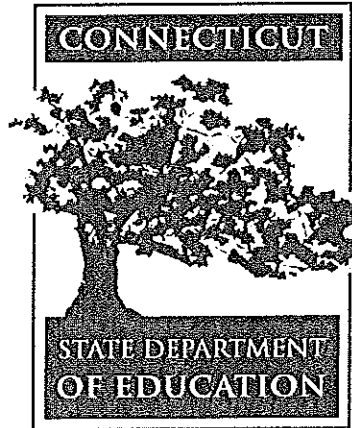


**FINAL APPLICATION
DERBY**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS
2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**STEFAN PRYOR
COMMISSIONER OF EDUCATION**

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Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.
2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also and be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

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.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

<u>Mailing Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	<u>Overnight Mailing and Hand Delivery Address:</u> Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief
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D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

All questions regarding the Alliance application process should be directed to:

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts \$39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds 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. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan 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 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 strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must:

1. work cooperatively with the CSDE team;
2. provide any information that the CSDE requests in a timely manner; and

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

Connecticut State Department of Education
Alliance District Application: 2012-13
COVER SHEET

Name of District: Derby Public Schools		
Name of Grant Contact: Valerie Knight- Di Gangi		
Phone: 203-393-1769	Fax: 203-393-1769	Email: vdigangi@hotmail.com
Address of Grant Contact: Derby Public Schools 45 Fifth St. Derby, CT 06418		
Name of Superintendent: George Tanner		
Signature of Superintendent:		
Name of Board Chair: Kenneth Marcucio Date:		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: ____ Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: _____		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, 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.		

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

In September, 2011, the Derby Public Schools adopted a strategic plan to improve teaching and learning throughout the District. The second major strategy listed within that plan is that *Each Of its Students Is Academically Prepared To Succeed In Life And In The Global Economy*. It is the District's goal to reduce the Achievement Gap that exists in Derby throughout the next 3 years, with total gap elimination occurring by 2016. The District intends to meet this goal by implementing the following objectives: 1.) the BOE will support and provide All Day Kindergarten; 2.)work with School Readiness to ensure all children have screening for kindergarten readiness; 3.)develop individual student educational plans so that education is differentiated according to student needs; 4.)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; 5.)review programs and initiatives that have proven to be effective, such as afterschool and in-school initiatives; 6.)explore and engage in established as well as develop new community partnerships; 7.)develop an annual Professional Development Plan, secure funding for and implement it; 8.)develop and expand the communication process between schools to ease student transition; 9.)explore the need for development of an alternative school for students not thriving in regular classrooms and make recommendations to BOE, including the current number of students who could benefit, the costs associated, the opportunity for tuition student, and determining what other districts are doing; and 10.)assess student accessibility to technology, including the development of a technology needs report. This District is currently reviewing and revising the teacher and administrative evaluation process that will provide ongoing development and improvement of staff and administrators. This would include utilizing the new State evaluation guidelines and ensuring that new administrators receive coaching and ongoing development. The District plans on working with ACES to further develop staff training and talent development. In addition, ACES has already begun working with the District during this past summer to write new curriculum that is aligned with Common Core Standards.

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

For the past 5 years, The Derby Public Schools have struggled with providing students with effective literacy instruction, while providing staff with effective and economical professional development to support this instruction. As the District's recent CAPT and CMT scores indicate, the District has scored much lower than other Districts in its ERG, as well as below the state level of proficiency. In order to address this urgent student need, in 2010, the District contracted with *Literacy How*, a Connecticut based literacy provider, to implement its evidence-based literacy initiative. In addition, the District's Strategic Plan was created based upon Committee members use of the SWOT analysis - a tool for assessing the organization internally and externally. Internally by charting the strengths /capabilities that enable the organization to excel ; weaknesses – characteristics or practices that prohibit the organization from reaching its potential; and externally by charting the opportunities - trends, forces, events and ideas on which the organization can capitalize and threats – trends, forces or events outside of the organization's control, that may negatively impact its efforts. In an effort to focus the analysis and apply business principles, the SWOT Analysis was conducted using the following four perspectives: Internal Operations – operational procedures, products and services, cost, quality, asset utilization, etc., Intangible Assets – human capital, corporate culture, technology, etc., and Customers / Clients – cultivation, interaction, and satisfaction of customers.

The Derby Public Schools have not had an effective or efficient data collection method in place for the past several years. Budget cuts have forced reductions in staffing that have impacted the way that data has been collected and reviewed. However in the past two years, the District has begun to implement the use of "dashboards" to track academic achievement, student and staff attendance, behavior and enrollment. These dashboards provide a monthly scorecard for the Board of Education and school Administrators to monitor the effects of the initiatives as well as provide data necessary to review and revise curriculum and student management.(Please see attached.) This information clearly demonstrates the need for literacy reform as well as targeted efforts to increase overall student achievement throughout the district. Through the Alliance Grant Program, the District will work closely with the State Department of Education to further identify reform initiatives that will help to close the achievement gap in Derby.

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

As previously described, the District is in the process of creating and implementing a District Data Review Team. One of this Team's first responsibilities will be to work with the State Department

of Education to create measurable performance targets that will be used to gauge and monitor progress towards performance targets. The Derby Discovery Collaborative and School Readiness Council will also be working with parents and center and home- based child care providers to better understand the Kindergarten core standards so that parents can support their child's development and curriculum is developed to support a smooth and successful transition to Kindergarten. Additionally, the full plan requires ongoing data collection to measure the success of each task identified to "turn the curve" and further an end result that is consistent with that of the District and states: "All Derby children from birth through age eight are healthy, safe and successful lifelong learners, valued by their families and the diverse community."

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

We intend to use funds from Title I Part A., and Title II Part A Teacher Quality to supplement our Allied Education Grant in the area of Literacy Enhancement and Leadership/Talent Development using a train the trainer model in embedded professional development. The Derby Discovery Collaborative and School Readiness Council has developed a two year plan for children birth through age eight that focuses on improved screening for children entering kindergarten, enhancing and expanding parent involvement in their child's education and school, social/emotional supports for children and teachers in grades K-2, parent literacy workshops and professional development for pre-K and public school teachers on parent engagement and the core standards for pre-K and Kindergarten programs. Strategies include a focus on the non-English speaking family to ensure that communication is improved as well as access to translated materials and translators during key family meetings with the District and its teachers. The Collaborative has received funding from the William Caspar Graustein Memorial Fund with matching dollars from the Katherine Matthies Foundation which will be utilized to implement the strategies identified in the plan. The Lower Naugatuck Valley Parent Child Resource Center also offers the Valley Kids Belong program that serves children between the ages of six and fourteen and is specific to those social/emotional issues which impact a child's educational success and that of others in the classroom. This program also strives to prevent those behaviors that can lead to arrest or long term intensive treatment, and offers after school and summer programming, and has indicated that a literacy component could be added to their core program. Both the Discovery Collaborative and the Valley Kid Belong program will provide data for the data review team to better measure the student outcomes. Both programs have developed the necessary relationships with the District to ensure collaboration and coordination of effort that will be essential to the success of overall District performance. The District will continue

to pursue local, regional, and national philanthropic funding wherever and whenever applicable.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

The District has been fortunate to have the input of key stakeholders who were involved in the initial creation of the District's Strategic Plan. This list of their names are as follows: Aisha DeAngelo, Andrew Mancini, Beth Colette, Casey Picheco, Crystal Parks, David Morgan, Diane Stroman, Fran Thompson, George Kurtyka, Greg Gaillard, Laura Harris, Henry Domurad, Jack Walsh, Jenny Ames, Joe DiMartino, John Saccu, Judy Szewczyk, Keith McLiverty, Kimberly Krieger, Laura Mutrie, Lois Knapton, Pam Mangini, Robert Holt, Ron Conyers, Shelley Sheridan, Steve Tracy, Tenicia Smith, Walt Mayhew, and Ken Marcucio (Informal member). The hard work and dedication of these individuals helped to create the cornerstone for the plan that the District is undertaking for the Alliance District Grant. In addition, the District has created an Alliance District Planning Committee, comprised of Building Administrators, Teacher and Union Representatives, and the Interim Superintendent of Schools, who have offered their input and suggestions about how the Plan can best be implemented. This list includes: George Tanner, Interim Superintendent of Schools, Tracey Hayden and Lynn Patrick, District teachers and co-presidents of the Derby Education Association, Ken Marcucio, Board of Education Chair, Sally Bonina, Principal, Derby Middle School, Chris Di Grazia, Principal, Bradley School, Jennifer Olson, Principal, Irving School, Greg Gaillard, Principal, Derby High School, and Connie Condon – Derby Discovery Grant Coordinator.

