Target Achieved in Math will improve from 55.5% in 2018 to 59.2%.

1.3 The District Performance Index (DPI) for ELA will improve from 55.1% in 2018 to 56.1% in 2019. The average percentage of Growth Target Achieved in ELA will improve from 51.7% in 2018 to 55.7% in 2019. The DPI for Math will improve from 49.1% in 2018 to 51.2% in 2019. The average percentage of Growth Target Achieved in Math will improve from 55.5% in 2018 to 59.2%.

Academics

**Waterbury School District (151-000) 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 type="checkbox"/> Pre-Kindergarten                  |
| <input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED) | <input type="checkbox"/> Pre-K - Grade 3 literacy          |
| <input checked="" type="checkbox"/> SRBI and academic interventions                  | <input type="checkbox"/> Instructional technology          |
| <input type="checkbox"/> College and career access                                   | <input type="checkbox"/> Alternative/transitional programs |
| <input type="checkbox"/> Other   |  |

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

**Academic Priorities:**

**Aligned SMART Goals:**

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

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

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

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

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

2.1 Improve Special Populations -The Chief Academic Officer, Early Childhood Special Education Supervisor and Bilingual Supervisor will collaborate with colleagues to provide professional learning opportunities for Bilingual/ESL Teachers, PK Teachers and PK Assistants to support the delivery of CCSS aligned curriculum to EL students district-wide. Specific program adoption protocols have been established to implement curriculae that have research based EL and SPED components that align with core material. The Chief Academic Officer, Early Childhood Education Supervisor, Early Childhood Special Education Supervisor and School Readiness Council will work in collaboration leveraging Quality Enhancement and Alliance funds to improve PK curriculum. Bilingual/ESL/TESOL teachers, under the supervision of the supervisor, will collaborate during the designated professional days on curriculum adoption and embedding technology skills due to the new online assessment platforms. Rationale: Data consistently shows that approximately 30% of students, via the Kindergarten inventory, are still not fully prepared to take on the rigors of the K-12 education and scoring in the lowest performance level. The PK curriculum is over a decade old and needs to be completely aligned to the ELDS. Also, even though our EL population outpaced the state average in growth on the Smarter Balanced, there remains an achievement gap for our students compared to the local and state peers. There has never been a fully aligned curriculum that crosses over to the EL/Bilingual/ TESOL population. The adoption of these programs that assist in the curriculum alignment is essential. Thus, professional learning on core Tier 1 material aligned to the CT Core Standards will be the focus for the 2018-2019 school year. Assigned staff will focus on the effective implementation of the new curriculum via IDTs, professional learning walkthroughs, principal meetings and coaching cycles.

2.1 The District Performance Index (DPI) for ELA will improve from 55.1% in 2018 to 56.1% in 2019. The average percentage of Growth Target Achieved in ELA will improve from 51.7% in 2018 to 55.7% in 2019. The average percentage of Target Achieved in Oral ELP on LAS Links will improve from 67.2% 2018 to 69.9%. The Average percentage of Target Achieved in Literacy ELP on LAS Links will improve from 57.0% in 2018 to 60.6% in 2019.

2.2 Core District Priority Improve English Language Arts Outcomes for PK-12th grade students -Literacy Facilitators (9 Schools), Reading Teachers (15 schools), PK Teachers, PK Assistants, English Language Arts Supervisor and the Chief Academic Officer will ensure: curriculum writing and adoption, tiered services are implemented with fidelity, job-embedded and district professional development is effective via coaching cycles and Instructional Data Teams are focused on student learning and implementation of best practices. PK staff will work with consultants and relevant supervisors to begin a curriculum management cycle. Literacy Facilitators, Reading Teachers and the English Language Arts Supervisor will be adopting CT Core aligned materials in grades K-8 and embedding those materials in a curriculum management cycle. Tech Ed teachers will provide authentic application of English Language Arts skills through career/technical coursework as required by Perkins legislation. Rationale: Data consistently shows a flat trend in ELA scores on the Smarter Balanced Assessment. The curriculum writers are essential to deliver a high quality, valid, reliable curriculum for all students in Waterbury. The 2018-2019 focus will be adoption of this curriculum.

2.2 The District Performance Indices in ELA will improve from 55.1 in 2018 to 56.7% in 2019. The average percentage of Growth Target Achieved in ELA will improve from 51.7% in 2018 to 55.7% in 2019.

2.3 Core District Priority Improve Math and Science Outcomes for PK-12th grade students-Math Supervisor, Math Coaches, PK teachers, PK Assistants and WCA STEM program will ensure: curriculum writing and adoption continues, tiered services are implemented with fidelity, job-embedded and district professional development is effective via coaching cycles and IDTs are focused on student learning (Music, Library/Media and Art teachers). Rationale: Tier 1 continues to be the priority for improvement, however strengthening tiered interventions is a necessary focus area. Based on internal formative data, tiered services are designed such as: reading teachers and reading tutors based on m-Class data who intervene on a 6 week cycle, math interventions based on i-Ready data, counseling and credit recovery based on students earning credit in high school. Waterbury Public Schools will be leveraging for the first time, a new tiered intervention program for middle school students using the iReady diagnostics and instruction to improve student outcomes in mathematics.

2.3 The District Performance Indices in Math will improve from 49.1% in 2018 to 51.2% in 2019. The average percentage of Growth Target Achieved in Math will improve from 55.5% in 2018 to 59.2% in 2019.

