Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701

C.G.S. § 10-262u

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Year 2 Alliance District Application Amendment
TABLE OF CONTENTS

SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
Web site at: http://www.ct.gov/sde/AllianceDistricts*****

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan in the context of the district's overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: http://www.ct.gov/sde/AllianceDistricts.

- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: http://www.ct.gov/sde/AllianceDistricts.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment *must be postmarked by June 28, 2013, at 5 p.m. (EST)*. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

Mailing Address:	Overnight Mailing and Hand Delivery:
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Derby Public Schools			
Name of Grant Contact Person:	Dr. Matthew J. Conway, Jr.			
Phone # of Contact Person:	203-736-5027			
E-mail of Contact Person:	mconway@derbyps.org			
Address of Contact Person:	Street Address:	35 Fifth Street		
	City:	Derby	Zip Code:	06418
Name of Superintendent:	Dr. Matthew J. Conway, Jr.			
Signature of Superintendent:			Date:	
Name of Board Chair:	Kenneth Marcucio			
Signature of Board Chair:			Date:	
Local Board Approval of Plan:[1]	X Yes ☐ No			
Date of Plan Presentation to the Local Board:				
Priority School District?	X Yes ☐ No			

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[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district's **vision statement**?

The Derby Public Schools Rigorously Prepares All Students For High Achievement And Success In A Competitive Society"

What is the district's **mission statement**?

The Mission Of The Derby Public Schools Is To Team With Our Community To Provide All Students With A High Quality Education And The Tools Necessary To Compete And Succeed In A Diverse, Global Society

What are the district's core **beliefs or values**?

Core Purpose

The core purpose is the Derby Public Schools reason for being and is the idealistic motivation for doing the School's work.

- to ensure that every student receives the highest quality education possible, with the goal of

creating well-educated, responsible and productive members of society.

- to realize high levels of academic achievement and the personal well-being for every child.

- to be committed to the development of our students' character, talents, abilities and intellect in order that they may have the opportunity to succeed in a global society.

Core Values

Core values are the essential and enduring principles that guide every action and decision on behalf of the Derby Public Schools

- That the Derby Public Schools establish clear goals, measure progress, and take responsibility for results.
- That as educators, we accept responsibility for the success of our students.
- That the family is an integral and valued part of the learning process.
- That the Derby Public Schools provide a supportive and respectful environment that
   Promotes the development of the "whole" (physical, social, emotional and cognitive) child and enhances learning for all children.

- That the Derby Public Schools openly share relevant information about their performance with all stakeholders.

These core values should be communicated and embraced throughout the organization. They should be honored by everyone involved, particularly the board and staff leadership.

Core Competencies

To accomplish our purpose, the Derby Public Schools must ensure:

- The understanding of the academic standards established by the state of Connecticut.
- High quality, effective instruction for all students.
- Systematic professional development that promotes academic excellence and assists teachers in the delivery of effective instruction.
- That every educator is skilled in the promotion of motivation, engagement and self-discipline among our

students.

- The capacity to collect, analyze the utilize data on student performance so as to provide constructive feedback and to promote the improvement of instruction.

- Proactive support services (PCRC, Youth Service Bureau etc.) are engaged and available to support students and educators.

- To provide a stimulating, challenging and culturally responsive curriculum.

- That a metric is established to evaluate and monitor child development and instructional programs of the educational system

- Effective relationships and interpersonal skills

- Rigor (thoroughness, meticulousness, care, attention, precision)-Need a more concise statement-can you make this a statement

- That all staff members and students are effective communicators.

- The effective use of modern communications and learning technology with an infrastructure that supports ongoing advances in technology.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

1. Academic Excellence

We Will Ensure That Each Of Our Students Is Academically Prepared To Succeed In Life And In The Global Economy.

Indicators of Success

- Every child is motivated and engaged to do quality work in school.
- Every child has access to a quality early childhood education.

- Every child reading with fluency and confidence by the end of third grade.

- The achievement gap between the children of families who are well off and those who are less well off will become a thing of the past.

- Instruction is guided by a curriculum that reflects the academic standards that have been established by the State of Connecticut.

- Instruction is differentiated in response to the learning needs of every child. Every student has an education plan and profile that charts her/his progress as a learner.

- Instruction is guided by the continuous collection, analysis and application of data about student achievement and wellbeing.

- We take full advantage of the power and flexibility offered by on line learning to promote student achievement.

2. Quality Teaching

We will recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success.

Indicators of Success

- We have a systematic employment process that results in the selection of high quality candidates for every teaching position.

- The diversity of our faculty more nearly reflects the diversity of the students and the community that we serve.

- We employ differentiated staffing in order to extend the influence of great teachers and to control personnel costs.

- We invest in our faculty by providing a comprehensive, coherent program of professional development that focused on the needs of our students.

- We have a program of teacher evaluation which places a premium on demonstrated success in promoting student achievement.

- We have a culture of accountability that celebrates teaching excellence, provides assistance to those who need improvement and deals forthrightly with those who prove incapable of meeting our standards for quality teaching.

3. Organizational Efficiency

We will pursue alternatives to the district's present organizational arrangements that will promote greater economic efficiencies while preserving educational quality.

Indicators of Success

- We will explore the creation of a regional school district that would result in a reduction of administrative and overhead expenses for schools in the lower Naugatuck Valley.

- We will examine the feasibility of closing Derby High School and tuitioning our students out to neighboring high schools.

- We will consider reorganizing our elementary schools such that all students in grades K-2 are served in one school and all students in grades 3-5 in the other.

- We will consider closing one of our four school facilities and consolidating enrollment in the remaining three buildings.

4. Family & Community Partnerships

Parents and other citizens will be actively engaged as partners

in the work of the Derby Public Schools.

Indicators of Success

- Our schools go out of their way to be welcoming to families and other visitors.

- We encourage community volunteerism and mentoring in our schools.

- We have active partnerships with area businesses, community organizations and institutions of higher education.

- We promote an appreciation for the cultural diversity that characterizes our city.

- We communicate with all stakeholders in a timely, effective and continuous manner.

5. Student Wellbeing

We will ensure a positive quality of life for every student.

Indicators of Success

- Each of our schools evidences a safe, respectful, culturally aware learning environment.

- Our students feel a sense of safety and belonging in our schools.

- Our students experience the sense of empowerment that results from academic success.

- Our children and young people are recognized by their school and their community for their accomplishments.

- We teach and model good citizenship and respect for self and others

- We provide every student with the opportunity to engage in co-curricular activities.

- We promote appreciation for cultural diversity.

- We provide comprehensive guidance and counseling services to our students.

6. Generating Enrollment & Revenue

We will seek opportunities to build enrollment and generate revenue by offering high quality programs that attract students from other communities.

<p align="center">Indicators of Success</p>

- We offer one or more "charter" or "magnet" school programs that serve students from Derby and beyond and that generate revenue to the school district.

- We attract significant public grants and private philanthropy in support of school and district

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	1491	Per Pupil Allocation:[2]	$11,994
Total # Schools:	4	Operating Budget:	$16,252,825.00
# Review Schools:[3]	3	# Turnaround Schools:	
Student Demographics (2012-13):			
% White:	54%	% F/R Lunch:	52%
% Black:	16%	% IEP:	12%
% Hispanic:	25%	% ELL:	6%
% Other:	5%	Attendance Rate:	95%
District Personnel (2012-13):			
# Certified School-based Staff:	125	Median Teacher Salary:[4]	
Student/Teacher Ratio:[5]	8/1	# Central Office Administrators:	3
# School Administrators:	4	# Central Office Support Staff:	7
Student Achievement:	**2009-10**	**2010-11**	**2011-12**	**2012-13**

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.

