

Allocations

**East Haven School District (044-000) 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>		\$865,711.00		\$0.00		\$0.00		\$0.00	\$865,711.00
<b>Total</b>		\$865,711.00		\$0.00		\$0.00		\$0.00	\$865,711.00

Talent

**East Haven School District (044-000) 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 type="checkbox"/> District/school leadership development |
| <input type="checkbox"/> Professional learning                              | <input type="checkbox"/> Retention of top talent                |
| <input type="checkbox"/> Evaluation   | <input type="checkbox"/> Other                                  |

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

**Talent Priorities:**

**Aligned SMART Goals:**

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

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

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

**1.1 CORE DISTRICT PRIORITY #1 LITERACY:** Embedded Literacy Coaching - Employ Reading Specialists at Tuttle, Deer Run, and Momauguin so all classroom teachers have access to job embedded professional learning on effective reading instruction. Reading specialists will monitor and support the professional growth and instructional capacity of classroom teachers. Reading specialists will supported the implementation of the reading curriculum while building the capacity of classroom teachers to provide interventions and supports in the general educational setting. They will facilitate curriculum review and revision, and writing teams to align units to IBAs and common formative reading assessment practices.  
*Rationale: The district CK3LI initiative will include these individuals as part of the team that provides the daily support and follow-up between the monthly Hill for Literacy on-site coaching visits. The coaching through CK3LI will continue to make positive gains in student outcomes.*

**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.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 64.2 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 55.6 in 2018-19.

1.2 CORE DISTRICT PRIORITY #2 MATH: Embedded Math Coaching - Employ math coach at Momauguin so all classroom teachers have access to job embedded professional learning on effective math instruction. Math coaches will monitor and support the professional growth and instructional capacity of classroom teachers, support the implementation of the math curriculum while building the capacity of classroom teachers to provide interventions and supports in the general educational setting. They will facilitate curriculum review and revision, and writing teams to align units to IBAs and common formative math assessment practices. Rationale: The Momauguin math coach has positively impacted core math instructional practices and improvements in differentiation practices.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 56.1 in 2016-17 to 59.0 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 58.5 in 2018-19.

1.3 CORE DISTRICT PRIORITY #1 READING & #2 MATH: Curriculum Writing - Build the instructional capacity of staff through facilitated ELA and Math curriculum review and writing under the guidance and supervision of the assistant superintendent of curriculum and instruction. Atlas, a web-based curriculum writing platform, will support staff in the curriculum writing, review and revision process to ensure unit alignment with CT Core standards. Rationale: The EOY alliance meeting with CSDE resulted in specific unit review strategies for math coaches, reading teachers and classroom teachers to ensure standards alignment and understanding of the difference between teaching skills, conceptual understanding and application.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Math from 56.1 in 2016-17 to 59.0 in 2017-18. Increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 64.2 in 2018-19.

Academics

**East Haven School District (044-000) 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 type="checkbox"/> Common Core-aligned curriculum	<input type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input checked="" type="checkbox"/> Pre-K - Grade 3 literacy
<input 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**" ...

**2.1 CORE DISTRICT PRIORITY #1 LITERACY: EL Teacher** - Employ EL teacher at Momauguin School to increase and expand supports for our ELL student population in PreK through Grade 12. Provide more support for non-English speakers in small group settings. ELL teacher will provide classroom teachers with strategies to meet the diverse language needs of all ELL students in general education classrooms. Rationale: Providing supports for ELLs at Momauguin has increased language proficiency resulting in improvements in LAS speaking and listening assessment results

**2.2 CORE DISTRICT PRIORITY #1 LITERACY: K-3 DIBELS Benchmarking/Progress Monitoring** - Purchase Amplify Assessment system to effectively benchmark, progress monitor, and analyze K-3 student reading achievement and growth through Amplify reading 3D, assessment system and Foundations program. The priority will require the purchasing of chrome books in order to effectively monitor student progress and learning. Rationale: A comprehensive assessment system to assess foundational skills taught through the Foundations program and analyze benchmark and process monitoring data results in decisions around ELA programming and curriculum, student grouping and instructional strategy selection.