B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview:** Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.
- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

Achievement Gap Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: The achievement gap in Derby is easily quantified by reviewing the reading scores of low income students in comparison with non-low income student. Only 31.6% of Derby's low income students scored at or above goal in the 4th grade scores in reading, compared to 68% of non-low income students, as reported by the State Department of Education in 2011. This gap is not only between the "haves and have nots", but, in Derby, is also geographical. Irving school reports that 67% of their students are eligible for free or reduced lunches, while at Bradley, only 23% of children are eligible. The majority of low income students and dual language learners are living in the Irving school district. This leads to a tipped scale when resources are allocated as well as a sense of "good school, bad school!" throughout the community in general.

The achievement gap is also based in overall literacy and education of the families in Derby. In the 2000 census, 22% of adults were without high school diplomas. While the figures have improved in the past 10 years (15%), they are still reflective of a resident population that may not value education or have the skills necessary to assist their children.

Five Year Strategies and Implementation Steps: Throughout the next five years, the Board of Education's Organization Efficiency implementation committee is reviewing the value of potential re-configuration of the elementary schools into lower (pre-k-2) and upper (3-5) as a means to: better target resources and strategies to improve student outcomes: and to improve community support for all schools in Derby. While not finalized or without controversy, this potential change could result in greater achievement in the early grades, computing to overall successful outcomes for our students.

Year 1 Implementation Steps Description:

In year one, the achievement gap will be initially addressed by the Derby Discovery Initiative as it works to increase family literacy through working with the Regional Adult Education programs, Literacy volunteers and ESL and ELL programs. Additionally, the opening of a Family Resource Center at TEAM will provide families with connection to resources that will assist them in parenting and accessing community resources, including those of adult education.

Years of Implementation:

X Year 2
X Year 3
X Year 4
X Year 5

Literacy How Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **New** **Existing**

Overview: The Literacy How Initiative has only been in place in Derby since 2010. However in that brief period of time, already great strides have been made. *Literacy How* translates quality reading research findings into the most effective teaching for educators at all levels, realizes that many teachers are unaware of these research-based best practices, recognizes that teachers want all students to achieve, and begins by building on what teachers already know and do right. *Literacy How* also understands that change is hard and respects teachers' attitudes, which range from enthusiastic to skeptical, and supports them in strengthening their approach. *Literacy How* has already worked with the District to review and modify its existing literacy curriculum and reading program and to monitor teacher knowledge and student progress to insure success. In the two years that we have worked with this program, we have already seen positive results. Attached please find the summaries the Literacy How Mentor who has been working with the district, as well as a power point presentation that was submitted to the Derby BOE to provide additional information about Literacy How. *Literacy How* has also begun to explain how to monitor student growth using formal and informal assessments, especially as a means to guide instruction. This includes knowing how to interpret student errors and give positive corrective feedback, so teaching becomes both diagnostic and prescriptive.

Five Year Strategies and Implementation Steps: Throughout the next five years, The Derby Discovery Collaborative will be working to promote a community-wide literacy campaign as well as library specific programs. Additionally, Raising Readers, Motherread/Fatherread programs and workshops are planned to support family literacy and efforts in the schools.

Year 1 Implementation Steps Description: Our plan for next year is to continue to provide professional development for grades K-2 with a focus on writing. Workshops on morphology will also be included. A Teacher Knowledge Survey developed by Literacy How will be given at the beginning of the year and the results will help shape the direction of our bi-weekly workshops. Kindergarten teachers have received all the professional development during the past two years and classroom visitations by the Reading Teachers, but have not had the weekly embedded professional development from the Literacy How Mentor. So next year, Kindergarten will have weekly classroom visitations from the Literacy How Mentor with modeling/coaching in all areas including a focus on small group differentiated instruction and oral language using *Braids, the StoryBraid*. Teachers in grades 1 and 2 will receive classroom visitations that will include working on writing and areas to be determined by individual needs with an emphasis on coaching.

Years of Implementation:

X Year 2
X Year 3
X Year 4
X Year 5

Social/Emotional Development Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: The majority of research regarding student success and achievement references that children from the lowest income levels are the least likely to have positive social interactions upon entrance to kindergarten and that Children who do not succeed in the first three elementary school grades are often headed for a much longer-term and costly trajectory of failure. Supporting the social and emotional health of infants, toddlers and young children makes sense because:

- Early relationships set the stage for healthy or unhealthy brain development
- Poor early social, emotional and behavioral development predicts early school failure which in turn predicts later school failure
- Early intervention can reduce later higher cost interventions

In reviewing results from the Kindergarten Inventory for the past four years, it was apparent that Irving students scored significantly lower(25% scoring at PL3) than those students attending Bradley (50% scoring at PL3). Reports of actual incidences also reflect the need for early interventions. In 2009/2010, there were 14 reported incidents at Irving, the majority being incidents involving fighting or verbal confrontation, while Bradley reported just two incidents-both related to school policy violations. These numbers have fluctuated over the past four years, with the highest incident rates at Irving occurring in the 2008/2009 school year, with 42 incidents reported. Additionally, there is currently no formal entrance screening being conducted by the District on social/emotional readiness, thereby leaving teachers without information necessary to develop interventions.

Valley Kids Belong can demonstrate measurable success by data from Child Rating Scales on participants in our Summer and/or Afterschool programs since the beginning of the project: (1) by Parent Report (P-CRS): 61% of participants showed an improvement in **mood**; 64% showed an improvement in **peer relations**; 52% showed an improvement in confidence; and 55% showed an improvement in confidence. (2) by VKB Staff Report (A-CRS): 66% of participants showed an improvement in **initiative/participation**; 27% showed an improvement in **limits on acting out**; 63% showed an improvement in **signs of shyness and/or anxiety**; and 26% showed an improvement in their self-confidence. (3) by Teacher Report (T-CRS): 40% of participants showed an improvement in **task orientation**; 37% showed an improvement in **behavior control**; 50% showed an improvement in assertiveness; and 50% showed an improvement in **peer social skills**. Our Ohio Scales measurements show that for *all* program participants (Afterschool Program, Summer Program, Triple P, and FAST), on average: (1) parents see a decrease in the severity of their children's problems, an increase in their children's level of functioning, and a decrease in parental stress and (2) workers see a decrease in the severity of children's problems and an increase in functioning.

Five Year Strategies and Implementation Steps: In addition to the PEIP and VKB interventions, the Board of Education and Derby Discovery Collaborative Initiative will be working throughout the next five years to identify a consistent screening tool to be utilized. Valley Kids Belong will provide data based on the Ohio Scale and provide to the Data Review Team next year and throughout the remaining four years.

Year 1 Implementation Steps Description: The Prevention Through Early Intervention Program (PEIP) a program of the Lower Naugatuck Valley Parent Child Resource Center has been used by some Derby providers to intervene with professional development, mentoring and group work. This work has proved invaluable in preparing children to be more successful upon entrance to Kindergarten. The Derby Discovery Collaborative has included funding for provision of this program for grades Pre-K through Second grade at Irving School next year to assist teachers in developing defined intervention programs and provide them the support necessary to improve the learning outcomes for those children who are socially, emotionally and behaviorally challenged.

When a child turns six years of age, they can participate in the Valley Kids Belong (VKB) program that serves to identify and intervene with those children who are not responding in a socially unacceptable manner in the Classroom or who demonstrate difficulty with acceptable social/emotional responses. While there is overlap in the programs, we believe that the inclusion of both programs and a consistency of process will provide students, families and teachers with the tools and support necessary to improve student outcomes.

Years of Implementation:

- X Year 2
- X Year 3
- X Year 4
- X Year 5

District Data Teams

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: While efforts over the past few years have worked to provide timely data in the form of monthly dashboards that measured student and teacher attendance, behavior, suspensions, lagging readers, grades and school population changes, they did not contain ongoing and timely reports on subject area progress.

While a Child Study Team has been in place to develop strategies for challenged students, their efforts are not reported or coordinated through the system.