**Waterbury School District (151-000) 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**" ...

3.1 Core District Priority Promote a Positive and Safe School climate (PSD)-The Supervisor of Student Support Services, Social Workers, Coordinator of Security and School Safety, Behavior Technicians, In-School Suspension Monitors, Hall Monitors, Guidance Counselors and Prevention Specialists will collaborate with colleagues to provide and/or implement SEL Training for all administrators and staff in a developed series throughout the school year in collaboration with local mental health agencies and the State Department of Education (Basic School climate, Restorative Practices). Rationale: The district continues to support restorative practices and is aiming to reduce disparities in discipline data across the district. There is a need for a systematic approach to social emotional learning to reduce outside suspensions and disparity in discipline data. The district will develop a systems approach to measure effectiveness and indicators of success that integrates the restorative practices and social emotional learning work.

**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 Reduce Chronic Absenteeism from 15.2% in the 2017-18 school year. to 14.3% in the 2018-2019 school year.

3.2 Reduce Chronic Absenteeism (PSD)- A priority for 2018-19 is the creation of a cross-functional District Attendance Team that regularly reviews and analyzes attendance data and develops a system-wide district attendance plan. There will be administrator leadership and accountability for chronic absence at the district and school levels. The Supervisor of Student Support Services , Social Workers, Truancy Specialists and Behavior Technicians will collaborate with colleagues to implement a Comprehensive Chronic Absenteeism Plan for the district, reorganize Attendance Counselors to focus on students at risk of becoming chronically absent and ensure each school has embedded strategies in the School Improvement Plan and Truancy Intervention Plans for addressing chronic absenteeism. Also, the district will participate in CSDE opportunities for district leaders and staff to better understand and develop systems to reduce chronic absenteeism. Rationale: The district continues to have an elevated chronic absenteeism rate and utilizing a systemic approach to improvement that identifies and intervenes at the individual student level will reduce the rate of students missing school.

3.2 Reduce Chronic Absenteeism from 15.2% in the 2017-18 school year. to 14.3% in the 2018-2019 school year.

3.3 Drop-Out Prevention (PSD)-The Supervisor of Student Support Services will improve graduation rates by providing Social Workers, Prevention Specialists, Truancy Specialists, Behavior Technicians, Hall Monitors, and Parent Liaisons (and other colleagues) with strategies for engagement at the secondary level. Engage families with service under the Dual Capacity Framework to improve family/school partnerships. Assistant Superintendents and the Supervisor of Student Support Services will work closely with school counselors to address credits, credit recovery, SSP and course alignment and continuum as well as building up transition planning from middle school to high school. Rationale: A coordinated effort to provide multiple pathways to graduation and working with families will decrease dropout rates. Graduation rates are directly related to ESSA targets, and although graduation rates have been rising steadily, the expectations of graduates needs to rise as well.

3.3 Increase the four year graduation rate from 74.9% in 2017-18 to 76.5% in 2018-2019.

Operations

**Waterbury School District (151-000) 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 checked="" 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 Student Management System PowerSchool-The Student Information System that combines the four disparate systems that were in use. System will be used to generate improved dashboard reports specifically in student discipline and chronic absenteeism for the 2018-19 school year. Rationale: The management system provides the district with a tool to house vast amounts of data and create dashboards for leaders and teachers to identify key data points aligned to district priorities.

4.2 Extended School Hours (ESH) (PSD)-Each school will implement an afterschool program focused on literacy, math, science and enrichment with highly qualified teachers. In addition, each school will provide a rigorous Summer Extended School Hours program for all students who qualify, based on mCLASS reading assessments. Rationale: The after school programming not only provides students with additional time focusing in core subject areas, it allows for enrichment. Both are proven to be beneficial for student achievement.

**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 Reduce Chronic Absenteeism from 15.2% in the 2017-18 school year. to 14.3% in the 2018-2019 school year.

4.2 The average percentage of Growth Target Achieved in ELA will improve from 47.7% in June 2017 to 51.7% in June 2018. The average percentage of Growth Target Achieved in Math will improve from 51.8% in June 2017 to 55.5% in June 2018. Reduce Chronic Absenteeism from 15.2% in the 2017-18 school year. to 14.3% in the 2018-2019 school year.

Related Documents

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">ESSA Milestones Waterbury</a>

Alliance District Grant Budget

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$20,090,437.00
200 - Personal Services > Employee Benefits	\$1,718,882.00
300 - Purchased Professional and Technical Services	\$112,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$272,907.00
600 - Supplies	\$389,856.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$22,584,082.00
<b>Allocation</b>	\$22,584,082.00
<b>Remaining</b>	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$20,090,437.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	Waterbury Career Academy 72 positions: 3 - Administrators, 58 - Teachers, 3 - Clerical, 5 - Maintainers, 1 - Hall Monitor, 1 - Classroom Aide, 1 - Network Specialist
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2   Academics Goal 2.3 Climate Goal 3.3   Non-reform	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$4,405,445.00	
<b>Line Item Total:</b>	\$4,405,445.00	
<b>Object:</b>	100 - Personal Services > Salaries	Bilingual Teachers 41 Full Time positions (3-Bucks Hill, 6-Hopeville, 7-Chase, 2-Reed, 2-Crosby, 3-North End, 2-Wallace, 3-Westside, Driggs, Generali, Gilmartin, Bunkerhill, Kingsbury, Tinker, Carrington, Walsh, Duggan, Sprague, Wilby, WAMS, Kennedy)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,143,752.00	