District Performance Index:		n/a	n/a		n/a
Math	Gr. 3 CMT at/above Goal:	61.8	41.3	43.2	n/a
	Gr. 5 CMT at/above Goal:	39.8	41.9	49.5	n/a
	Gr. 8 CMT at/above Goal:	44.9	30.2	37.9	n/a
	Gr. 10 CAPT at/above Goal:	26.6	16.2	27.4	n/a
Reading	Gr. 3 CMT at/above Goal:	44.6	45.1	44.2	n/a
	Gr. 5 CMT at/above Goal:	43.5	41.1	48.6	n/a
	Gr. 8 CMT at/above Goal:	59.6	60.2	63.8	n/a
	Gr. 10 CAPT at/above Goal:	26.6	21.7	31.5	n/a
Chronic Absenteeism Rate:[6]		15	17	13	12
4-Yr Graduation Rate:		73.21	71.77	75.00	74.07
% Pursuing Higher Education:		78%	85%	77%	71%

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[6] Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are <u>not required</u> to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	Comprehensive district professional development plan in place with ACES and SERC for spring 2013 through spring 2014 addressing CCSS transition Embedded PD for 10 days in each school to assist with and monitor the implementation of CCSS Supporting staff to better use assessment data to make instructional decisions and determine the effectiveness of strategies being implemented Movement away from site-based curriculum to a uniform district curriculum
Human Capital	New, district-wide comprehensive professional development plan for 2013-14 that addresses CCSS and job-embedded professional learning Full preparation to implement the teacher evaluation system in 2013-14 Teacher salaries that are very competitive

Operations	Central office is working to streamline all data sources and import data into Inform and PowerSchool.
	Derby is going paperless to reduce costs
	There is currently a strategic plan to partner with small businesses in Derby to support technology growth in schools
	Discussions around combining IT support with Ansonia in order to better meet the technological needs of schools
Culture and Climate	Family engagement is growing significantly at the elementary level
	Good student attendance
	Relatively low expulsion rates
	School Governance Councils have been formed in all district schools as of 2013

For the following domains, identify the district's most significant **growth areas**.

Academics	Ensuring the implementation of the curriculum with fidelity and uniformity across the district
	Putting a common assessment system into place to measure student learning
	Supporting staff to better use assessment data to make instructional decisions and determine the effectiveness of strategies being implemented
	Completing math and science curricula
Human Capital	Prioritizing staffing in low-performing schools
	Professional development was not previously driven by staff need or demonstrated student need; however, the 2013-14 district professional development plan is driven by data and should yield better results

Operations	Supporting technology with the available funding Allocating more of the budget to meet the technological needs of schools, especially given the 21 required by the CCSS. Upgrading technology to allow for more electronic operations, such as direct deposit of payroll checks 21st century learning skills
Culture and Climate	Strengthening existing programs and developing new ones to address the academic and social needs of a growing minority population. Addressing student/family transiency and illegal residency issues Bringing more social services into the high schools

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

The district's key initiatives from Year 1 of the Alliance District grant included:

- **Social/Emotional and Behavioral Initiative**: *to support the social and emotional health of young children with early intervention to prevent school failure*

- **Professional Development and Evaluation**: *to develop a process of evaluation with targeted professional development which will enhance teacher effectiveness*

- **District Data Team Initiative**: *to create measurable performance targets that will gauge and monitor progress of student achievement.*

- **Literacy How Reading Initiative**: *to provide teachers with job-embedded PD using a modeling/coaching method with a focus on small group, differentiated instruction.*

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Focused Monitoring: Derby Public Schools is pleased to be one of the first districts to combine the Alliance grant with the Special Education Focused Monitoring Technical Assistance and Support Activities. Derby was selected to receive additional CSDE BSE technical assistance based on data indicating that a high number of students were placed out of district, a high number of suspensions for students with special needs, and very low CMT scores in Reading for the Special Education sub group. From January 2013 – June 2013, the CT FM team followed their traditional system of visiting all four schools, observing classes, interviewing staff and students, and in conjunction with SERC, facilitating a ½ day Professional Development with teams of 3-5 people from three individual schools, to include an overview of the Educational Benefit process then implementing the Ed. benefit process. Our Focused Monitoring Improvement Plan will be embedded into this Year Two Alliance Grant.

Social/Emotional Behavioral Interventions: Irving School participated in Year 1 PBIS Training with SERC. A leadership team was formed to begin the comprehensive planning for a school-wide behavior plan, student incentives and recognition, and teaching materials. A readiness survey completed by teachers in the fall of 2012 indicated 100% buy-in for PBIS. A School-wide Evaluation Tool (SET) was completed in June 2013 which revealed

Irving School hired a full-time Parent Liaison in the winter of Year 1 to assist with orientating new families, monitoring student attendance and truancy, supporting behaviorally challenged students (daily check in/check out/goal setting), conducting parent workshops, and establishing an after-school detention program as an alternative to suspension. Irving School parents are extremely active this year. There are 153 followers on the

school's PTO Facebook page, active volunteerism of parents at school events, an average of 60-80 parents attending weekly Community Meetings, and monthly family events that consistently draw 100 -200 attendees.

A review of Irving's student behavioral data reveals the following:
- 94% student attendance rate
- 0.42% chronically absent/truant (10 or more absences, including excused and unexcued)
- 0.33% chronically absent/truant (10 or more absence, unexcued only)
- .18% excessive tardy (8 or more tardies)
- 26 out of school suspension
- 68 incidents of serious infractions: *fights/physical aggression, harassment, weapons, theft*
- 33 students withdrew after October 1, 2012
- 42 students entered after October 1, 2012

In the Spring of 2013 teachers at Irving School utilized the AIMSweb Behavior Screening tool to gather baseline data about student's risk levels for social emotional problems and motivation to learn. AIMSweb data will help Irving School screen, intervene and monitoring behavior and social skills using an RTI approach. This early identification of students, whose behavior could interfere with learning, will be used in 2013-2014 to develop individualized programming for students in the Tier II and Tier III range.

The following data is from the AIMSweb Behavior and Emotional Screening System (BESS) for Irving School:

Grade	Normal Risk	Elevated Risk	Extremely Elevated Risk
Kindergarten	71%	11%	17%
Grade 1	64%	24%	12%
Grade 2	88%	5%	7%
Grade 3	81%	12%	7%
Grade 4	66%	27%	7%
Grade 5	88%	7%	5%

This data is evidence that more work must be done to support students behaviorally. A collaborative after-school program was developed in the Spring with Irving School and Valley Kids Belong. This program reached 125 students *(over 50 students were waitlisted)* and included components of social/emotional training, reading intervention, and physical wellness. In Year 2 Irving School will build off this model and offer a Saturday Academy to provide extended learning opportunities for students and target their overall well-being and academic proficiency.

Community Support: Irving School has garnered the support of local **community organizations** who have maintained a strong presence throughout the school year. Valley United Way hosted a *Back to School clothing event, a school grounds cleanup day, a library make-over, a cafeteria make-over, a teacher's lounge make-over. They secured donations for 3 large book drives to give to students to build at-home libraries and coordinated a large scale donation of school and art supplies.* **The perception of Irving School in the community** is changing rapidly. There has been significant positive press coverage in the Valley Independent Sentinel and the New Haven Register and people in community are taking an interest in activities happening at the school--many of which are posted on the school's social media page.