The need for timely and accurate student assessment is key to the ability of teaching staff to adjust curriculum and needed supports to impact student outcomes. Literacy How has worked with staff on such strategies, but the collection of data needs to be refined and systematized.

Five Year Strategies and Implementation Steps: Throughout the next five years, the District Data Review Team will have open communication with the District Child Study Team so that fully developed strategies can be developed and implemented. The District's Data Collection system will need a fully functioning, defined and integrated technology system in place in order to determine what areas are successful and which need additional modifications.

Year 1 Implementation Steps Description: One of the District Data Review Team's first responsibilities will be to work with the State Department of Education to create measurable performance targets that will be used to gauge and monitor progress towards performance targets in Year 1.

Years of Implementation:

X Year 2
X Year 3
X Year 4
X Year 5

Professional Development Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? New Existing

Overview: Due to financial and contractual conditions, professional development has been reduced and a comprehensive evaluation of classroom teacher effectiveness has been somewhat stagnant. As a survey conducted in 2011 by Derby Discovery of K-3 teachers and specialized staff indicated, teachers believe that they need professional development in key curriculum areas that they feel they are in need of additional support, as well as information on new practices. They also indicated a lack of classroom resources, specifically as they refer to ESL and ELL students. The District contracted with ACES to evaluate the current curriculum to ensure that Core Curriculum standards were being applied which resulted in a workshop for staff in August 2012 on how to ensure that the standards serve as a basis for planning.

The Derby Discovery, in its comprehensive community plan, identified the need for joint training of pre-k and public school professionals on core standards, curriculum development and parent engagement and allocated funds to provide.

While the Derby school district has a protocol for teacher evaluation, each school administrator utilizes a personal system for evaluating teaching staff, ranging from daily classroom visits to 1-3 observations per year. It is apparent that a consistent process of evaluation with targeted professional development would enhance teacher effectiveness overall.

Five Year Strategies and Implementation Steps: Throughout the next five years, The Derby Discovery Initiative will work with the schools to provide joint workshops with kindergarten and pre-k providers to ensure Core Curriculum standards are understood and utilized. Parent Engagement workshops will also be provided with Derby teachers with the intent of strengthening the home-school connection. As part of the expansion of parent engagement, funds have been allocated to provide a stipend to a parent at each elementary school to coordinate parent volunteers with the needs of teachers. Parent involvement is currently not an accepted culture within the school buildings, so it is hoped that this initial effort will assist teachers and parents in the process of partnering with the families of their students. Parents will also have training available on child development and parenting skills, with the intended outcome being a more knowledgeable family that can assist children in readiness skills.

Year 1 Implementation Steps Description: The current teacher evaluation system is being reviewed and compared to the new guidelines established by the State Department of Education. In recent years, new teachers or administrators have not been provided coaching. Beginning in the 2012 school year, new administrators will be coached. The interim Superintendent and the Board of Education Academic Excellence/Quality Staff plan implementation committee will be looking to revise the evaluation system to more adequately align with that proposed by the State Department of Education. An initial step is development of a survey of School Administrators regarding the general proficiency of their staff as they relate to the State Department of Education's Core Teacher Qualities. This can serve as a baseline that will allow us to measure the effectiveness of both a proactive evaluation system that is linked to improvement and professional development as well as the impact of professional development efforts.

Embedded professional development within the Literacy How initiative has and will continue to be a vital and key component of improving student outcomes. The Literacy How mentors will provide classroom staff with immediate support and strategies to improve instruction.

Years of Implementation:

X Year 2
X Year 3
X Year 4
X Year 5

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. Phase I: Interventions in Focus Schools – 2012-13

As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. Phase II and III: Low Performing Schools – 2013-14 and 2014-15

Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions

that will be implemented in the following year. This section of the application does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

Stages of School Improvement	Date
<i>Phase I Interventions: Focus Schools (2012-13)</i>	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
<i>Phase II Interventions: Other low performing schools (2013-14)</i>	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
<i>Phase III Interventions: Other low performing schools (2014-15)</i>	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. Tiered Approach to School Improvement

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district's schools as Turnaround, Focus, or Review, these schools must be included in the "Schools that require most significant support and oversight" category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of

the district's schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district's schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<p>Derby Middle School Bradley Elementary School</p>	<p>Neither of these schools has been classified by the state or the district as falling into the Turnaround, Focus, or Review schools listed above.</p> <p>Derby Middle School had an overall SPI of 73 as did Bradley Elementary School.</p>	<p>Leadership:</p> <div data-bbox="1036 667 1458 1444" style="border: 1px solid black; padding: 5px;"> <p>Derby Middle School's (DMS) Principal conducts building/classroom walkthroughs each day, providing professional development to all teachers as necessary. In addition, teachers must submit lesson plans to the principal to ensure the plans align with common core standards.</p> <p>Bradley Elementary School's Principal also provides ongoing support/feedback and professional development to teachers as needed.</p> </div> <p>Instruction/Teaching:</p> <div data-bbox="1036 1528 1458 1822" style="border: 1px solid black; padding: 5px;"> <p>DMS teachers collaborate together to provide effective use of resources and time to create a cohesive plan both vertically and horizontally through grade levels through the school.</p> </div> <p>Bradley continues to have</p>

strong CMT scores compared to those for the rest of the district.

93% of Bradley School students attended Pre-K; compared to 55% Irving School students. Research has shown that students who are prepared to begin school learning perform better overall in individual subjects and tests.

Effective Use of Time:

In 2009/2010, Bradley had 1,010 hours of instructional time, compared to 975 hours at Irving School. The additional instructional hours significantly impact student learning at each school.

Curriculum:

As part of an initiative to improve academic performance, a Learning Enhancement Program has been developed at DMS. In the first year of implementation, the program resulted in improved performance with DMS's being ranked as one of the top ten schools with the best CMT performance gains in the state. Nevertheless, DMS unfortunately did not make AYP.

Use of Data:

No School in the district is using data as efficiently as it

could be at this point in time. As a result, the District is creating the District's Data Team to collect meaningful data that will be used to inform teaching and learning.

School Environment:

DMS is located in a new building which is welcoming and conducive to student learning. Bradley School 's Principal has an open door policy for faculty, staff, and parents. Class sizes at Bradley school are typically 5-6 students smaller per class than those at Irving School. DMS has also recently hired a person whose sole responsibility is to work with students going through difficulties (social/emotional) at DMS.

After the beginning of Kindergarten, Bradley teachers identified several areas where students required additional assistance and developed intervention strategies to assist students in achieving success. Most were seeded in small motor and eye hand coordination that would greatly impact their success. Bradley teachers identify needs and address appropriate solutions to problems.

Family and Community:

			<p>Parents and community members are actively engaged at Bradley school and attend activities offered to families and communities.</p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>

Schools that require most significant support and oversight:
 If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).

Derby High School is selected as the District's review school for year 2 of this grant project.

Irving Elementary School is the District's Focus School, and has completed the Phase I information listed below.

Derby High School's SPI rating is 61

Irving Elementary School has an SPI of 63 overall

Leadership:
 A new principal has been hired to lead Irving School. This administrator has prior experience working in a challenging urban school district in CT, and brings a wealth of knowledge of having worked with grant programs and strategies that she will be able to implement during her tenure at Irving School.

Derby High School (DHS) also has had a change in leadership during the 2011-2012 school year. The new principal also brings knowledge of the District to his position at DHS. The District has provided an interim, seasoned assistant principal to assist this principal.

Both new leaders will require ongoing support and professional development in order to efficiently perform their respective work.

Instruction/Teaching:
 Both DHS and Irving School Principals are working to provide pd support and teacher evaluation. DHS has also developed a Freshman Academy to assist in the transition from middle to high school.

Irving's principal has determined available professional development that she will implement in the 2012-2013 school year as well as created a training calendar.

Effective Use of Time:

The new Irving principal has also determined that additional minutes can be used more effectively throughout the school day. In 2009/2010, Irving only had 975 instructional hours per year.

Curriculum:

Due to lack of resources and funds, Irving School has not had a specific curriculum to work from for the past several years.

DHS is in the process of revamping its curriculum to include an enterprise classroom where students will participate in every phase of product development – concept, marketing, creation, and distribution. In addition, DHS is also implementing a STEM initiative during the 2012-2013 school year.