<b>Line Item Total:</b>	\$3,143,752.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Guidance Counselors  28 Full Time Positions (5-Wilby, 5-Kennedy, 3-WAMS, 3-North End, 3-West Side, 2-WCA, 2-Wallace, 2-Duggan, Bucks Hill, Enlightenment, Split Reed/Crosby</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,983,614.00	
<b>Line Item Total:</b>	\$1,983,614.00	
<b>Object:</b>	100 - Personal Services > Salaries	<p>Library Media Specialists  22 positions - Bucks Hill, Driggs, Hopeville, Generali, Chase, Gilmartin, Bunker Hill, Kingsbury, Tinker, Carrington, Wilby, Walsh, Duggan, Sprague, Wallace, West Side, WAMS, Kennedy, Rotella, W. Cross, Wilson, Split Regan/Washington</p>
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3 Non-reform	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,589,586.00	
<b>Line Item Total:</b>	\$1,589,586.00	
<b>Object:</b>	100 - Personal Services > Salaries	TESOL

<b>Purpose:</b>	01 - Public School Activities	18 Full Time positions (2-Wilby, 2-West Side, 2- Hopeville, State Street, Sprague, Crosby, Chase, Kennedy, Washington, Bucks Hill, W. Cross, Walsh, Generali, Wilson, Reagon)
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,313,507.00	
<b>Line Item Total:</b>	\$1,313,507.00	
<b>Object:</b>	100 - Personal Services > Salaries	Tech Ed Teachers 17 Full Time Positions (4-Crosby, 4-Kennedy, 3-Wilby, 2-Westside, WAMS, Gilmartin, North End, Wallace)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,133,171.00	
<b>Line Item Total:</b>	\$1,133,171.00	
<b>Object:</b>	100 - Personal Services > Salaries	Reading Teachers 14 Full time Positions ( 6-West Side, 6-Wallace, 2-North End)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$919,429.00	
<b>Line Item Total:</b>	\$919,429.00	
<b>Object:</b>	100 - Personal Services > Salaries	Social Workers 14 Full Time Positions (2- North End, 2-Wallace, W. Cross, Rotella, Maloney, Walsh, Hopeville, Bucks Hill, Duggan, West Side, Bucks Hill Pre K. New-TBD)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$858,187.00	
<b>Line Item Total:</b>	\$858,187.00	
<b>Object:</b>	100 - Personal Services > Salaries	Literacy Facilitators 10 Full Time Literacy Facilitators Tinker, Walsh, Gilmartin, Hopeville, Kingsbury, Generali, Reed, North End, Chase, Wilson
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$769,481.00	

<b>Line Item Total:</b>	\$769,481.00	
<b>Object:</b>	100 - Personal Services > Salaries	Crosby Teachers 9 positions (5-Guidance, TAG, 2-Science, Librarian)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1   Academics Goal 2.2 Academics Goal 2.3   Climate Goal 3.1 Climate Goal 3.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$641,429.00	
<b>Line Item Total:</b>	\$641,429.00	
<b>Object:</b>	100 - Personal Services > Salaries	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1   Talent - Goal 1.2 Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$480,000.00	
<b>Line Item Total:</b>	\$480,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Art/Music Teachers 7 Full Time Art/Music Teachers (2-Crosby, 2-Reed, Sprague, Maloney, Carrington)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$432,515.00	
<b>Line Item Total:</b>	\$432,515.00	
<b>Object:</b>	100 - Personal Services > Salaries	Content Supervisors 3.5 positions (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Talent - Goal 1.2 Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3 Non-reform	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$424,619.00	
<b>Line Item Total:</b>	\$424,619.00	
<b>Object:</b>	100 - Personal Services > Salaries	Walsh Teachers
<b>Purpose:</b>	01 - Public School Activities	4 Full Time positions 2 Elementary, Science, Reading
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$266,393.00	
<b>Line Item Total:</b>	\$266,393.00	
<b>Object:</b>	100 - Personal Services > Salaries	Teacher Prep Time
<b>Purpose:</b>	01 - Public School Activities	11 Substitutes @ \$20,000
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$220,000.00	
<b>Line Item Total:</b>	\$220,000.00	

<b>Object:</b>	100 - Personal Services > Salaries	PreK Certified Teachers 2 Full Time PreK Teacher positions - 10 mos (Wtby Career Academy, Sprague)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$173,393.00	
<b>Line Item Total:</b>	\$173,393.00	
<b>Object:</b>	100 - Personal Services > Salaries	Chief Academic Officer 1 Full Time Position - 12 mos (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$159,947.00	
<b>Line Item Total:</b>	\$159,947.00	
<b>Object:</b>	100 - Personal Services > Salaries	Supervisor of Student Support Services

<b>Purpose:</b>	01 - Public School Activities	1 Full Time Position - 12 mos. (Central Office)
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$149,599.00	
<b>Line Item Total:</b>	\$149,599.00	
<b>Object:</b>	100 - Personal Services > Salaries	Math Coach 2 Full Time (1 @ K-8/1 @ Middle) that serve West Side/Wallace (Focus Schools)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$137,682.00	
<b>Line Item Total:</b>	\$137,682.00	
<b>Object:</b>	100 - Personal Services > Salaries	Supervisor of Talent & Professional Dev 1 Full Time Position - 12 mos (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2 Talent - Goal 1.3	

<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$128,956.00	
<b>Line Item Total:</b>	\$128,956.00	
<b>Object:</b>	100 - Personal Services > Salaries	Early Childhood Special Ed Supervisor 1 Full time Position (Preschool)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$116,573.00	
<b>Line Item Total:</b>	\$116,573.00	
<b>Object:</b>	100 - Personal Services > Salaries	Math Supervisor 1 Full Time Position - 12 mos (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$115,776.00	