PD and Evaluations Initiative: Professional development at Irving School was extensive in Year 1. The PD schedule was modified from previous years and included a one hour weekly after-school teacher training and one forty-minute grade level meeting per week. Professional development was provided on the use and

integration of: iPads, ENO boards, positive behavior intervention/management strategies, individual behavior management plans, data teams, instructional strategies, Common Core lesson planning, SEED, and the Child-Study team process. Training was also provided for paraprofessional and included the review of school-wide assessment data and strategies for effective small group intervention. These sessions were led by the Principal and Reading Specialists.

Significant work on teacher evaluation occurred throughout the district. All district-level administrators attended the SEED training modules through ACES and are participating in the Danielson training in July 2013. ACES facilitated two sessions for teachers about SEED and the new teacher evaluation instrument which will be used in 2013-2014.

Data Team Initiative: Irving School established grade level data teams and utilized the support of a data team facilitator through a partnership with ACES. Teachers were guided through the CALI Model for several cycles with the intent of a gradual release of responsibility to a team leader. By June 2013, only 2 out of 6 grade-levels demonstrated the ability to work independently through the data team cycle. Differentiated PD will be provided in 2013-2014 to meet the individual needs of teachers and develop the competency and confidence for all teachers to use of data to inform instruction.

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

Literacy How: Irving School worked with Literacy How's instructional specialist/consultant to provide weekly job-embedded PD for teachers in grades K-1. This is the third year of work with Literacy How and the impact of this program has not been successful at Irving. In reviewing the Kindergarten Inventory for the spring 2013 administration, only 20.8% of kindergarten students scored at the PL3 level in literacy, and 22% in language. Students at this level **consistently** demonstrate the skills in the specified domain and require **minimal** instructional support. The literacy domain measures student's ability to track print, rhyme, demonstrate letter-sound correspondences, segment and blend words and retell simple texts. The language domain evaluates student's ability to participate in conversation, speak in full sentences, communicate feelings and needs and retell information from a story read to him/her.

The spring DRA2 scores are highly concerning with the following grade-level results and proficiency levels:
- Grade K: 47% at-risk, 32% proficient, 21% goal
- Grade 1: 68% at-risk, 20% proficient, 12% goal
- Grade 2: 64% at-risk, 22% proficient, 14% goal
- Grade 3: 42% at-risk, 21% proficient, 37% goal
- Grade 4: 69% at-risk, 22% proficient, 9% goal
- Grade 5: 37% at-risk, 45% proficient, 18% goal

An analysis of the teaching objectives, instructional materials, and lesson designs revealed the absence of an organized and systematic approach to teaching reading. The learning experience of a student varies widely amongst the grade-level and to an even greater extent between the two elementary schools in Derby.   The principal of Irving School and Superintendent Conway researched core reading programs being used in other districts and spent time visiting schools talking to key stakeholders. A teacher committee was formed in the spring 2013 to explore the district's adoption of a core reading program in both elementary schools. This group attended a site visit to Clinton Public Schools to observe teachers and students using of Journey's. The committee reconvened and reported their impressions of the program to the Superintendent.

A decision was recently made to adopt Journey's for the district's K-5 classrooms with the intent to strengthen the foundational program in reading and standardize the instruction. A comprehensive PD plan is under development to ensure that teachers are prepared for an effective implementation of the program.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	Ensure that each of our students is academically prepared to succeed in life and in the global economy	☑ Continued from Year 1 ☐ New priority
Priority #2	Recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success	☑ Continued from Year 1 ☐ New priority
Priority #3	We will promote greater economic efficiencies in district operations while preserving educational qualities and increasing access to technology.	☑ Continued from Year 1 ☐ New priority
Priority #4 (optional)	Ensure a positive quality of school life for every student while actively engaging parents, community organizations and citizens as partners.	☑ Continued from Year 1 ☐ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

Each of the four priorities listed above are strategies which lead to include goals, objectives and tasks through 2016. These are what drive our 5 year strategic plan. A copy of the strategic plan is available.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

Common Core State Standards:
The district is very well prepared to support common core state standards through a very systematic approach to professional development, building capacity through a training the trainer model. In April –May, 2013 all students in grades 3-8 and grade 11 took part in the Common Core Assessment Testing coordinated by SDE. The testing cycle was successful and no technology issues were incurred. In addition, a group of sixteen (16) teachers will be participating in a CCSS curriculum consortium this summer during the period of July 8 – 19, 2013. While last year the group focused on literacy this year they will be focusing on Math. In grades k-5 we will be implementing a single reading program (Journeys) across the district to align all classes and grades with the CCSS. CCSS will account for 60% of all professional development throughout the 2013-2014 school year.

Educator Evaluation and Support:
We are very well prepared to fully implement a new teacher evaluation and support system aligned with the SEED model. All administrators will be completing training in the Danielson Framework for Teaching standards and complete two proficiency tests to measure their skill level and effectiveness as an evaluator. To date all administrators have completed 5 days of training on evaluation of administrators under the state model. All teachers have completed 4 hours of training on the SEED program. Professional Development has been scheduled for additional training beginning October 9, 2013 and continues through March 2013. SEED professional development will account for 30% of all professional development throughout 2013-2014 school year.

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.
We will ensure that each of our students is academically prepared to succeed in life and in the global economy
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Working with all administrators, teachers, staff, parents and community organizations we will provide enhanced, individualized educational services to meet the needs of every student. Each student Prek-12 will have a student success plan. Early screening will be completed starting with each child entering kindergarten. In addition we will begin working with all child care providers in Derby to ensure Prek services being delivered are aligned with Derby public schools curriculum and best practices. Greater attention will be given to parent involvement and identification of wrap around services that can address both the academic and social needs of the child both in and outside of school. Reading Curriculum at the k-5 level will be aligned with CCSS and aligned by grade level as well as vertically. Through the use of online courses High school students will be provided greater opportunity for AP courses as well as credit recovery. At the k-8 level Derby will utilize Aimsweb assessments for monitoring progress in addition to formative assessments. At the 9-12 level we currently use CAPT bench mark assessments but are reviewing transitioning to NWEA assessments to be more aligned with the CCSS. In addition, the district has created assessment/data coordinator positions for each school. As indicated in the plan imbedded professional development has been scheduled to work with teachers and administrators on use of data, monitoring progress and implementing strategies in the classroom. Training Days: 9/18/13, 10/15/13, 10/16/13, 10/22/13, 10/23/13. Professional Development has been scheduled for implementation of the reading curriculum. In the first year of implementation, strict adherence to the curriculum will be monitored by both building level and district level administrators. The District will be hiring an Assistant Superintendent of Teaching and Learning to support the implementation across all grades and in both schools. This year we will be reviewing resources to implement a new math curriculum for the 2014-2015 school year.
Provide early identification and screening of children
Ensure the curriculum reflects the academic standards that have been established by the State of Connecticut

Instruction is differentiated in response to the learning needs of every child and an individual education plan and profile charts the progress of every child as a learner

Outcome Metric: What is the desired result of the implementation of Priority #1?
Utilizing Aimsweb bench mark assessment data, we will measure student progress toward meeting goal.

Utilizing Aimsweb data 85% of k-8 students will have completed a behavioral screening.
Through "Reviews of practice" all staff will be monitored for participation in data teams.
Through use of walk through data 85% of all teachers will demonstrate use of intervention strategies with students.
Through use of NWEA MAP assessments or IReady all 9-12 students will demonstrate mastery of CCSS.