Use of Data:

No School in the district is using data as efficiently as it could be at this point in time. As a result, the District is creating the District's Data

Review Team to collect meaningful data that will be used to inform teaching and learning.

School Environment:

Irving School has typically had more disciplinary actions than Bradley – and a nearly 2-1 ratio of black students compared to those I Bradley school. Pre Kindergarten experience also indicates a discrepancy between the two schools as Irving had 21% fewer students entering kindergarten with pre k experience compared to Bradley and 27% more students receiving free and reduced lunches

Family and Community:

Irving School has traditionally had low turnouts for family events. They do have an annual International Night which has substantial attendance.

The Valley United Way (VUW) has provided clothing and supplies to Irving students and is now working with Irving School to paint the library and ensure books are available for all grade levels. They will also be looking at opportunities to engage their Youth Leaders in mentoring or after school endeavors.

Valley Kids Belong, a program of the Parent Child Resource Center works closely with

			<p>Irving to identify and provide programs and services to children with social/emotional and behavioral issues.</p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>
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B. Interventions in Low Performing Schools

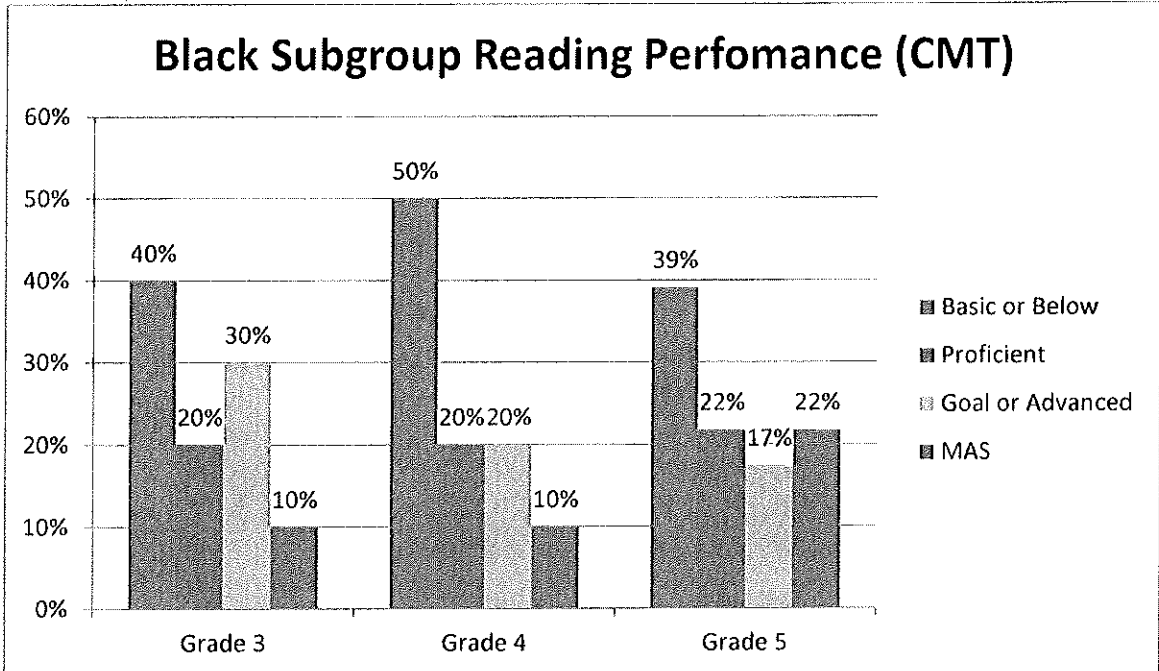
1. Phase I – Focus Schools (2012-13 School Year)

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School: Irving School	Grades Served: PK - 5	# of Students: 416 (as of 6/12)																
Diagnosis																		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <p>Irving School's CMT data for three consecutive years (2010-2012) was collected for review. The school analyzed the data and determined that there was a need to increase achievement in all areas, however, reading and math are the lowest performance levels in the school and will require the most intervention and support. The lowest performing student subgroup is Black third grade students as identified on the CMT performance scores. This group of students also comprises 50% of the special education population. Efforts will be focused on intervening with this population as well as those ELL students who struggle with the English language. Incoming kindergarten students are another subgroup that will receive targeted efforts. Only 52% of Irving incoming kindergarten students have preschool experience and the Kindergarten inventory indicates that they are lacking in literacy and language skills necessary for success.</p> <p>In 2012, CMT reading scores for students at or above proficient ranged from a low of 55.6% in Grade 4 to a high of 66.1% in Grade 5. Over a three year period, the Grade 3 reading scores showed a 9.3% decline in proficiency from a high of 65.4% in 2010 to a low of 56.1% in 2012. The overall reading scores at Irving have been consistently low and also show marked fluctuations when comparing performance year-to-year, across grade levels, and within cohorts. This indicates that there is a need to review the quality of instruction, utilization of effective instructional strategies, and curriculum alignment. The black student subgroup significantly lags behind the school performance. See <i>Graph 1 below</i>.</p> <p>CHART 1: Irving School Reading Performance</p> <table border="1"> <thead> <tr> <th>Reading % Proficient or Above</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>65.4%</td> <td>50.0%</td> <td>56.1%</td> </tr> <tr> <td>Grade 4</td> <td>52.6%</td> <td>58.3%</td> <td>55.0%</td> </tr> <tr> <td>Grade 5</td> <td>59.2%</td> <td>78.0%</td> <td>80.0%</td> </tr> </tbody> </table>			Reading % Proficient or Above	2010	2011	2012	Grade 3	65.4%	50.0%	56.1%	Grade 4	52.6%	58.3%	55.0%	Grade 5	59.2%	78.0%	80.0%
Reading % Proficient or Above	2010	2011	2012															
Grade 3	65.4%	50.0%	56.1%															
Grade 4	52.6%	58.3%	55.0%															
Grade 5	59.2%	78.0%	80.0%															

GRAPH 1: Irving School Reading Performance by Subgroup:

The chart below identifies how the Black/African American students performed.



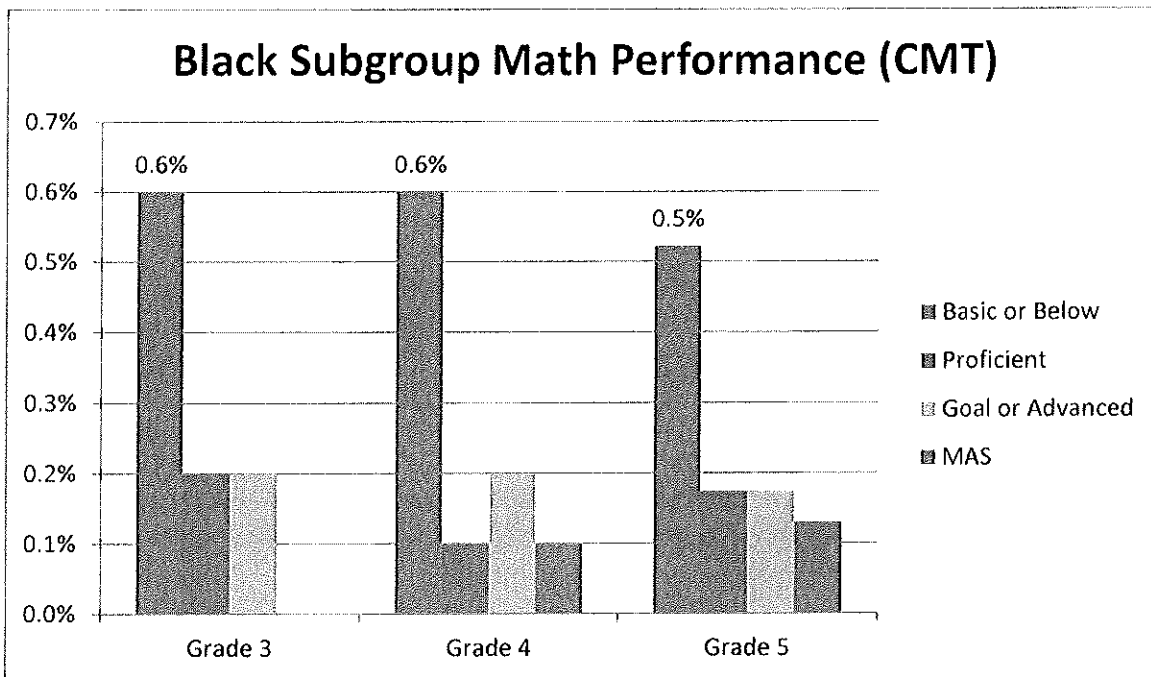
The math achievement at Irving School shows a decline in Grade 3 from a high of 77.4% in 2010 to a low of 60.0% in 2012. The data in Grade 4 is inconsistent and ranges from 50.9% in 2010, 67.2% in 2011 and a dip to 64.3% in 2012. The greatest gains this year in math were evident in Grade 5 from a low in 2011 of 49.1% to a high of 68.3% in 2012. When this data is reviewed by cohort, the gains are only minimal and more similar to the grade-level performance in 2010 where 63.8% scored at proficient or above. The black student subgroup significantly lags behind the school performance. See Graph 2 below.