<b>Line Item Total:</b>	\$115,776.00	
<b>Object:</b>	100 - Personal Services > Salaries	Crosby Administrator 1 Full Time Position -
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$109,908.00	
<b>Line Item Total:</b>	\$109,908.00	
<b>Object:</b>	100 - Personal Services > Salaries	Coordinator of Security & School Safety 1 Full Time Position (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$79,581.00	
<b>Line Item Total:</b>	\$79,581.00	
<b>Object:</b>	100 - Personal Services > Salaries	Behavior Techs (Counselors) 2 Full Time positions (State St & Enlightenment)
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$77,477.00	
<b>Line Item Total:</b>	\$77,477.00	
<b>Object:</b>	100 - Personal Services > Salaries	ELA Coach
<b>Purpose:</b>	01 - Public School Activities	2 FT Positions (spilt 50% Title I) (Bunker Hill)
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,059.00	
<b>Line Item Total:</b>	\$60,059.00	
<b>Object:</b>	100 - Personal Services > Salaries	Teaching Assistants PreK
<b>Purpose:</b>	01 - Public School Activities	2 Part Time PreK assistant positions - 10 mos (Wtby Career Academy, Sprague)
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$55,790.00	
<b>Line Item Total:</b>	\$55,790.00	
<b>Object:</b>	100 - Personal Services > Salaries	Assistant Talent Recruiter 1 Full Time Position - 12 mos (Central Office)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$42,000.00	
<b>Line Item Total:</b>	\$42,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	WCA STEM Part Time support staff after school @ \$32/hr for teachers & \$38/hr for administrators
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$33,428.00	
<b>Line Item Total:</b>	\$33,428.00	

<b>Object:</b>	100 - Personal Services > Salaries	Hall Monitors 2 Part Time substitutes @ \$90/day x 182 days (Wilby, Kennedy)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$32,760.00	
<b>Line Item Total:</b>	\$32,760.00	
<b>Object:</b>	100 - Personal Services > Salaries	Online Learning/Digital Curriculum (Substitutes) Part time after school Teachers
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$20,000.00	
<b>Line Item Total:</b>	\$20,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	In-School Suspension Monitor 1 Part Time In-School Suspension monitors @ \$90/day put to 182 days
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	

<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$16,380.00	
<b>Line Item Total:</b>	\$16,380.00	

**Total for 100 - Personal Services > Salaries:** \$20,090,437.00

**Total for all other Objects:** \$2,493,645.00

**Total for all Objects:** \$22,584,082.00

**Allocation:** \$22,584,082.00

**Remaining:** \$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$1,718,882.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Social Workers 14 Full Time Positions - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$394,766.02	
<b>Line Item Total:</b>	\$394,766.02	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Literacy Facilitators 11 Full Time Positions - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$353,961.26	
<b>Line Item Total:</b>	\$353,961.26	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Assistant Superintendents 3 Full Time Position - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$220,800.00	
<b>Line Item Total:</b>	\$220,800.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Art/Music Teachers 7 Full Time Positions - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$198,956.90	

<b>Line Item Total:</b>	\$198,956.90	
<b>Object:</b>	200 - Personal Services > Employee Benefits	PreK Certified Teachers 2 Full Time Positions - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$79,760.78	
<b>Line Item Total:</b>	\$79,760.78	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Chief Academic Officer 1 Full Time Position - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Talent - Goal 1.2 Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$73,575.62	

<b>Line Item Total:</b>	\$73,575.62	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Supervisor of Student Support Services 1 Full Time Position - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$68,815.54	
<b>Line Item Total:</b>	\$68,815.54	
<b>Object:</b>	200 - Personal Services > Employee Benefits	
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$63,333.72	
<b>Line Item Total:</b>	\$63,333.72	

<b>Object:</b>	200 - Personal Services > Employee Benefits	Supervisor of Talent & Professional Dev 1 Full Time Position - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2 Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$59,319.76	
<b>Line Item Total:</b>	\$59,319.76	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Early Childhood Special Ed Supervisor 1 FT position (Preschool) @46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$53,623.58	
<b>Line Item Total:</b>	\$53,623.58	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Math Supervisor 1 Full Time Position - 12 mos @ 46%
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$53,256.96	
<b>Line Item Total:</b>	\$53,256.96	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Behavior Techs (Counselors) 2 Full Time positions - 10 mos @ 53.65%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$41,566.41	
<b>Line Item Total:</b>	\$41,566.41	
<b>Object:</b>	200 - Personal Services > Employee Benefits	ELA Coach 2 FT Positions (spilt 50% Title I) @ 46%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	

<b>School:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$27,627.54	
<b>Line Item Total:</b>	\$27,627.54	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Assistant Talent Recruiter 1 Full Time Position - 12 mos @ 53.65%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$22,533.00	
<b>Line Item Total:</b>	\$22,533.00	
<b>Object:</b>	200 - Personal Services > Employee Benefits	Teaching Assistants PreK 2 Part Time Position - 12 mos @ 12.52%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1 Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	

**Cost:** \$6,984.91

**Line Item  
Total:** \$6,984.91

**Total for 200 - Personal Services > Employee Benefits:** \$1,718,882.00

**Total for all other Objects:** \$20,865,200.00

**Total for all Objects:** \$22,584,082.00

**Allocation:** \$22,584,082.00

**Remaining:** \$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$112,000.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Naugatuck Valley Community College (NVCC) Partnership NVCC dual Articulation courses WCA School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$80,000.00	
<b>Line Item Total:</b>	\$80,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Minority Recruitment & Retention Recruitment and Retainment Budget activities
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	