By 2016, 75% of third grade children in the Derby Public Schools will be fluent and confident readers

By 2016, through concerted efforts, the Derby schools will eliminate the current achievement gap amongst its students

By 2016, Derby schools will have a comprehensive protocol to assess, individualize and improve the educational outcomes and wellbeing of each student.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Focused Monitoring -Work with Derby School Readiness to ensure that every child has access to a quality early childhood education	• A minimum of one school administrator will attend the Derby Early Childhood Council (DECC) meetings bimonthly. • Prior to June 2014, Derby Birth – Three Coordinator will meet three times per year with the Derby School Readiness Team to assure continuity of quality Early Intervention programming; meeting minutes and a list of current early interventions will be the progress metric.	✓	✓	✓	✓	✓
Focused Monitoring -Provide early identification and	• 100% of incoming Kindergarten students will be screened for	✓	✓	✓	✓	✓

screening of children	• academics and social needs by the school resource team. • By December 2013, all School support personnel will be trained in implementing the AIMS Web Behavior Universal Screen and will have completed 1-3 case studies in their respective schools. By June 2014, all students in grades K-11 will have received at least one (Spring) Universal Screen for AIMS Web behavior.					
Ensure the curriculum reflects the academic standards that have been established by the State of Connecticut	• 100% of certified staff will attend professional development on the Common Core State Standards as provided by ACES and SERC.	✓				
Instruction is differentiated in response to the learning needs of every child and an student success plan and profile charts the progress of every child as a learner	• BY June 2014 every student k-12 will have a student success plan. • A minimum of ½ hour of RTI in literacy will be guaranteed every school day per schedule		✓			
The schools partner with the community to promote family literacy -Determine what is being done now -Identify and promote available Programs	• The Elementary School reading teachers will work with the Derby Early Childhood Council to provide books for incoming Kindergarteners.	✓				
The schools partner with parents to improve and enhance children's reading efforts	• Elementary Schools will continue to implement the Governor's Reading Challenge Journal and Bridgeport Sound Tigers book list to promote continued reading through the summer recess.	✓				

Focused Monitoring - Develop a District Data Review Team to review data by demographics, school and grade level to assess where to target efforts and develop a plan to enhance instructional efforts	• By September 2013 a 2013-2014 District Data Review team will by selected. • By September 2013 a data review schedule will be established. • Each administrator will generate individual student (by class) assessment data through Pearson-INFORM and have the data ready for staff for the upcoming academic school year. • A building-based data team leader will facilitate grade-level data team meetings a minimum of once a month during the Professional Learning Community meetings on extended school days. • The building-based data team leader will meet with the district-wide data team a minimum of once per month to analyze trends in student assessment data and turnkey district initiatives at the building level during Professional Learning Community meetings. • Grade level data teams will meet a minimum of once a month to analyze student assessment data to inform and adjust instruction based on individual student needs. • To begin in the Fall 2013, and following the new District,		✓				

Building, and Grade Level Data Team procedures, Special Education personnel will be active participants in the analysis of all sub group data, minimally three times per year. SMART Goals will be written by the Data teams. This analysis will be used to effect student achievement in those subgroups. Evidence of an increase in achievement in three of the five subgroups will be evident by August 2014.					

Priority #2: Insert the Year 2 priority below.
Recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success

Summary: Briefly describe the district's comprehensive approach to implement this priority.
We have a systematic employment process that results in the selection of high quality candidates for every teaching position and ensures that our faculty reflects the diversity of the students and the community that we serve The knowledge explosion and the rise in professional salaries makes it evident that the professional's time must be used to maximum advantage. Low-level responsibilities such as collecting lunch money or supervising recess or sports events needs to be delegated to non-professional personnel while the professional tasks of diagnosing, prescription development, treatment and assessment should be assigned to specialist teachers. Roles and responsibilities must be differentiated in order for increased learning to take place. We invest in our faculty by providing a comprehensive, coherent program of professional development that focuses on the needs of our students. In addition to enhancing the human capital of participating teachers, professional development can also contribute to the school's social capital. In this view, professional development may enhance student learning through its effects on teaching practices. When teachers have a strong sense of professional community their morale is better and teacher commitment is higher. Professional community helps support teaching practices, and helps teachers address the uncertainty that accompanies non-routine teaching of the sort encouraged by many school reform initiatives.

We will be using teacher evaluation data to identify professional development on an individual and small group basis. Evaluation data will be analyzed to determine individual, building level and district level areas in need of improvement through professional development.

We will collect data through use of surveys to identify teacher specific needs and level of understanding of identified professional development.

Outcome Metric: What is the desired result of the implementation of Priority #2?

By September 2013 all administrators will demonstrate proficiency in use of the Danielson Framework for teaching

Utilizing the Teachscape and the Daniel Framework for Teaching d by February 2014 100% of certified staff will have been evaluated through the SEED program.

Utilizing exit survey data we will determine how well we met our professional development targets.

Utilizing Reviews of practice, walk through data and classroom observations we will measure effectiveness of professional development training.

By 2013, a systematic recruitment and employment process will ensure high quality diverse staff
By 2013, a comprehensive system to identify and provide ongoing, targeted professional development opportunities to the instructional and administrative staff to strengthen instructional and administrative capacity that will enhance their ability to positively impact student learning.

By 2013, a comprehensive system to evaluate instructional and administrative staff to strengthen instructional and administrative capacity that will enhance their ability to positively impact student learning.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Review current recruitment and employment systems and protocols	By summer 2013 current recruitment and employment systems will be reviewed.		✓			
Identify and define "high quality" attributes and revise protocol to reflect the definitions	By September 2013 a rubric indicating "High Quality" attributes will be in place.		✓			
Survey school personnel for skills and expertise that fall outside their current role	-Central Office Survey – will create a baseline for areas teachers can participate in outside of their expertise, this baseline will allow us to hire a more diverse staff based on any inequities	✓				
Review current curriculum and staffing patterns to determine how differentiated staffing might better support student outcomes	-implemented Freshmen Academy model, 9th grade students have the same teachers for their core subjects allowing for collaboration on instructional strategies, also consistent academic and behavioral expectations can be implemented -25% of the freshmen class has been consistently retained, the goal of the Freshmen Academy is to lower the retention rate, increase four-year cohort graduation rate and expedite social and emotional progress of incoming 9th graders -Create flexible paraprofessional schedules at Irving School to ensure instructional support during the literacy block in all classrooms	✓				
Review past professional development activities	By Summer 2013 all previous professional development plans will be reviewed	✓				
Survey administrative and instructional staff for individual professional development needs	100% of staff will be surveyed to determine needs for CCSS development.	✓				

Discuss with school principals what professional development is needed school-wide	By summer 2013 100% of principals will have responded indicating their building professional development needs.	✓				
Determine costs associated with professional development efforts	By summer 2013 a budget will be presented to the BOE indicating costs associated with professional development.	✓				
With School Administration and District Leadership Teams, develop a professional development calendar for the next year, including cost projections	By summer 2013 an initial PD calendar to include all costs will be approved by the district leadership teams.	✓				
Provide professional development for administrators in use of the selected model	By September 2013 100% of current administrators will have completed training in the Danielson Framework for Teaching.		✓			
Provide professional development to teachers in the selected model	By September 2013 100% of all teachers will have received initial PD in the new SEED model.		✓			

Priority #3: Insert the Year 2 priority below.
We will promote greater economic efficiencies in district operations while preserving educational qualities and increasing access to technology.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Explore Reorganization of Elementary Schools to Achieve Greater Efficiency and Diversity Explore Online Instructional Delivery Models for Improved and Expanded Curriculum Delivery to Positively Impact Student Achievement and Fiscal Efficiency The use of online instruction would provide expanded curriculum options for students as well as provide a changed delivery model for some courses that could result in reduced staffing and materials costs. Online instruction could also attract students from other districts.