CHART 2: Irving School Math Performance

Math % Proficient or Above	2010	2011	2012
Grade 3	77.4%	60.8%	60.0%
Grade 4	50.9%	67.2%	64.3%
Grade 5	63.8%	49.1%	68.3%

GRAPH 2: Irving School Math Performance by Subgroup:

The chart below identifies how the Black/African American students performed



Writing achievement at Irving shows the most promise with proficiency levels of 72.1% in Grade 3, 69% in Grade 4 and 80% in Grade 5. However, the data reveals a(n):

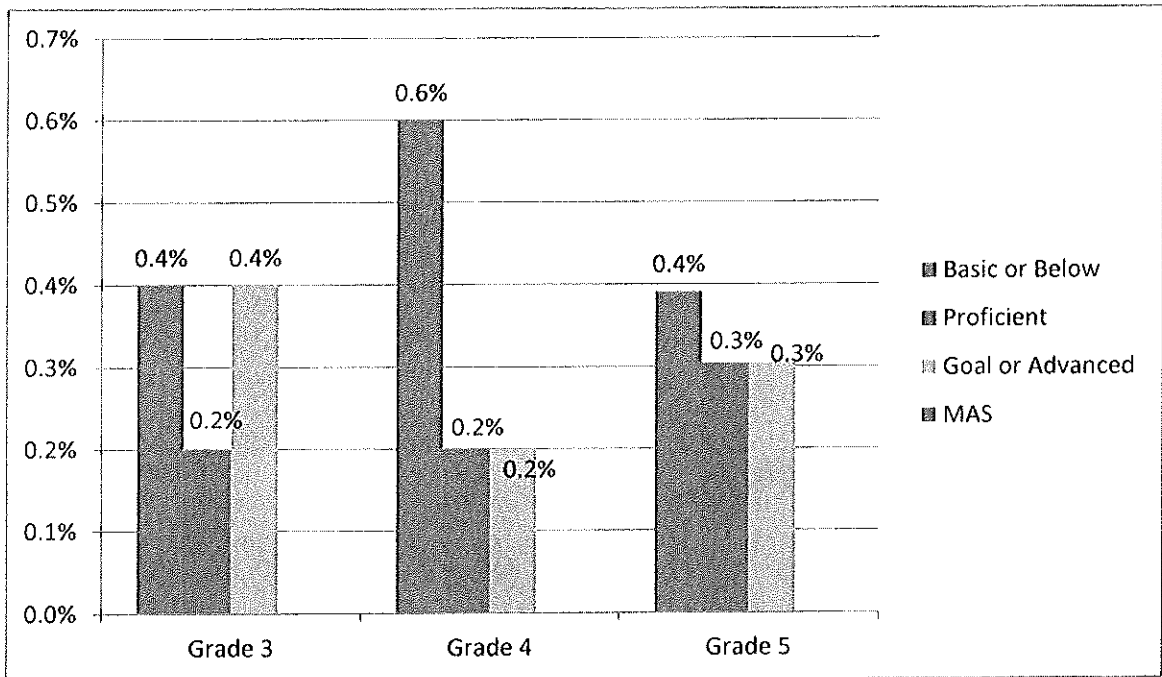
- 8.3% decline in grade 3 from a high of 80.4% in 2010 to the current level of 72.1% proficiency.
- 7.3% decline in grade 4 from a high of 76.3% in 2010 to the current level of 69% proficiency.
- 20.8% gain in grade 5 from a low of 59.2% in 2010 to the current level of 80% in 2012. However, the gains in Grade 5 from 2011 – 2012 is only 2%.

CHART 3: Irving School Writing Performance

Writing % Proficient or Above	2010	2011	2012
Grade 3	80.4%	70.6%	72.1%
Grade 4	76.3%	74.2%	69.0%
Grade 5	59.2%	78.0%	80.0%

GRAPH 3: Irving School Writing Performance by Subgroup:

The chart below identifies how the Black/African American students performed



b. What are the reasons for low performance in this school? (Please provide evidence)

The reasons for low performance in Irving School can be related to several factors. Irving School has a diverse student population which includes: 67% of students qualifying for free and reduced lunch, 57% minority, 14% SPED, 8% ELL student. Total enrollment fluctuates and ranged from a low of 388 students in October 2011 to a high of 416 students in June 2012. Students enter and withdraw at record rates including a high of 14 newly enrolled students (October 2011 and January 2012) and between 11-17 students departing in one month (September 2011 and February 2012). Student attendance at Irving School is irregular and averages 94%. The most inconsistent attendance patterns occur in grades K and 5. The faculty attendance at Irving School is symptomatic of low engagement levels and ranges from 98% in September 2011 to 90% in December 2011. The overall teacher average is 94% which is the lowest in the district. Last school year, there were six extended teacher absences due to maternity leaves, workers compensation and FMLA.

The lack of consistent school-wide behavior expectations at Irving has impacted the overall learning environment. In the 2011-2012 school year, there were 67 out of school suspension days and 9 in school suspension days. The majority of these

incidents involved students in Grade 1 (20 days) and Grade 3 (20 days). The School Climate Survey administered in the spring of 2012 indicated high levels of dissatisfaction amongst teachers, students and parents in the area of school safety and respect.

There is also an issue with the lack of student motivation and confidence, particularly in our black subgroup. Our teachers must be prepared to raise the motivation level of and their own expectations for student performance. This can be accomplished by utilizing resources that reflect the identity, experience and needs of our black students. As part of our reform efforts, we will work to build teacher capacity for using culturally diverse texts and build classroom libraries that are representative of *all* of our students. This will improve the educational experience for all students. A resource we will use with teachers is *Unlocking the Potential of African American Students: Keys to Reversing Underachievement*. This article addresses the issue that the "potential of many African American students is undetected due to misperceptions about their intellectual ability and achievement. These misperceptions cause inadequate instructional responses, which in turn perpetuate the cycle of underachievement. This article analyzes the bases for many of these misperceptions, explores the impact of culture on learning, and provides guidelines for eliciting and nurturing the potential of African American students for whom race is a factor in school." (Jackson, Yvette)

Instructional delivery has been inconsistent across grade levels and throughout the school. Irving has lacked a uniform approach to lesson planning, lesson design, and instructional strategies and therefore, the Tier I instruction needs to be improved. The curriculum needs to be reviewed and aligned with the Common Core. There is an absence of small group instruction across all grades. Teachers will need significant professional development on implementing this instructional design. Job embedded professional development will be essential. Although some of our assessment data indicates that our students are making progress, our teachers are generally unable to articulate what specific teaching strategies have yielded success for their students. Informal conversations and surveys of teachers provided little understanding of what is working. Without being able to pinpoint *why* gains have been made, we are unable to replicate these practices across other grade levels. There has been little use of data to monitor the effectiveness of instruction and student performance. Based on the matrix below from Doug Reeves' Leadership and Learning Center, Irving would fall between the "Lucky" and "Losing" categories.