<b>Cost:</b>	\$32,000.00	
<b>Line Item Total:</b>	\$32,000.00	

<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$112,000.00
<b>Total for all other Objects:</b>		\$22,472,082.00
<b>Total for all Objects:</b>		\$22,584,082.00
<b>Allocation:</b>		\$22,584,082.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$272,907.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Student Management System Manage student systems for a more coherent and aligned approach to operations
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$193,270.00	
<b>Line Item Total:</b>	\$193,270.00	
<b>Object:</b>	500 - Other Purchased Services	WCA STEM busing Busing for WCA Stem program
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$38,000.00	
<b>Line Item Total:</b>	\$38,000.00	

<b>Object:</b>	500 - Other Purchased Services	School Improvement Busing and After School busing to attend programs for dual articulation and enrichment.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$23,000.00	
<b>Line Item Total:</b>	\$23,000.00	
<b>Object:</b>	500 - Other Purchased Services	M Class 3D Assessment M Class Elementary Reading 3D Software, Platform and Tools for student subscriptions
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$18,637.00	
<b>Line Item Total:</b>	\$18,637.00	
<b>Total for 500 - Other Purchased Services:</b>		\$272,907.00
<b>Total for all other Objects:</b>		\$22,311,175.00
<b>Total for all Objects:</b>		\$22,584,082.00
<b>Allocation:</b>		\$22,584,082.00
<b>Remaining:</b>		\$0.00



Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$389,856.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	ELA Curriculum Textbooks/Supplies Leveled reading books & other resources for all curriculum
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1   Academics Goal 2.2 Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$150,000.00	
<b>Line Item Total:</b>	\$150,000.00	
<b>Object:</b>	600 - Supplies	Math Resources Math Tier II Kits (iReady)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$88,137.00	
<b>Line Item Total:</b>	\$88,137.00	

<b>Object:</b>	600 - Supplies	College Readiness System Solutions SAT testing materials & scoring	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Academics Goal 2.2 Academics Goal 2.3		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$80,219.00		
<b>Line Item Total:</b>	\$80,219.00		
<b>Object:</b>	600 - Supplies	Online Learning/Digital Curriculum-Edgenuity 1 year online system - Online learning (regular and extended school day use)	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Climate Goal 3.3		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$71,500.00		
<b>Line Item Total:</b>	\$71,500.00		
		<b>Total for 600 - Supplies:</b>	\$389,856.00
		<b>Total for all other Objects:</b>	\$22,194,226.00
		<b>Total for all Objects:</b>	\$22,584,082.00
		<b>Allocation:</b>	\$22,584,082.00
		<b>Remaining:</b>	\$0.00



Alliance District Grant Budget Overview

**Waterbury School District (151-000) 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
<b>100 - Personal Services &gt; Salaries</b>		20,090,437.00	20,090,437.00
<b>200 - Personal Services &gt; Employee Benefits</b>		1,718,882.00	1,718,882.00
<b>300 - Purchased Professional and Technical Services</b>		112,000.00	112,000.00
<b>500 - Other Purchased Services</b>		272,907.00	272,907.00
<b>600 - Supplies</b>		389,856.00	389,856.00
<b>Total</b>		22,584,082.00	22,584,082.00
		<b>Allocation</b>	22,584,082.00
		<b>Remaining</b>	0.00

Priority School District Grant Budget

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

Object	Total
100 - Personal Services > Salaries	\$1,759,580.25
200 - Personal Services > Employee Benefits	\$158,795.75
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$40,549.00
600 - Supplies	\$43,420.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$2,002,345.00
<b>Allocation</b>	\$2,002,345.00
<b>Remaining</b>	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

100 - Personal Services > Salaries - \$1,759,580.25

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	8 FT Kindergarten Teachers (Washington, Chase, Maloney, Hopeville, Bucks Hill), 4 FT Kindergarten Aides (Chase, Driggs)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$706,353.40	
<b>Line Item Total:</b>	\$706,353.40	
<b>Object:</b>	100 - Personal Services > Salaries	1 Admin @ 50%, 3 Bilingual Reading Teachers @ 100% (Chase, Bucks Hill, Hopeville), 2 Literacy Facilitators @ 50% (Chase), 3 Literacy Teachers @ 100% (Washington, Carrington, Enlightenment & Excel Program), 2 Literacy Teachers @ 50% (Maloney, Rotella), 1 Reading Teacher @ 100% (District Wide)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$704,473.00	
<b>Line Item Total:</b>	\$704,473.00	
<b>Object:</b>	100 - Personal Services > Salaries	Drop Out Prevention - 1 FT Prevention Specialist (Enlightenment & Excel Program, 1
<b>Purpose:</b>	01 - Public School Activities	

<b>Focus Area:</b>	Climate Goal 3.3	FT Truancy Specialist (Enlightenment & Excel Program), 1 FT Clerical (Central Office), 1 FT Grants Specialist (Central Office) 2 Hall Monitors (Enlightenment & Excel Program, State Street)
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$171,175.20	
<b>Line Item Total:</b>	\$171,175.20	
<b>Object:</b>	100 - Personal Services > Salaries	Alternative Programs - 1 FT Alternative Teacher (Enlightenment & Excel Program)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$82,682.00	
<b>Line Item Total:</b>	\$82,682.00	
<b>Object:</b>	100 - Personal Services > Salaries	Teachers and Aides - After school employees at elementary schools to assist the students by extending learning in Before and After Programs.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,771.00	

<b>Line Item Total:</b>	\$25,771.00	
<b>Object:</b>	100 - Personal Services > Salaries	Alternative Programs - 1 FT Parent Liaison to assist with all Parent involvement activities (Enlightenment & Excel Program)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,076.80	
<b>Line Item Total:</b>	\$24,076.80	
<b>Object:</b>	100 - Personal Services > Salaries	3 Truancy Specialists @ 25% salary to assist in Drop Out Prevention with middle school students at the comprehensive Middle Schools (Wallace, North End, West Side)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$23,819.95	
<b>Line Item Total:</b>	\$23,819.95	
<b>Object:</b>	100 - Personal Services > Salaries	3 Prevention Specialists @ 25% salary to assist in Drop Out Prevention with middle