Outcome Metric: What is the desired result of the implementation of Priority #3?

By June 2014, Determine the Value of Changing the Current K-5 Model to Pre-K-2 and 3-5
By June 2013, Deliver a Formal Recommendation Regarding Online Learning to the Board of Education for Consideration

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Speak with other districts on their experience with the model and the impact on student outcome	Completed	✓				
Survey teachers for input and their perception of the impact on the students, their work and the families if elementary configuration is changed	Completed	✓				
Survey parents for input on the impact of the reorganization on their child, family and neighborhood	By September 2013 100% of parents will have had an opportunity to participate in discussions regarding the PK-2/3-5 model		✓			
Determine the costs associated with implementation- Determine added costs or savings associated with the reorganization	By December 2013 a cost analysis will be completed for the Pk-2/3-5 model			✓		
Compare the current model of elementary education delivery with new model for teacher and support services.	By December 2013 an assessment of support services for teachers and support staff will be completed.			✓		
Make formal report and recommendation to the full Board	By January 2014 a formal recommendation for the PK-2/3-5 model will be presented to the BOE			✓		
Explore known successes and online users	Completed					

Determine the technology requirements and costs necessary to implement	By September 2013 a cost analysis will be completed for additional technology needs for on-line learning at the high school		✓			
Establish the fiscal and organizational impact of online learning to the district	-Enroll students for the 2013-2014 school year into Edgenuity online learning "seats" for credit recovery and expanded course offerings -Other online software venders explored were APEX and Odysseyware. The cost is $20,000 which includes training for the software and $10,000 which will be supplemented through an outside grant -Online learning will impact credit recovery and diversify our course offerings		✓			
Review the types of online programs available by grade level	Common Core English (9-12) Common Core Algebra I Common Core Geometry Common Core Algebra II Common Core Precalculus Common Core Mathematics (I-III) Biology Chemistry Physics Advanced Placement Courses	✓				
Review the research regarding best practice and value of online learning	-Blended/online learning will allow Derby students to keep pace with their peers from larger schools -Online courses are already aligned with Common Core state standards -Online resources can be utilized by teachers to strengthen existing lessons -Online courses are continually updated by Edgenuity to keep pace with changes	✓				

	being made to the Common Core					
Determine the impact on credits for graduation and methods of assessment	-Students transferring into the district from other schools with a lower graduation credit requirement will now have the ability to earn credit in an expedited manner while still maintaining course integrity		✓			
Review how online learning programs align with the CT curriculum standards	-All courses offered align with current Connecticut Common Core state standards	✓				
Develop a potential staffing plan if online learning is implemented	-Online learning courses will be monitored by a certified teacher as an assigned teaching period	✓				
Determine potential available public and private dollars to support costs to support online learning pilot and/or initiative	-ATT grant was written by the principal of the high school along with Central Office to help supplement funds	✓				

Priority #4 (optional): Insert the Year 2 priority below.
Ensure a positive quality of school life for every student while actively engaging parents, community organizations and citizens as partners.
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Our Schools Will Value, Fund And Provide Students With The Opportunity To Engage In Extra Curricular Activities That Include Athletics And The Arts (Performing, Music, Creative Arts) The Derby School experience must include programs outside of the curriculum to allow students to explore interests, build new skills and learn to work in team settings. These experiences provide a more well- rounded individual as well as assist students in their ability to gain acceptance and funding for post high school educational pursuit. Our Students Feel A Sense Of Safety And Belonging Exhibited respect for diversity, whether cultural, racial or gender related increases a student's sense of inclusion and belonging as well as assists them in

gaining appropriate attitudes necessary for success in the workplace and the global society.

Students Must Be Provided With A Safe Environment That Is Conducive To Their Continued Development And Learning. A Sense Of Belonging Is Key To Student Motivation And Can Diminish Their Need Connect With Groups That Can Negatively Affect On Their Future

Our Schools Teach, Model and Promote Respect for Self and Others

Students And Schools That Internalize Respect In All Areas Will Experience A Reduction Of Behavioral Issues And Allow For Improved Learning Environments.

Schools Will Exhibit A Respect For Cultural Diversity

Parents And Other Citizens Will Be Actively Engaged As Partners In The Work Of The Derby Public Schools.

Outcome Metric: What is the desired result of the implementation of Priority #4?

As measured by school climate surveys student and parent satisfaction will increase by 10%.

By September 2013, Students Can Continue To Participate In Athletic Or Arts Programs. So They Can Have A Well Rounded School Experience.

By June Of 2013, Develop And Implement A Formal, Written Guidance And Counseling Service Process

By June 2014, Students will Be Informed of the School's Model for Behavior and Their Core Beliefs Regarding Respect for Self and Others

By January 2014, A Process For Student Recognition In Schools And The Community Will Be Implemented

By January 2014 Provide An Environment That Is Welcoming To Students, Families And The Community That Encourages
            Involvement And Engagement

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Determine participation rates for all current extracurricular activities and clubs	Each quarter participation rates will be reported to the BOE.		✓	✓	✓	
Survey students on interests and access to current activities	All Schools will create and implement a minimum of two online surveys to gauge specific student activity interests for the		✓			✓

	current school year and the subsequent school year.					
Obtain data from other schools on their participation rates and what they are doing	By October2013 participation reports from all schools in our DRG will be available from other schools.			✓		
Explore school/community collaborations to expand and enhance participation/offerings	Big Brother/Big Sister mentoring program to assist at risk students – collaboration between the elementary schools and the high school -Junior Achievement organization has an intense relationship with our company program at the high school "Big Red Productions" -Continue partnership with Valley United Way to bring volunteer and mentoring opportunities to the district			✓		
Adopt a District-wide developmental guidance program	By January 2014 a system wide guidance program will be implemented.				✓	
Review/Revise facility safety protocols and responses a. Propose revisions to Board of Education for approval	By January 2013 100% of staff will have received PD in safety protocols specific to our district and their buildings			✓		
Assess the welcoming environment and culture of each school	All Schools will develop and make available a minimum of three online surveys to assess school climate and explore ways to improve school culture. Separate surveys will be created for students, parents and staff. Results will be analyzed by administration and student/parent survey data will be shared with staff during a Fall 2013 PLC and a summer 2014 PLC.	✓				✓
Provide a welcoming environment in each school	By August 28, 2013 the school entrance at Derby High School will be monitored by a staff member to ensure the safety of		✓			