**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.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 64.2 in 2018-19. Increase number of ELL students advancing one or more levels on a minimum of one subtest of the LAS assessment from 76% in June 2018 to 80% in June 2019.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 64.2 in 2018-19. Increase the percentage of students being progress monitored at expected DIBELSnext rate from 78% in June 2018 to 85% in June 2019.

2.3 CORE DISTRICT PRIORITY #1 LITERACY: CK3LI - District administration will commit to a multi-year partnership with CT SDE, the University of Connecticut's Neag School of Education, HILL for Literacy and Literacy How to participate and fully implement a district needs assessment and literacy plan that is aligned with the CT Literacy framework. Monthly on site coaching and technical assistance from Hill for Literacy that supports a district assessment of K-5 reading curriculum and instructional practices in alignment with the CK3LI goals. Rationale: Schools in East Haven will continue participation but through a district-level model expanding of the opportunity to provide more schools and classrooms with school based coaching and supports.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 62.2 in 2016-17 to 64.2 in 2018-19. Increase the percentage of students being progress monitored at expected DIBELSnext rate from 78% in June 2018 to 85% in June 2019.

**East Haven School District (044-000) 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 type="checkbox"/> Graduation/dropout prevention/on-track for graduation |
| <input type="checkbox"/> Suspension rate                           | <input 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 #3 CULTURE: Chronic Absenteeism** - Continue to employ a K-5 Attendance Officer for all elementary schools and a 6-12 Attendance Officer for JMMS and EHHS to decrease chronic absenteeism rate District-wide. Create cross functional School and district attendance teams that regularly reviews and analyzes attendance data and develops school and system wide attendance plans. These individuals will conduct reviews of data and attendance tracking policies and practices and provide training with the guidance and support of Attendance Works and CSDE performance office. Rationale - The attendance officers have contributed to a proactive and preventative approach to monitoring attendance and providing schools and families with supports. They will continue this work while also partnering with the turnaround office on the Attendance Works project.

**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.

Decrease District chronic absenteeism rate from 15.7% in the Spring of 2017 to 14% in June of 2019.

Operations

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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

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

**Operations Priorities:**

**Aligned SMART Goals:**

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

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

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

4.1 CORE DISTRICT PRIORITY #1 LITERACY and #2 MATH: Technology Integration - Employ Technology Integration Specialist to support the effective use of Google docs/apps in the K-8 grade levels for education technology within the teaching and learning process. Manage assessment and student intervention software systems. Rationale: To continue the shift of utilizing technology to enhance ELA and math teaching and learning process as opposed to using it to replace the process.

**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.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 55.6 in 2018-19. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 58.5 in 2018-19.

**4.2 CORE DISTRICT PRIORITY #1 LITERACY and #2 MATH:**  
Extended Day Programs - All schools providing extended-day and extended-year opportunities through a before/after school or summer school program with transportation. This program is an extension of the regular school day, inclusive of the ELA and math curriculum and programming. Program adequately staffed with hired personnel to work with students and transportation to support student attendance. Teachers utilizing necessary instructional materials/resources, and software to support student needs and programs. Utilize the work of the Early Intervention Team (EIT) as a resource for identifying students who need more academic or behavioral supports in an extended-day program. Students grouped based on identified need and making academic growth. Rationale: Extended day will provide students with additional time for reading/math interventions and supports translating into greater student growth and development.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 55.6 in 2018-19. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 58.5 in 2018-19.


**4.3. Integration of Frontline operational platforms such as financial (Payroll, Time & Attendance, Applicant Tracking), employee evaluation (My Learning Plan), Substitute Services (AESOP), and student support services (IEP/504 Direct) Rationale:** Continue efforts to streamline operational processes in a more efficient and effective manner.

Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 47.5 in 2016-17 to 55.6 in 2018-19. Improve the Average Percentage of Target Achieved for Math from 51 in 2016-17 to 58.5 in 2018-19.

Related Documents

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

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

Alliance District Grant Budget

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Object	Total
100 - Personal Services > Salaries	\$545,764.00
200 - Personal Services > Employee Benefits	\$110,000.00
300 - Purchased Professional and Technical Services	\$30,000.00
400 - Purchased Property Services	\$66,700.00
500 - Other Purchased Services	\$54,000.00
600 - Supplies	\$45,497.00
700 - Property	\$13,750.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
<b>Total</b>	\$865,711.00
<b>Allocation</b>	\$865,711.00
<b>Remaining</b>	\$0.00

Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$545,764.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (2) FTE Attendance Officers K-5 and 6-12.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	2.00	
<b>Cost:</b>	\$48,000.00	
<b>Line Item Total:</b>	\$96,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	Payment for staff working in extended day programs and summer school.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$95,000.00	
<b>Line Item Total:</b>	\$95,000.00	

<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE Reading Coach at Momauguin School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Momauguin School (044-0711)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$59,494.00	
<b>Line Item Total:</b>	\$59,494.00	
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE Reading Coach at East Haven Academy School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Carbone School/East Haven Academy (044-1711)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$58,794.00	
<b>Line Item Total:</b>	\$58,794.00	
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE Reading Coach at Deer Run School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	



<b>LEA / School:</b>	Deer Run School (044-0111)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$55,128.00	
<b>Line Item Total:</b>	\$55,128.00	
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE EL teacher at Momauguin School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Momauguin School (044-0711)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$54,924.00	
<b>Line Item Total:</b>	\$54,924.00	
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE Math Coach at Momauguin School
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Momauguin School (044-0711)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$51,924.00	

<b>Line Item Total:</b>	\$51,924.00	
<b>Object:</b>	100 - Personal Services > Salaries	Salary for (1) FTE Technology Integration Specialist
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$44,500.00	
<b>Line Item Total:</b>	\$44,500.00	
<b>Object:</b>	100 - Personal Services > Salaries	Payment for certified staff curriculum writing. 25 individuals totaling 100 days at \$300 per day (6 hours) per contractual rate.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	100.00	
<b>Cost:</b>	\$300.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Total for 100 - Personal Services &gt; Salaries:</b>		\$545,764.00
<b>Total for all other Objects:</b>		\$319,947.00

<b>Total for all Objects:</b>	\$865,711.00
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<b>Allocation:</b>	\$865,711.00
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<b>Remaining:</b>	\$0.00
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Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

200 - Personal Services > Employee Benefits - \$110,000.00

Budget Detail		Narrative Description
<b>Object:</b>	200 - Personal Services > Employee Benefits	Benefits for (5) FTE staff inclusive of Reading Coaches, Math Coach, Attendance Officer
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1 Talent - Goal 1.2 Climate Goal 3.1	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	5.00	
<b>Cost:</b>	\$22,000.00	
<b>Line Item Total:</b>	\$110,000.00	
<b>Total for 200 - Personal Services &gt; Employee Benefits:</b>		\$110,000.00
<b>Total for all other Objects:</b>		\$755,711.00
<b>Total for all Objects:</b>		\$865,711.00
<b>Allocation:</b>		\$865,711.00
<b>Remaining:</b>		\$0.00

Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$30,000.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	Payment for CK3LI additional external coaching days by Hill for Literacy at Momauguin, Ferrara, Tuttle and Deer Run. 20 days (5 days per school) \$1500/day
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$30,000.00
<b>Total for all other Objects:</b>		\$835,711.00
<b>Total for all Objects:</b>		\$865,711.00
<b>Allocation:</b>		\$865,711.00
<b>Remaining:</b>		\$0.00

Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

400 - Purchased Property Services - \$66,700.00

Budget Detail		Narrative Description
<b>Object:</b>	400 - Purchased Property Services	Frontline employee evaluation, applicant tracking, and absence management system.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.3	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$34,000.00	
<b>Line Item Total:</b>	\$34,000.00	
<b>Object:</b>	400 - Purchased Property Services	Cost for Amplify DIBELS Benchmarking and Progress Monitoring System
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$19,500.00	
<b>Line Item Total:</b>	\$19,500.00	

<b>Object:</b>	400 - Purchased Property Services	Cost for ATLAS online curriculum management platform
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.3	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$13,200.00	
<b>Line Item Total:</b>	\$13,200.00	

<b>Total for 400 - Purchased Property Services:</b>		\$66,700.00
<b>Total for all other Objects:</b>		\$799,011.00
<b>Total for all Objects:</b>		\$865,711.00
<b>Allocation:</b>		\$865,711.00
<b>Remaining:</b>		\$0.00

Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$54,000.00

Budget Detail		Narrative Description
<b>Object:</b>	500 - Other Purchased Services	Transportation for extended day program and summer school program.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$30,000.00	
<b>Line Item Total:</b>	\$30,000.00	
<b>Object:</b>	500 - Other Purchased Services	Substitute coverage for Deer Run, Tuttle, Momauguin and Ferrara teachers participating in CK3LI project and Hill for Literacy coaching days.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	200.00	
<b>Cost:</b>	\$120.00	
<b>Line Item Total:</b>	\$24,000.00	



<b>Total for 500 - Other Purchased Services:</b>	\$54,000.00
<b>Total for all other Objects:</b>	\$811,711.00
<b>Total for all Objects:</b>	\$865,711.00
<b>Allocation:</b>	\$865,711.00
<b>Remaining:</b>	\$0.00

Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$45,497.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Foundations supplies and materials for K-3 including intervention materials.
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$28,500.00	
<b>Line Item Total:</b>	\$28,500.00	
<b>Object:</b>	600 - Supplies	Cost for supplies and instructional materials to support extended day and summer programs
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$16,997.00	
<b>Line Item Total:</b>	\$16,997.00	
<b>Total for 600 - Supplies:</b>		\$45,497.00

<b>Total for all other Objects:</b>	\$820,214.00
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<b>Total for all Objects:</b>	\$865,711.00
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<b>Allocation:</b>	\$865,711.00
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<b>Remaining:</b>	\$0.00
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Budget Detail

**East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

700 - Property - \$13,750.00

Budget Detail		Narrative Description
<b>Object:</b>	700 - Property	Touchscreen Chromebooks for K-3 benchmarking and progress monitoring
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	East Haven School District (044-000)	
<b>Quantity:</b>	50.00	
<b>Cost:</b>	\$275.00	
<b>Line Item Total:</b>	\$13,750.00	
		<b>Total for 700 - Property:</b> \$13,750.00
		<b>Total for all other Objects:</b> \$851,961.00
		<b>Total for all Objects:</b> \$865,711.00
		<b>Allocation:</b> \$865,711.00
		<b>Remaining:</b> \$0.00

Alliance District Grant Budget Overview

East Haven School District (044-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		545,764.00	545,764.00
200 - Personal Services > Employee Benefits		110,000.00	110,000.00
300 - Purchased Professional and Technical Services		30,000.00	30,000.00
400 - Purchased Property Services		66,700.00	66,700.00
500 - Other Purchased Services		54,000.00	54,000.00
600 - Supplies		45,497.00	45,497.00
700 - Property		13,750.00	13,750.00
<b>Total</b>		865,711.00	865,711.00
		<b>Allocation</b>	865,711.00
		<b>Remaining</b>	0.00

**East Haven School District (044-000) 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.**

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|-----------|--|
| <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:

08/21/2018 