<b>Purpose:</b>	01 - Public School Activities	school students at the comprehensive Middle Schools (Wallace, North End, West Side)
<b>Focus Area:</b>	Climate Goal 3.1 Climate Goal 3.3	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$21,228.90	
<b>Line Item Total:</b>	\$21,228.90	

**Total for 100 - Personal Services > Salaries:** \$1,759,580.25

**Total for all other Objects:** \$242,764.75

**Total for all Objects:** \$2,002,345.00

**Allocation:** \$2,002,345.00

**Remaining:** \$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

200 - Personal Services > Employee Benefits - \$158,795.75

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	8 FT Kindergarten Teachers, 4 FT Kindergarten Aides, 1 Admin @ 50%, 3 Bilingual Reading Teachers @ 100%, 2 Literacy Facilitators @ 50%, 3 Literacy Teachers @ 100%, 2 Literacy Teachers @ 50%, 1 Reading Teacher @ 100%
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$158,795.75	
<b>Line Item Total:</b>	\$158,795.75	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$158,795.75
<b>Total for all other Objects:</b>		\$1,843,549.25
<b>Total for all Objects:</b>		\$2,002,345.00
<b>Allocation:</b>		\$2,002,345.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

500 - Other Purchased Services - \$40,549.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Destiny/Follett Open Source Library System
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,549.00	
<b>Line Item Total:</b>	\$24,549.00	
<b>Object:</b>	500 - Other Purchased Services	Conn-Cap/Upward Bound (Drop Out Prevention Program)
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$15,000.00	
<b>Line Item Total:</b>	\$15,000.00	

<b>Object:</b>	500 - Other Purchased Services	Local vendors outside of the education department to provide enrichment activities for the extended learning Before and After School Program
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,000.00	
<b>Line Item Total:</b>	\$1,000.00	

<b>Total for 500 - Other Purchased Services:</b>		\$40,549.00
<b>Total for all other Objects:</b>		\$1,961,796.00
<b>Total for all Objects:</b>		\$2,002,345.00
<b>Allocation:</b>		\$2,002,345.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant**

600 - Supplies - \$43,420.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Materials and supplies for district activities to promote and increase family engagement including non Title I schools. Support and expand the role of education in the home and support all parent liaisons with materials and supplies for parent activities.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$29,762.00	
<b>Line Item Total:</b>	\$29,762.00	
<b>Object:</b>	600 - Supplies	Literacy Supplies/Reading - Materials to support ELA Curriculum - Foundation
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$11,658.00	
<b>Line Item Total:</b>	\$11,658.00	
<b>Object:</b>	600 - Supplies	Instructional supplies for students who have an extended school day.
<b>Purpose:</b>	01 - Public School Activities	

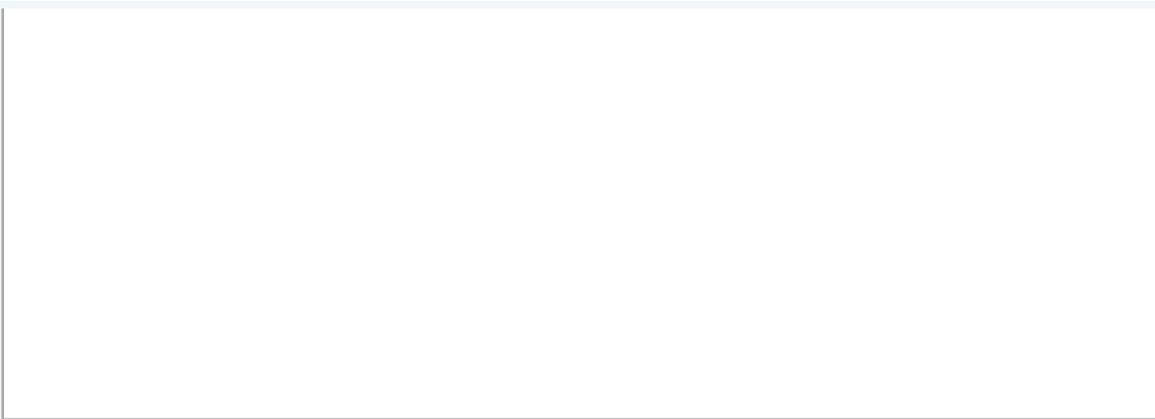
**Focus Area:** Operations Goal 4.2

**LEA / School:** Waterbury School District (151-000)

**Quantity:** 1.00

**Cost:** \$2,000.00

**Line Item Total:** \$2,000.00



**Total for 600 - Supplies:** \$43,420.00

**Total for all other Objects:** \$1,958,925.00

**Total for all Objects:** \$2,002,345.00

**Allocation:** \$2,002,345.00

**Remaining:** \$0.00

**Waterbury School District (151-000) 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
<b>100 - Personal Services &gt; Salaries</b>		1,759,580.25	1,759,580.25
<b>200 - Personal Services &gt; Employee Benefits</b>		158,795.75	158,795.75
<b>500 - Other Purchased Services</b>		40,549.00	40,549.00
<b>600 - Supplies</b>		43,420.00	43,420.00
<b>Total</b>		2,002,345.00	2,002,345.00
		<b>Allocation</b>	2,002,345.00
		<b>Remaining</b>	0.00

**Waterbury School District (151-000) 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.

Academic support in ELA and math will focus on the students in grades three through five focusing on the mathematical domains and ELA foundational skills through small group instruction. Enrichment activities are offered with local vendors, members of the business community and certified Physical Education and Art teachers. Their respective skill and/or craft is integrated into the academics creating an engaging atmosphere for the students, highlighting the creative learning process. The Science enrichment portion of ESH will consist of the online computer coding tutorial Code.org.