	students/staff and also to enhance climate and culture.					
Review the process for early identification and screening of students	By summer 2013 a review of the screening will be completed in consultation with all stakeholders and recommendations made.	✓				
Survey students regarding guidance needs and expectations	By Winter 2013 100% of 9-12 students will complete a needs survey.			✓		
Focused Monitoring – Involve students in decision-making	By June 2014, at least 5 Derby High School students in grade 10-12, with Special Education identification, will have successfully led their Individualized Education Plan meeting, as measured by student sign off page and completion of objective.			✓		
Review current guidance and counseling processes	Through NEASC accreditation visit of 2010, all guidance and counseling processes were reviewed			✓		
Revise guidance and counseling process to effect positive student results a. Ensure there is a process to guide students to appropriate paths to attain post High School goals	Formal tally sheet kept for every interaction between counselors and students that attempts to affect positive student development Information for parents as to when contact was made, exploring capabilities of PowerSchool			✓	✓	
Explore potential online guidance to support students. (See NEASC ref.)	By Winter 2013 all guidance counselors are using Naviance			✓		
Explore Developmental Models for Behavior a. Discuss and define what would be included and outcomes desired b. Determine any district wide models in place -	By June 2014 all staff will have received training in PBIS. Schools will create establish administrator and faculty/staff support for PBIS as measured by survey	✓				

completed c. Research best practice - completed d. Propose a district-wide developmental model for adoption by the Board of Education - completed e. Ensure that all school personnel and volunteers are provided with training on the adopted model	PBIS Leadership Team will be established at each school PBIS Team will create a regular meeting schedule with effective operating procedures Schools will establish 3-5 school wide behavior expectations that are taught and reinforced Behavior interventions will be put in place to support at-risk students Student discipline data will be entered in SWIS. Results will be summarized and reported quarterly to faculty.					
Annually survey students on the current school environment -develop survey questions - completed -survey students 3 times each year -collate/share survey results with faculty -include survey results when possible in school improvement plans	Surveys will be administered three times a year to parents students ands staff				✓	
Develop a protocol for communications so that they are accessible to non-English speaking families and students	• Utilize ESOL teacher to translate notices that go home to families. • Utilize High School students to translate building and district			✓		

	notices going home to parents					
Promote events that celebrate our diverse population	School staff will continue to collaborate with the PTA and community agencies to bring in programs and plan school-wide events that celebrate and promote the diverse population I and out of our district.		✓			
Explore and develop potential volunteer opportunities for parents and community members and include in student handbooks	School Governance Councils will meet once a month to explore potential volunteer opportunities for parents and community members.		✓			
Develop and implement a communications plan to inform key stakeholders of school efforts and activities	School administration will utilize the School Reach phone message system to send a minimum of one message to all families once per week indicating upcoming school events.	✓		✓		
Explore and develop partnerships with local businesses and organizations to support schools and students	District and school administration will participate on community organization committees that reflect to core values and beliefs to support our children.		✓	✓	✓	
Identify any existing barriers for parent and community engagement and remove	School administration will review student emergency contact information and ensure that 100% of phone contacts in PowerSchool are accurate.		✓	✓	✓	✓

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

The BOE and district support adding a Director of Curriculum and Instruction position to central office.

The district has created 4 assessment coordinator positions (one for each building) to become lead people to create reports, analyze and display assessment data and coordinate assessment schedules. These individuals will also serve on the district wide data team. The district has created a special education coordinator position for the High School.

The district has developed five district level teams and three Board level committees to support on-gong development and implementation with strategies in each of our four priority areas.

District Teams: Board Committees:

District Data Team   Academic Excellence
Common Core leadership Team   Student Life and Parent Engagement
School Safety/Security Team   Organizational Structure
SEED Team
Professional Development Team

Working with each district committee we developed a schedule of over 100 professional development opportunities for staff in small groups as well as imbedded in class/data team training and coaching. We will be using the train the trainers model through January at which time

Areas identified for professional development:

Academics: Operations:

Curriculum Development   Use of Technology
CCSS Shifts/alignment   -ENO/Smart Boards
SRBI   -Chrome Books/Google Drive
Data Team/PLCs   -On-Line Learning - Edgenuity
Inform-Assessment Data Management System
Ell Students

Human Capitol: Climate & Culture

SEED	School Climate/Safety/Security
Danielson Framework for Teaching	PBIS

All district and building level administrators will complete training and proficiency testing on the Danielson Framework for Teaching. The Superintendent has successfully completed proficiency testing in this model and supports all administrators participating in the training and passing the proficiency testing. This process will begin July 1, 2013. All Administrators are expected to pass proficiency training in August 2013. All teachers will be evaluated on the 40% using this model of observation.

The teams will meet monthly to review progress and identify next steps needed.

District Data Teams: Monitoring progress of SRBI training and implementation. Utilizing observation data monitor and measure changes in instructional strategies based on identified needs through the use of data. Review and monitor minutes of data teams meetings and identify where more professional development and support is needed.

Utilizing Inform to review overall district data and make recommendations for instructional support in identified areas. Share recommendations with other teams.

Common Core leadership Team: Through data collected at the building level monitor progress of implementation of CCSS across all grades. Identify areas of need and develop plan to provide support to identified areas. Share this information with other teams. Ensure both instruction and assessments are aligned to CCSS. Ensure adequate professional development is being provided to staff, parents and the community at large.

SEED Team: Ensure all staff is familiar with the SEED program and professional development is aligned with their needs.

Professional Development Team: Communicate and Support all other teams in coordination of professional development opportunities to ensure the experience is both valuable and accomplishes the intended results.

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

The district will be providing specific professional development based upon individual teacher needs both in small groups and individual classroom coaching. The district will be supporting the hire of intervention specialists who will be assigned to Irving Elementary to address the academic needs of students based upon individual student data. The district will be rescheduling paraprofessionals' assignments and schedules to reflect small group and individual instructional needs in specific classrooms where the needs are most significant.

Professional Development: Teachers

SRBI, Data Teams, PLCs, Blended Model Learning, Ed Benefit, CCSS.

The district will be supporting paraprofessionals with 10 days of professional development specific to the needs

of the students they will be working with.

Professional Development: Paraprofessionals

Challenging Behaviors Differentiated Instruction, Learning Disabilities, Attention Deficit Disorder, Providing Supports within a School Setting.

The district will be developing specific professional development opportunities for Social Workers and School Psychologists.

The district will be supporting the hire of an additional social worker to work with students at the Elementary and High School levels to address the social needs of students and families indentified in need of services.

The district will be supporting the hire of individuals to address climate and culture at the elementary and High school levels.

The district will be supporting a Saturday program

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The Superintendent has created an accountability plan and data base that tracks all actions the superintendent and administrators complete on a monthly basis and are reported monthly to the BOE. Each strategy is measured for progress monthly as well as records % of administrators time tracked to determine proper time is being given to priority areas. Each goal area and individual action step is tracked on a monthly basis. Each report is automatically compiled into an overall report tracking progress throughout the year. All principals must present their progress and monitoring report to the Board of Education at a monthly meeting. This program was identified by SDE as a possible choice for all schools use a a progress monitoring program as part of the SEED program.

June 2013 **SAP GOALS AND MEASURES**

1.   **Academic Excellence - How will you ensure that each of our students is academically prepared to succeed in life and in the global economy?**
1.1.   Every child is motivated and engaged to do quality work in school.
1.2.   Every child has access to a quality early childhood education.
1.3.   Every child reading with fluency and confidence by the end of third grade.
1.4.   The achievement gap between the children of families who are well off and those who are less well off will become a thing of the past.
1.5.   Instruction is guided by a curriculum that reflects the academic standards that have been established by the State of Connecticut.
1.6.   Instruction is differentiated in response to the learning needs of every child. Every student has an education plan and profile that charts her/his progress as a learner.
1.7.   Instruction is guided by the continuous collection, analysis and application of data about student achievement and wellbeing.
1.8.   We take full advantage of the power and flexibility offered by on line learning to promote student achievement.