Figure 1.1. The Leadership and Learning Matrix

Organizational Results	Lucky	Loading
	<ul style="list-style-type: none"> • Good results with no understanding of the reasons • Replication of success not probable 	<ul style="list-style-type: none"> • Good results with clear understanding of the reasons • Replication very probable
	Losing	Learning
	<ul style="list-style-type: none"> • Poor results with no understanding of the reasons • Replication neither probable nor desirable 	<ul style="list-style-type: none"> • Poor results with clear understanding of the reasons • Replication of mistakes not probable
	Antecedents of Excellence	

Over the past several years, professional development for teachers has been limited and does not occur frequently enough for the faculty to learn, apply and reflect upon a particular skill. Teachers met with the administrator one time per month for a 45-60 minute faculty meeting to address operational issues, rather than instructional issue. Professional Learning Communities (PLC) were not effective due to scheduling conflicts which interfered with student supervision times. Teachers in Grades 1 – 2 received the most training through a contract with “Literacy How” which provided weekly modeling and coaching from a trained consultant. Although teachers have received two years of training, the instructional design is not implemented with fidelity and varies in effectiveness from class to class. Much of the current instruction continues to be workbook or worksheet-driven and students are not provided authentic, rigorous learning experiences. This concern was addressed by the new principal with the Literacy How consultants and a plan is being developed to reinforce past learning and hold teacher’s accountable for the training they have received. Teachers in Grades 3 – 4 received some limited direct coaching in the Reader’s Workshop Model from a separate consultant. This contract has been discontinued because the consultant is no longer available; we are currently reviewing other resources for professional development in this area. Lesson objectives and teaching targets are weak, and in many cases, the quality of the lesson plans is an issue.

The new principal has scheduled weekly professional development experiences for teachers (Tuesday’s from 3:30 – 4:30) and a monthly training for paraprofessionals. These after school sessions will maximize organizational efficiency and create significant opportunities for teacher collaboration and learning. These session will be planned thoughtfully to meet the needs of adult learners. Some of the models we will use for PD include: In house led training, peer coaching, outside learners and partners.

Overall, Irving School has lacked a sense of urgency and a comprehensive school-wide approach to facilitating improvement. The classroom schedules were not structured and included a significant amount of "down time" (group bathroom breaks, extra recess, group drink breaks, snack time, rest time, pack up time). To illustrate how quickly wasted time adds up, teachers were shown how 15 wasted minutes of instruction per day translates to 7 lost school days. $15 \text{ min} \times 183 \text{ days} = 2745 \text{ min}/60 \text{ min} = 45.75 \text{ hours}/6.5 \text{ hr school day} = 7 \text{ school days lost by wasting just 15 minutes a day}$. Teachers were asked to submit revised schedules this year to create the structure for maximizing time on teaching and learning. Monitoring of schedules will be done through instructional walk-throughs.

Many students who have been struggling academically and/or behaviorally for extended periods of time have not been presented to the Child Study Team. These student's profiles are being compiled and meetings are being scheduled to discuss the areas of concern, identify possible strategies and schedule progress monitoring. This team consists of the school psychologist, social worker, guidance counselor, classroom teacher and reading specialists.

Irving School is not equipped for 21st century learners. Many classrooms have chalkboards and overhead projectors as the primary teaching tools. Desktop computers are past their useful life and access to the internet is limited. In September 2012, Title I funds were used to purchase 7 smart boards, 50 iPads and 12 wireless access points to improve the access to technology and increase student engagement. Teachers have been working to find apps that will improve small group instruction in literacy and math.

Lastly, a community issue has impacted Irving School and is often cited as a reason for low performance at the school. Over the past many years, Derby's population has been changing from a predominately white, middle-class, homeowner's community to a more transient, diverse population---particularly those residing/renting in the Irving School side of town. As a result of these changes, the reputation of the school has been damaged as it is perceived as the "lesser" quality school. Several families have fought to have their child transferred out of Irving School and were allowed to enroll their child across town to the other elementary school. A majority of these students were transferred under the NCLB Reform and had higher achievement levels. It will be an intentional focus to work to improve the reputation of the school and its students, and change the hearts and minds of the community. A proposed School Culture and Parent Liaison (described below) will play an important role in this work.

As the community has changed, there has been little work done to support teachers in addressing the specific needs of minority students and those living in poverty. There appears to be a disconnect between school personnel about families of color,

and a general understanding social classes and how it impacts school situations. We will need to ensure that we have culturally responsive instruction and support activities that build relationships. The Liaison will lead these activities and help cultivate an environment that is culturally sensitive. Our school-wide professional development will be supported with book studies including the following: *A Framework for Understanding Poverty* (Payne, Ruby), *Black Students, Middle Class Teachers* (Kuniufu, Jawanza), and *No Excuses: Lessons from 21 High-Performing, High Poverty Schools* (Casey Carter, Samuel).

Performance Targets¹

- a. How will the district measure the success of the intervention?

Derby Public Schools uses a monthly Performance Dashboard to measure key indicators at each school including: assessment, attendance, discipline, and enrollment data.

- b. How will the district monitor school progress?

Central Office staff will continue to monitor these results to track progress in these areas.

Areas of School Redesign

What actions will the district and school take to ensure:

- a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?

The principal at Irving School, Jennifer Olson, began working for the district on July 2, 2012. The selection process for this administrator included a rigorous interview process, completion of a performance task, and school site visit with panel interviews of stakeholders. The interview committee was comprised of teachers, school support staff, district supervisors/leaders, parents, community partners, and board members. Irving's new principal has experience working in a SIG school turn-around environment and demonstrates the skills and competencies needed to transform Irving Elementary into a high-performing school.

There is a newly created, cohesive vision for school success which centers on rigorous academic expectations, individualized instruction, and a thriving school culture. The

¹ Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the "all students" group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

principal will articulate this vision and bring it to life to ensure that students, teachers and parents are working together towards a common end result. An updated School Improvement Plan is being developed to define the priority indicators, strategies and adult actions needed to improve the learning outcomes for students.

Through the Alliance District Grant Funding, we propose to create a contracted, full-time School Culture/Parental Engagement Liaison position to provide support to the principal in the school reform plan. The position will not include benefits. The Liaison will focus on improving the achievement and engagement of our at-risk students with a targeted focus on our black student subgroup. He/she will be responsible for maintaining school policies, developing strong behavior management systems with incentives and effective consequences, and analyzing school wide trends in behavioral data. Additionally, the Liaison will take a lead role in training staff on cultural diversity, leading celebration events, engaging families, and connecting them with resources that will improve their child's academic, social or emotional well-being. The ideal candidate for this position is someone who is able to develop deep relationships with families and bridge the cultural gap that exists in the school. The black student subgroup will be a primary focus. It is intended that this position will be funded for the first three years of the grant period. We are confident that within this time, systems and procedures will be established to support the infrastructure of teaching and learning, and the school principal will be able to sustain the activities of this role.

The need for a School Culture/Parental Engagement Liaison is significant. Based on teacher ratings, attendance records, and discipline data, 32.52% of students at Irving were identified as needing a structured social and behavioral intervention to improve skills needed to be successful in the classroom. In addition, 10.14% of students were identified as high-risk and in need of intensive social and emotional mental health services. These students were most often referred to in or out-patient programs, but they also required significant support in school. It is important to note that this data does not include 130 students whose families have "opted out" of having their children screened. The Liaison will focus on students with behavior or development challenges and partner with teachers to provide extra support as part of our tiered intervention plan.

In an effort to engage families and respond to our problems of a changing student demographic, a transient population, and reluctant parents, the Liaisons role will also include leading parent engagement activities such as new student orientations (throughout the year), new family chats, establishing effective and frequent home-school communication, and planning meaningful opportunities for parents to connect with the school.

A review of the 2011-2012 behavioral offense data revealed that there was an increase of 57.14% in serious behavior infractions over the prior school year (28

incidents in 2010-2011 as compared to 44 incidents in 2011-2012). The most serious infractions that occurred in 2011-2012 included: 17 fights/physical aggression, 5 incidents of harassment, 4 weapons possession, and 4 thefts. These resulted in a total of 64 days of out of school suspensions. The discipline records reflect that 9/19 (47%) students who were issued out of school suspensions in 2011-2012 were black.