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

Vendors with specific skills from organizations such as CT Invention Convention, Maritime Center, Zenobia World Music, Reader's Theatre, and the YMCA will visit the schools and provide educational and environmental programs, hands on science code, various health lessons and recreational activities. Recreational and health activities include physical education games, exercise programs, a variety of dance lessons and creating handmade instruments from around the world.

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

Students from grades 3-5 will be primarily selected based on assessment data from the fall i-Ready® diagnostic assessment. Students scoring more than one grade level below in at least 2 of the 4 mathematical domains will be given first consideration. Students will then take the ELA placement assessment on Lexia. Lexia will provide a customized path of blended learning for each child. The program operates three days per week and up to two hours after school for sixteen – twenty weeks beginning in January, 2019.

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

In order to ensure that the program supports the regular grade 3-5 curriculum, the district will utilize a blended learning program that provides a customized learning path for students in math (using i-Ready®) and in ELA (using Lexia). Teachers have the ability to control the content so that instruction is aligned with the current district units of instruction and foundational skills program in ELA. Since each program is housed at the school the students attend, the regular school curricula are available and accessible. Waterbury Public Schools are seeking to add computer coding into our regular STEM curricula for all grades 1 through 12. The ESH Code.org program will be an important first step in this direction and will allow the staff to assess whether Code.org will be adopted district wide.

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

The 40% is set aside for community partnerships. The schools receive an updated list of vendors and business/community agencies and the district will assign selected vendors to align with the school goals and the District Blueprint goals. All vendors are entered into the Lawson system prior to the actual event and approved through the School Business Office. Purchase Orders are created and used as documentation.

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

Each elementary program will align with mathematics and ELA goals and will utilize strategies embedded in the Alliance Grant. A principal or teacher may select students for ESH after other school programs in the building have ended.

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

Each elementary program will align with mathematics and ELA goals set forth in the Blueprint for change and will utilize strategies embedded in the Alliance Grant. A principal or teacher may select students for ESH after other school programs in the building have ended.

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.

Since the ESH program is located in individual schools, the facilities, playground, media centers/ libraries, computer labs, smart boards, and gymnasiums are incorporated into each program. The Superintendent has no objection and recommends ESH for approval at the BOE meetings and supports after school programs. Community based organizations are welcomed to access school facilities and equipment as needed.

**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
Bucks Hill, Bunker Hill, Chase, Driggs, Generali	3-5	20	Tuesday-Thursday	18
Kingsbury, Regan, Washington	3-5	20	Tuesday-Thursday	18
Tinker, Wilson, Walsh	3-5	20	Tuesday-Thursday	18
Carrington, Duggan, Gilmartin, Reed	3-5	20	Tuesday-Thursday	18

**Program Evaluation**

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs

and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

**Indicators of Success:**

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

Student performance in grades 3-5 will be monitored utilizing i-Ready® reporting system and Lexia student reports. Progress can be monitored daily, weekly and for the entire length of the program with individual and class reports available to show growth by mathematical domain and standards. Lexia will provide district, class, and student performance predictors to identify students on target, at some risk, or at high risk.

Student attendance, student success plans and school performance are indicators of success. Timeline for assessments will be based on new district timelines within the Alliance District plans and Blueprint plans.

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

With the installation of data warehouse, student performance will be reviewed by building principals, Supervisors, and support staff.

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

Object	Total
100 - Personal Services > Salaries	\$170,000.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$128,723.00
600 - Supplies	\$19,329.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

100 - Personal Services > Salaries - \$170,000.00

Budget Detail		Narrative Description	
<b>Object:</b>	100 - Personal Services > Salaries	14 Administrators (2-Bucks Hill, 2-Chase, 3-Driggs, 1-Tinker, 1-Walsh, 2-Wilson, 1-Gilmartin, 1-Carrington, 1-Reed); 80 Certified Teachers (9-Bucks Hill, 6-Bunker Hill, 5-Chase, 4-Driggs, 3-Duggan, 4-Generali, 6-Kingsbury, 6-Tinker, 8-Walsh, 4-Washington, 5-Wilxon, 4-Gilmartin, 8-Carrington, 3-Regan, 5-Reed); 1 Non-Certified Staff (Bucks Hill); 3 Clerical Staff (Kingsbury, Washington, Gilmartin); 1 Substitute Teacher (Bucks Hill), 7 School Secretary's (Bucks Hill, Bunker Hill, Chase, Generali, Tinker, Carrington, Regan); 7 Paraprofessionals (Bucks Hill, Chase, Generali, 2-Washington, 2-Wilson); 1 Other (Chase); Educational Prep Work	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$170,000.00		
<b>Line Item Total:</b>	\$170,000.00		
		<b>Total for 100 - Personal Services &gt; Salaries:</b>	\$170,000.00
		<b>Total for all other Objects:</b>	\$148,052.00
		<b>Total for all Objects:</b>	\$318,052.00
		<b>Allocation:</b>	\$318,052.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

500 - Other Purchased Services - \$128,723.00

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	Local vendors outside of the education department to provide enrichment activities for the extended learning Before and After School Program.	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$128,723.00		
<b>Line Item Total:</b>	\$128,723.00		
		<b>Total for 500 - Other Purchased Services:</b>	\$128,723.00
		<b>Total for all other Objects:</b>	\$189,329.00
		<b>Total for all Objects:</b>	\$318,052.00
		<b>Allocation:</b>	\$318,052.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours**