2.   Quality Teaching - What modifications will be implemented to recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success?

2.1.   We have a systematic employment process that results in the selection of high quality candidates for every teaching position.
2.2.   The diversity of our faculty more nearly reflects the diversity of the students and the community that we serve.
2.3.   We employ differentiated staffing in order to extend the influence of great teachers and to control personnel costs.
2.4.   We invest in our faculty by providing a comprehensive, coherent program of professional development that focused on the needs of our students.
2.5.   We have a program of teacher evaluation which places a premium on demonstrated success in promoting student achievement.
2.6.   We have a culture of accountability that celebrates teaching excellence, provides assistance to those who need improvement and deals forthrightly with those who prove incapable of

3.   Organizational Efficiency - What alternatives to the district's present organizational arrangements that will promote greater economic efficiencies while preserving educational quality?
3.1.   We will explore the creation of a regional school district that would result in a reduction of administrative and overhead expenses for schools in the lower Naugatuck Valley.
3.2.   We will examine the feasibility of closing Derby High School and tuitioning our students out to neighboring high schools.
3.3.   We will consider reorganizing our elementary schools such that all students in grades K-2 are served in one school and all students in grades 3-5 in the other.
3.4.   We will consider closing one of our four school facilities and consolidating enrollment in the remaining three buildings.
3.5.   Indentify more cost effective measures of operation for the district

4.   Family & Community Partnerships - Parents and other citizens will be actively engaged as partners
4.1.   Our schools go out of their way to be welcoming to families and other visitors.
4.2.   We encourage community volunteerism and mentoring in our schools.
4.3.   We have active partnerships with area businesses, community organizations and institutions of higher education.
4.4.   We promote an appreciation for the cultural diversity that characterizes our city.
4.5.   We communicate with all stakeholders in a timely, effective and continuous manner.

5.   Student Wellbeing - How will you ensure a positive quality of life for every student?
5.1.   Each of our schools evidences a safe, respectful, culturally aware learning environment.
5.2.   Our students feel a sense of safety and belonging in our schools.
5.3.   Our students experience the sense of empowerment that results from academic success.
5.4.   Our children and young people are recognized by their school and their community for their accomplishments.
5.5.   We teach and model good citizenship and respect for self and others.
5.6.   We provide every student with the opportunity to engage in co-curricular activities.
5.7.   We promote appreciation for cultural diversity.
5.8.   We provide comprehensive guidance and counseling services to our students.

6.   Generating Enrollment & Revenue - How will you seek opportunities to build enrollment and generate revenue by offering high quality programs that attract students from other communities?
6.1.   We offer one or more "charter" or "magnet" school programs that serve students from Derby and beyond and that generate revenue to the school district.
6.2.   We attract significant public grants and private philanthropy in support of school and district
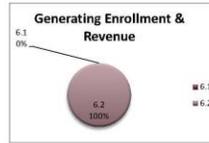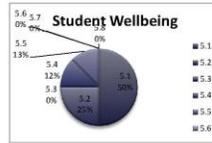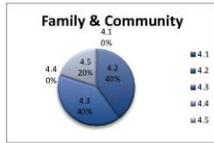
Indicator	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	Date Completed	Academic Excellence Action Steps
Academic Excellence							✔			
		✔		✔						Finalized plans to begin offering online learing as of July 1. Edgenuity
	✔				✔					Finalized plans to purchase a k-5 reading program Journeys. First PD to be offered June 20th
										Participated in Focus Monitoring review meeting with SDE and SERC.

Indicator	2.1	2.2	2.3	2.4	2.5	2.6	Date Completed	Quality Teaching Action Steps
Quality teaching				✔	✔			Attended SEED Training for Administrators
								Attended Leadership Summit
			✔					Conducted thorough and detailed review of PD plan for 2013-2014 with SERC.
			✔					Reviewed/finalized PD plan with both district PD team and district CCSS team, SERC and ACES.
	✔	✔						Interviewed finalists for social worker and special Ed positions
					✔			Implemented new Teacher recognition program as part of the SDE Teacher of the Year Award program.

Indicator	3.1	3.2	3.3	3.4	3.5	Date Completed	Organizations and Efficiency Action Steps
Organizational Efficiency					✔		Indentified significant cost savings for tutoring program offered to expelled students.

Indicator	4.1	4.2	4.3	4.4	4.5	Date Completed	Family & Community Partnerships Action Steps
Family & Community Partnerships		✔					Early Childhood Council Meeting
		✔		✔			Met with PCRC and VKB to discuss wrap around services for students - early indicators and family services available
	✔						Attended PTA meeting
	✔						Attended Human Relations Club event with our senior center held at Ansonia HS.

Indicator	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	Date Completed	Student Wellbeing Action Steps
Student Wellbeing	✔									Coordinated/Participated in Active Shooter training exercise for Police, Fire, EMS
	✔	✔								Finalized District Emergency Response Manual aligned with SIMS protocals.
	✔	✔								All four schools conducted lock down drills
				✔		✔				Completed student climate surveys at all schools
										Attended several honors and citizenship recognition ceremonies at all schools

Indicator	6.1	6.2					Date Completed	Generating Enrollment and Revenue Action Steps
Generating Enrollment & Revenue		✔						Preparing application for Governors Safety and Security grant
	✔							
	✔							Received final numbers for Alliance District Grant - Original funding was restored and we received an additional 100,000.
	✔							Received 3 of 4 SPDG grants - 3 year grant to support PBIS - Behavior and SRBI Academic supports

District level committees on Academic Excellence, Organization, and Student Life and Parent Engagement are scheduled to meet twice monthly. One time as a committee and the second time as Committee of the Whole when all three committees meet together.

The Superintendent and Director of Curriculum and Instruction will be visiting buildings weekly to observe adult and student behaviors as they relate to the priorities. Monthly reviews will be scheduled with administrators to discuss progress.

Each building principal will report out to the BOE at our monthly BOE meetings progress toward addressing priority areas.

Student and Parent Surveys will be administered in December, April, and June to measure climate and culture in each building. Teacher surveys will be administered in January and June.

Baseline data was collected in June 2013.

Surveys to measure comfort level with CCSS will be taken in January and June.

Base line data was collected in June 2013

Describe the district's strategy for **monitoring schools**.

The Superintendent has created an accountability plan and data base that tracks all actions administrators complete on a monthly basis and is reported to the district and the BOE. Each strategy is measured for progress monthly as well as records % of administrators time tracked to determine proper time is being given to priority areas.

The Superintendent and Director of Curriculum and Instruction will be visiting buildings weekly to observe adult and student behaviors as they relate to the priorities. Monthly reviews will be scheduled with administrators to discuss progress.

Each building principal will report out to the BOE at our monthly BOE meetings progress toward addressing priority areas.

Student and Parent Surveys will be administered in December, April, and June to measure climate and culture in each building. Teacher surveys will be administered in January and June.

Baseline data was collected in June 2013.

Surveys to measure comfort level with CCSS will be taken in January and June.

Base line data was collected in June 2013

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

The superintendent has requested, through the Office of Talent Management, to be a partner district in with Learningforward.org should this relationship be established at the state level.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2013-14 in electronic format only*).

   Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

<u>Summary</u>

Phase I of the Strategy Development Process brought together Derby Public Schools professional and volunteer leadership, students, parents and community leaders of Derby to utilize the DNS Associates' Strategy Development Process to define their organization, including:

1. Developing a Mission and Vision Statement Based on Defined Core Values, Purposes and Competencies

2. Identifying Key Strategies to Achieve the Vision and Mission

Phase II of the Strategy Development Process enlisted volunteers from the full planning committee to join one of three workgroups that included:

1. Organizational Efficiency

2. Student Wellbeing and Community Engagement

3. Academic Excellence and Quality Instructional and Administrative Staff

The workgroups met 4-6 times between March 2011 and May 2011 to develop comprehensive plans to propose to the full Board of Education for adoption.

Having identified the key strategies for the next 3-5 years, the Strategy Development Committee began the task of developing action plans (the agenda) for the immediate future.

Developing the agenda involves mapping out the tasks that will need attention in the next 12 -18 months. These are the items that can be acted on in the short term that will improve performance, create added value for our students, staff and the community, and, ultimately, increase the efficiency and impact of the Derby Public Schools. The workgroups also identified several goals that would carry through for 60 months.

Current members of the Planning Committee as well as Board of Education Members and other interested community members were recruited to participate in one or more workgroups. Each key strategy was addressed and discussed in small workgroup settings. Participants were asked to develop and recommend action items, create timelines, identify responsible parties and resources as well as the process for evaluation that would begin to move the Derby Public Schools forward and create momentum related to their assigned strategy.

The following plans are provided to the Derby Board of Education for review and adoption.

DNS suggests that the Board of Education proceed as follows:

- Review and Adopt The Vision and Mission Statement
- Prioritize The Strategic Areas
- Adopt the Prioritized Plan
- Establish Committees co-chaired by a Board member and one staff or community leader. These committees are as follows:
  - Organizational Efficiency
  - Academic Excellence/Quality Instructional and Administrative Staff
  - Quality Student School Life and Community Engagement.

Once the Board committee chairs were established, DNS met with them to discuss the plans as well as those persons they may want to recruit to serve as a Co-Chair and on the committee.

DNS continues to be available to the committees to assist as needed and requested.

Workgroup Members:

Jenny Ames	Pam Mangini	John Saccu
Henry Domurad	Lorrie Driscoll	Robert Holt
Crystal Parks	Laura Harris	David Morgan
Jack Walsh	Kayla Pinho	Laura Mutrie
Beth Colette	Casey Pacheco	Lois Knapton
Ken Marcucio	Kimberly Krieger	Diane Stroman
Steve Tracy		

Southern Connecticut University Interns:

Georgina Tsangaridou	Heather Brown	Kristopher Boyle
Steve Clapp	Val Karanxha	

Academic Excellence Committee

Members

George Kurtyka	krtyka@sbcglobal.net
Gina McKay	gina.mckay@unilever.com
Ken Marcucio	si59mmon@me.com
Kim Kreiger	kreiger7@comcast.net
Kim Kreiger	kreigerk@bgvillage.org
Rebecca O'Hara	bart32401@sbcglobal.net
Sally Bonina	bonina@gmail.com

Student Life Committee

Members

Anat Segal	asegal@derbyps.org
Beth Colette	rcandbcx2@sbcglobal.net
Cathy Williams	cwilliams@biblio.org
Jack Walsh	jack.walsh@valleyunitedway.org
Janessa Bennett	jbennett@derbyps.org
Jenny Ames	james@derbyps.org
Karla Pinho	kpinho@derbyps.org
Ken Marcucio	si59mmon@me.com
Laura Harris	laura.harriscc@gmail.com
Lauren Jassil	ljassil@lnvpcrc.org
Lisette Garcia	lisetteg23@aol.com
Lori McFarland	lmcfarland@bhcare.org
Stacey Whelan	staceylynne@mac.com
Stephanie D'Onofrio	carminedonofrio@sbcglobal.net

Organizational Efficiency Committee

Members

Andy Mancini	amancini@fairfieldprep.org
Charlie DiCenso	cvpdcoach@comcast.net
Craig Drezek	craigdrezek@gmail.com
Denise Bottone	dbottone@sbcglobal.net
Greg Gaillard	ggaillard@derbyps.org
Jim Gildea	jgildea@rcbigelow.com
Ken Marcucio	si59mmon@me.com

District Common Core State Standards Team

Dr. Matthew Conway – Superintendent of Schools

Clarence Zachery – Chief Financial Officer

Greg Gaillard – Derby High School Principal

Sally Bonina – Derby Middle School Principal

Christine DiGrazia – Bradley School Principal

Jennifer Olson – Irving School Principal

Shelley Sheridan – Teacher, DMS

Lisa Detoro – Teacher, Bradley School

Deborah Hansen – Teacher, DHS

Candice Lebel – Teacher, Irving School

Melissa Lawruszko – Teacher, Irving School

Jim Stadt - Parent

Beth McGuire - Parent

Jennifer Andrews – Teacher, DMS

Leane Loffredo – Teacher, DMS

Lois Caprio – Teacher, Bradley School

Rachael Artaiz – Sp. Ed. Teacher, DHS

District Safety and Crisis Response Team

Dr. Matthew Conway, Superintendent

Clarence Zachery, Chief Financial Officer

George Kurtyka, Board Member

Gerald Narowski, Chief of Police

Tom Lenart, Jr.,

Tom Lenart, Sr.

David Lenart

Charlie Sampson, Office of Emergency Management

Dave Nardone, Facilities Manager

Jennifer Dunnuck, Guidance Counselor

Anat Segal, Guidance Counselor

Karen Ference, School Psychologist

Jennifer Zitnay, School Psychologist

District Teacher and Administrator Evaluation Team

Dr. Matthew Conway – Superintendent of Schools

Dr. Lois Knapton - Director of Special Education

Sally Bonina – Derby Middle School Principal

Dru Walters – Dean of Students, DMS

Greg Gaillard – Derby High School Principal

Tracy Hayden – Irving School Teacher/DEA President

District Professional Development Team

Dr. Matthew Conway, Superintendent of Schools

Dr. Lois Knapton, Director of Special Education

Clarence Zachery, Chief Financial Officer

Dina Gotowala, Superintendent's Executive Assistant

Matthew Rivers, Help Desk Technician

Ryan Jockers, Teacher, DMS

Rozina Jaser, Teacher, DMS

Kristie McGarry, Librarian, DHS

Jenny Ames, Teacher, Bradley School

Jessica Tuozzoli, Irving School

Academic Excellence Meeting Dates
2/11/2013
3/7/2013
5/8/2013
6/11/2013

Organization Efficiency Meeting Dates
2/25/2013
3/11/2013
4/10/2013

Student Life Meeting Dates
2/5/2013
3/28/2013
5/8/2013
6/11/2013

Teacher and Administrator Evaluation Meeting Dates
3/26/2013
4/30/2013
5/7/2013
5/28/2013

Safety Committee Meeting Dates
4/19/2013
4/25/2013

Professional Development Committee Meeting Dates
5/6/2013
6/6/2013
6/16/2013

PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE:

THE APPLICANT: **Derby Public Schools**   HEREBY ASSURES THAT:

The Derby Public Schools

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials 51 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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "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.

2) (a) 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, mental retardation 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. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, 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; (b) 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; (c) 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) 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 section 46a-56.

3) 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.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above 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 section 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.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) 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 section 46a-56.

8) The contractor shall include the provisions of section (7) above 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 section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:
_____

Name: *(typed)*   Dr. Matthew J. Conway, Jr.
_____

Title: *(typed)*   Superintendent of Schools
_____

Date: June 26, 2013
_____

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and <u>at least half</u> of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.[7] Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

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[7] Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.