The school climate survey revealed the following information from students in grades 3-5: (*response ranges include Often and Almost Always*):

- 39.2% of students report that students are threatened at school
- 50.0% of students report that students are bullied at school
- 29.0% of students report that fights occur at school
- 45.4% of students report that adults often shout or yell at students
- 36.6% of students report that inappropriate contact/gestures occur at school

The survey also showed the following information from students in grades K-2:

- 10.2% do not feel safe in the classroom
- 19.8% do not feel safe on the playground
- 12.6% do not feel safe in the halls
- 13.9% do not feel safe on the bus
- 7.7% do not feel safe in the cafeteria
- 21.9% do not feel safe in the bathroom
- 24.4% feel left out

The addition of the Liaison position will help the school accelerate the implementation of the Positive Behavior Intervention System (PBIS) and create a nurturing and disciplined climate that supports learning. He/she will work to improve the perceptions of safety and belonging and ensure all adults are using the strategies with fidelity. It will also afford the principal more time to be in classrooms observing teachers, providing feedback and coaching teachers. Training for PBIS will be done through SERC and a team of school personnel, including the Liaison, will attend year-long training. According to SERC, "districts and schools interested in participating in the training series are expected to begin the planning process during the winter preceding their first year of training. Superintendents and principals are required to attend an informational session in order to begin the process of applying to participate in the following school-year's cohort. It is strongly suggested that schools and districts spend nine months preparing for SWPBIS prior to attending the training. District commitment is required in order for schools to participate in the training series. District commitments include the assignment of a district coordinator and coach; the creation and maintenance of a district team; and full district roll-out of PBIS over a determined schedule of time. Individual schools must also determine if PBIS is a good fit for their school. Once a school obtains an 80% approval rate from

faculty and staff and has administrative approval, the school may apply to join a training cohort.” We have met the requirements of preparation, commitment and 80% approval rate from faculty and staff and have already implemented most of the criteria for a Year 1 PBIS School. SERC will evaluate our implementation efforts at the end of the year using the SET survey tool.

To ensure the principal’s continued growth and success as an instructional leader, the district will provide an administrative mentor through the CT Association of School (CAS), and will support her continued professional development by encouraging attendance at professional conferences at the local and regional level.

In an effort to create a new structure for transparent and shared leadership, the principal will assemble a school-based leadership team in fall 2012. This group will be comprised of teachers, support staff, and instructional specialists and will work to analyze and monitor attendance records, discipline referrals and academic assessment data. The team will conduct instructional walkthroughs in an effort to provide frequent feedback to teachers. Significant outreach is planned, including parent conferencing, home visits, and community referrals for students that are not attending school regularly and/or on-time. This new model will help create a more transparent method of school operations and will provide opportunities to develop teacher leaders which will build capacity ensure sustainability of best practices over time.

b. That teachers are effective and able to deliver high-quality instruction?

The principal will work to create a culture that is driven by high-quality, standards-based teaching, the on-going use of data, and the development of a tiered intervention system for students in need of help. There will be a focus on building a professional teaching culture that is highly collaborative, personalized for each student, and based on a shared responsibility for achievement.

In an effort to improve teacher’s professional practice and their ability to deliver high-quality instruction, we will provide teachers with ongoing, differentiated PD. Funds from the Alliance District Grant will be used to partner with the ACES PDSI Support Team to provide job-embedded professional development to improve instructional strategies, technology integration, and data analysis. Irving teachers will be trained by the ACES PDSI Support Team over the five year grant period and will utilize a gradual release mode with our instructional coaches to sustain these practices over time. We currently have seven full days of training for job embedded PD to support the implementation of the Common Core. These sessions are slated to begin in October and continue monthly through May 2013.

Literacy How consultants have also been contracted to provide weekly PD for our reading team and classroom teachers in grades K, 1 and 2. In addition to modeling, observing and co-teaching, the consultant will also deliver direct instruction once a month after school.

Informal walkthroughs will occur daily and will include on-going cycle of feedback to teachers. This feedback will help identify trends in a classroom, across a grade-level or even school-wide. The feedback may include a scheduled debrief, a checklist for improvement, a video review of an exemplary practice in action, or a formal action plan for improvement. In an effort to target the black subgroup of students, teachers will be asked to use The principal will use this information to plan precise professional development, find resources to support a teacher, use as talking points to lead difficult conversations, and document evidence that can be used in the teacher's evaluation.

Inter-classroom visitations will be used at Irving School to improve teacher's professional practice, build collegial relationship and create teacher-leader experiences. Irving School will work to establish "Open Classrooms" based on a teacher's particular strength (*classroom management, lesson design, small group instruction, behavior management, technology implementation, etc*) and match a teacher in need of development in this area. In an effort to provide incentives and rewards for teachers who produce results, the Open Classroom teachers will be provided extra non-monetary compensation and offered in-school and district recognition. The Open Classroom Model will help contribute towards building capacity and improve the quality of instruction in the general education setting.

Teachers will be expected to use data to evaluate and diagnose student learning. The Power Schools data system is accessible to teachers and allows for the collection, interpretation, and use of data needed to drive instructional decisions. By using this tool, teachers can make adjustments to their teaching to meet the individual needs of their students. This same data system will be used by the principal to determine the fidelity of instruction and help identify needed areas of targeted coaching. Much work is needed to support teachers in their understanding of how to access and utilize assessment data and how to effectively run a data team. Our data teams will consist of small grade-level teams that examine individual student work generated from common formative assessments. The teachers will participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.

Our collaboration with ACES will need to focus on the CALI model in order to create and sustain a high-quality data review process which "adheres to continuous improvement cycles, examination of patterns and trends, and the establishment of specific timelines, roles, and responsibilities to facilitate analysis that results in action." (S. White, *Beyond the Numbers*, 2005, p. 18)

The district's student database system allows teachers to access historical assessment performance data for his/her students, which includes a strand and question analysis,

however, few teachers at Irving know how to access this information or use it. An online training for PowerSchools is available and will be an effective first step for getting teachers accustomed to looking at data, but we will need to push teachers and raise the expectation for its regular use.

A new instructional design has been implemented this year and includes a dedicated Reading Specialist assigned to two grade levels (K/1, 2/3 and 4/5). Previously, these teachers worked across many grade levels and were often stretched so thin that their impact was lessened. Additionally, the grade 4 and 5 teams have been departmentalized to ensure the most qualified teacher is providing the reading instruction. These teachers are mentors and have received extensive training in the Readers Workshop Model, reading assessments and remediation. The Special Education team follows this model and one teacher is assigned to specific grade levels.

As positions become available, all efforts will be made to recruit the most talented teachers who can plan effective lessons, differentiate instruction to support students, and create a classroom with a culture of engagement and achievement. We will be intentional to recruit a diverse faculty that is reflective of our student body and community. Currently, Irving School has 1 African American staff member and 1 Hispanic/non-white teacher and 1 Hispanic/non-white staff member.

- c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

With the support of this grant, we will provide students with extended learning time by offering After School Programming and Saturday Academies. We will target students academically at-risk and highly encourage their parents to enroll them in the program. Funds from the grant will be used to run these programs by providing staffing and supplemental instructional supplies. Our primary focus will be to improve reading and math skills. Furthermore, in order to provide a comprehensive tiered approach to intervention and include additional learning time for students, we will use grant funds to hire six, part-time (19.5 hour per week) literacy tutors to deliver intensive remediation for our lowest achieving students. Each grade level will have a tutor working exclusively with them.

- d. That a strong instructional program is in place, one which is based on student needs and

ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

A strong instructional program is in place to respond to student needs and ensures that the instructional program is research-based and aligned with the Common Core State Standards.

The Primary grades (K-2) literacy instruction focuses on applying reading research to successful classroom practice. Irving School has contracted with the Literacy How consultants to work regularly with the classroom teachers and reading specialists. M The professional development includes modeling, co-teaching, coaching and reflection. The major areas of reading instruction that will be emphasized include phonemic awareness, phonics, fluency, vocabulary and text comprehension.

In grades 3-5, reading instruction is focused on the Reader's Workshop design. Teachers will deliver a Mini-lesson on some aspect of literature or a reading strategy. Students will be provided Independent Reading Time, where the teacher engages in student conferences or guided reading with individuals or small groups. A lesson debrief will also be part of each workshop.

Irving School has a full-time ELL teacher to support English language learners. She consults with the faculty to share effective teaching strategies to meet the needs of students with limited English proficiency. There are three full-time special education resource teachers who provide pull-out and push in support for students. Special education teachers will also collaborate with the regular education classroom teachers to differentiate and modify the curriculum to meet the needs of identified and Tier II and Tier III students. Title I funding is used for three literacy tutors and one math tutor to support students who are struggling.

This year, a fully functioning RTI model is in place to support students who are at-risk for poor learning and behavior. Three full-time reading specialists work to provide coaching for teachers to improve the quality of Tier I instruction, tutors are used to deliver Tier II instruction and the Reading Specialists work with Tier III students for 30 minutes per day. AIMSWEB is the universal screening tool used to identify students with deficiencies. The RTI framework is also used as a data point by the Child Study Team when making decisions to proceed with learning diagnostic evaluations.