600 - Supplies - \$19,329.00

Budget Detail		Narrative Description	
<b>Object:</b>	600 - Supplies	Instructional Supplies for students who have an extended school day.	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$19,329.00		
<b>Line Item Total:</b>	\$19,329.00		
		<b>Total for 600 - Supplies:</b>	\$19,329.00
		<b>Total for all other Objects:</b>	\$298,723.00
		<b>Total for all Objects:</b>	\$318,052.00
		<b>Allocation:</b>	\$318,052.00
		<b>Remaining:</b>	\$0.00

**Waterbury School District (151-000) 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
<b>100 - Personal Services &gt; Salaries</b>		170,000.00	170,000.00
<b>500 - Other Purchased Services</b>		128,723.00	128,723.00
<b>600 - Supplies</b>		19,329.00	19,329.00
<b>Total</b>		318,052.00	318,052.00
		<b>Allocation</b>	318,052.00
		<b>Remaining</b>	0.00

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

**Program Design**

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

**The project plan shall include:**

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

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

Students were selected solely on their Mclass reading performance. Students who were considered “Substantially Below,” benchmark at the EOY assessment window were invited to summer school. The measures used were PSF for Kindergarten students and DORF fluency for grades 1-3.

ESY students were selected based on their IEP goals and through the PPT process.

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

Teacher selection was based on grade levels served and their knowledge of Mclass and Foundations training. Training was offered to those who were not familiar with the program, but were selected for teaching the summer school.

**3. Criteria for establishing the curricula for the summer program**

Reading curriculum was based off of students' individual instructional focus as determined on the EOY testing from previous school year. Foundations was implemented as well to support students in phonemic awareness, writing and reading. Math curriculum was a prelude to what the students are going to face in the upcoming school year. This builds knowledge before the students get introduced to the skill in the fall marking period.

**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
Gilmartin	K-3	Monday-Thursday 8:45 a.m. to 12:45 p.m.	4

Gilmartin	ESY K-5	Monday-Friday 8:45 a.m. to 1:45 p.m.	4
Duggan	K-3 and ESY K-5	Monday-Thursday 8:45 a.m. to 12:45 p.m.	4
Carrington	K-3 and ESY K-5	Monday-Thursday 8:45 a.m. to 12:45 p.m.	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' progress was monitored through Mclass uploads weekly and again at the end of program report. Math had a pre and post assessment.

ESY students were monitored individually against their Individualized Educational Plan.

PSD - Summer School Budget

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

Object	Total
100 - Personal Services > Salaries	\$190,000.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$123,000.00
600 - Supplies	\$57,171.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	<b>Total</b> \$370,171.00
	<b>Allocation</b> \$370,171.00
	<b>Remaining</b> \$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

100 - Personal Services > Salaries - \$190,000.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	summer school staff for the soar to success
<b>Purpose:</b>	01 - Public School Activities	
<b>LEA / School:</b>	Waterbury School District (151-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$190,000.00	
<b>Line Item Total:</b>	\$190,000.00	
<b>Total for 100 - Personal Services &gt; Salaries:</b>		\$190,000.00
<b>Total for all other Objects:</b>		\$180,171.00
<b>Total for all Objects:</b>		\$370,171.00
<b>Allocation:</b>		\$370,171.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

500 - Other Purchased Services - \$123,000.00

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	student transportation for soar to success	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$123,000.00		
<b>Line Item Total:</b>	\$123,000.00		
		<b>Total for 500 - Other Purchased Services:</b>	\$123,000.00
		<b>Total for all other Objects:</b>	\$247,171.00
		<b>Total for all Objects:</b>	\$370,171.00
		<b>Allocation:</b>	\$370,171.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Waterbury School District (151-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School**

600 - Supplies - \$57,171.00

Budget Detail		Narrative Description	
<b>Object:</b>	600 - Supplies	Summer School Supplies	
<b>Purpose:</b>	01 - Public School Activities		
<b>LEA / School:</b>	Waterbury School District (151-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$57,171.00		
<b>Line Item Total:</b>	\$57,171.00		
		<b>Total for 600 - Supplies:</b>	\$57,171.00
		<b>Total for all other Objects:</b>	\$313,000.00
		<b>Total for all Objects:</b>	\$370,171.00
		<b>Allocation:</b>	\$370,171.00
		<b>Remaining:</b>	\$0.00

**Waterbury School District (151-000) 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
<b>100 - Personal Services &gt; Salaries</b>		190,000.00	190,000.00
<b>500 - Other Purchased Services</b>		123,000.00	123,000.00
<b>600 - Supplies</b>		57,171.00	57,171.00
<b>Total</b>		370,171.00	370,171.00
		<b>Allocation</b>	370,171.00
		<b>Remaining</b>	0.00

**Waterbury School District (151-000) 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.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | 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;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | 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;  |
| <b>H.</b> | 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;   |
| <b>I.</b> | 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;  |
| <b>J.</b> | 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;  |
| <b>K.</b> | 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; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.   |

(a)	For purposes of this Section, the following terms are defined as follows:
	(1) "Commission" means the Commission on Human Rights and Opportunities;
	(2) "Contract" and "contract" include any extension or modification of the Contract or contract;
	(3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
	(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
	(5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
	(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
	(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
	(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
	(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
	(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

(b)	(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with 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.
(c)	Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
(d)	The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
(e)	The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
(f)	The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

\* 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:

09/06/2018 