The school will launch an aggressive parental involvement campaign to create meaningful partnerships and extend learning outside of the school day. The school will continue to promote extended learning time with Supplemental Educational Services (SES) and after school programs through Valley Kids Belong.

e. That data is used to inform instruction and for continuous improvement, and that time is

provided for collaboration on the use of data?

As has been previously described, the District is in the process of creating a District Data Review Team. This team will work closely with the administration and staff of Irving School to pinpoint areas that can be used specifically to inform instruction and for continuous improvement.

Teacher schedules have been revised this year and include a combination of 65 minutes of wrap-around collaboration before, during and after school. Teachers also have 60 minutes per week of targeted professional development after school every Tuesday which is approved as part of their contractual obligation and requires no additional compensation.

The Child Study Team has been established and consists of the School Guidance Counselor (facilitator), Psychologist, Social Worker, SPED teachers, Reading Teachers and Regular Education Teachers. Meeting times have been scheduled weekly for the team to review current cases and new referrals.

A Building Level Data Team will be established in order to monitor the School Improvement Plan. The BLDT will be representative of the school community whose work will align with the School Improvement Plan. They will help monitor student outcomes and indicators of reform initiatives. These meetings will be held after school on the 4th Tuesday of each month.

- f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?

Irving School will focus on building a school culture rooted in respect—*Respect for Self, Respect for Others, Respect for Our School*. We want our students to value personal responsibility, kindness and citizenship in order to create a productive learning environment for all students. This goal will be accomplished by creating a climate that's responsive to and respectful, by delivering explicit instruction about social skills, and by using a continuum of proactive strategies to foster appropriate standards of behavior. Additionally, the adult members of the school will be expected to serve as models for positive interactions, collaboration, and professionalism.

In August 2012, the Irving staff will begin their training in the School Wide Positive Behavioral Intervention and Support (PBIS) program which is designed to improve student behavior through a systematic, sequential approach. This will be the tool we use to create a safe and respectful school that addresses the social, emotional and health needs of our students. The training will be on-going throughout the year and led by the school principal, psychologist and guidance counselor who have experience and professional development in the PBIS design. Systems and structures will be put

in place to create clear, school-wide expectations, a climate of learning, recurring school traditions/celebrations, and character development. Each classroom teacher will lead a morning meeting designed to teach a social competency and role play scenarios. Students will also be recognized weekly at a high-energy, celebratory Community Meeting designed to reward and motivate students. Parents will be invited to these events to build solid relationships between school personnel and families.

Students will be introduced to the new school-wide expectations and explicitly taught how to demonstrate Respect for Self, Respect for Others and Respect for Our School. A system of rewards, recognition and incentives will be in place to positively reinforce desired behaviors. Misbehavior will be approached initially with a problem-solving focus, rather than punitive. Teachers and administrators will use a tiered system of interventions and ultimately a progressive discipline approach with logical consequences when undesired behaviors occur. More specifically, students in need of more support will be assigned a staff member for daily “check in’s” and “check outs.” This will help proactively respond to problems before they interfere with the learning environment, allow students to set goals for the day and self-reflect on their progress and develop a positive and trusting relationship with a school adult. Alliance District Grant funding will enable Irving School to continue professional development with greater fidelity to maximize the impact of this program.

Additionally, a long-standing community partnership has been established with “Valley Kids Belong,” a grant funded prevention program serving at-risk students and families who work to build social/emotional skills and improve family and community relationships. This program is housed year-round at Irving School. At the beginning of the year, students will be assessed based on attendance and discipline data and teacher ratings. Students who are identified at-risk behaviorally or emotionally will be referred to the program (with parental consent), where the range of services can include: in-school counseling, after school programming or out-patient referrals. Other community relationships have been previously established, and meetings are currently being held to explore more ways to fully partner the school with these dynamic resources. These organizations include Valley United Way, Lower Naugatuck Valley Parent Child Resource Center (PCRC), Griffin Hospital Prevention Center, and the Derby Police Department Youth Office.

To monitor our progress, the Irving School Team will use the “Safe School Climate Rubric” from Connecticut Association of Schools on a quarterly basis. This will allow the team to self-reflect on the progress being made.

(<http://www.casciac.org/pdfs/SchoolClimateRubric.pdf>.) The Child Study Team will also be charged with collecting and analyzing student attendance, discipline and truancy data available on Power Schools. Research confirms that these factors are significantly linked to academic achievement and, therefore, must be regularly monitored and improved. We will expect to show a decrease in the number of

suspensions, behavior referrals, and improved student and teacher attendance. These results will be used as indicators of our growth.

Finally, Irving School launched an individualized climate survey that was administered to parents, teachers, staff, and students in the spring of 2012. (*see the survey by visiting <http://www.derbyps.org/page.cfm?p=1689>*) The survey indicators measured the areas of Safety & Respect, Collaboration, Communication, and Academic Expectations. This learning environment survey will be administered again in the spring of 2013 and compared to the previous year to quantify improvement in these specific domains.

- g. That ongoing mechanisms are in place which provide for family and community engagement?

There will be intentional efforts to engage families and the community in the life of Irving School. We will ensure that we communicate regularly with families (*newsletters, phone messages, flyers, invitations, surveys*) and make all efforts to provide translated school documents in a family's native language. The principal will make herself available and accessible to parents and community members to develop trusting, collaborative relationships.

The school has a history of low attendance at school events and functions, including Open Houses and Report Card Conferences. In an effort to make these events more parent friendly and subsequently, more highly attended, the school will be sure to publicize and promote the events, provide free childcare (using community partners), free transportation (bus tokens paid for with fundraising money or donations) and free dinner. Every school event will also include a community guest presenter to share literature and/or resources to families, raffles, and a give-away (donated books, food, gloves, etc). We will intentionally seek out community presenters that will be able to relate to our black student subgroup in an effort to increase involvement and connectedness to the school. Since the start of the current school year we have already shown significant gains in parental involvement. At our Back to School Meet & Greet Social and Movie Night, we had over 100 parents and children in attendance. During our "Get it Done in A Day" School Beautification Volunteer Project, we had 20 parents and children volunteer their time to do a school grounds clean up. Most exciting, is our turnout for Open House Night, where nearly 300 parents showed up to meet the teacher and visit the classroom. Our Liaison will work to identify mentors, academic coaches, male empowerment leaders and scholarship opportunities for our minority students.

The master school calendar has also been established to include weekly school Community Meetings/Celebrations which parents will be invited to attend. Students being recognized with an award at these meetings will have a personalized invitation sent home to their families encouraging them to participate. Parental attendance

data will be tracked and will serve as one indicator of our success to engage families.

The school calendar will also include six evening events designed to create a strong home-school connection including: Family Literacy Night, Family Math Night, Family Science Night, Family Multi-Cultural Night, Family Fitness Night and Family Arts Night. School day events will include a Winter and Spring Concert, a school-wide Science Fair, Diversity Celebration, Parent/Child Breakfast.

Currently, there is an active PTA, with limited membership, and a fully organized School Governance Council that includes the required number of five elected parents. The PTA will be charged with recruiting new members and finding opportunities for parents to share their time and talents before, during and after school hours. Community partners will be used to provide resources for our parents (workshops, seminars, parent magazines, books for home libraries, tutoring opportunities, etc.). There will be a focus on providing parents with the skills they need to be educational partners on the home front as they work with staff to extend student learning.

Sign in sheets, letters to parents, fliers, minutes from community presenters will serve as evidence of the efforts to provide ongoing family and community engagement.

A new Parent Resource Room has been established at the front of the school and is located across from the main office. Currently the space is being re-painted and equipped with new furniture in an effort to create a welcoming and productive space for families. The Parent Resource Room will be stocked with instructional materials and manipulatives which parents will be able to borrow and use at home to support reading, writing and math. The room will be stocked with informational brochures for community resources for children and parents and a television and DVD player will be available for parents to watch parenting videos. A desktop computer with internet access will be available for parents to use to log in to their child's school records via the Power School Parent Portal. This new feature will allow parents to access attendance information, up to the minute grade computation and specific assignment grades. Funding from the Alliance Grant will improve the quality and quantity of resources in the Parent Resource Room.

A strong community partnership has recently been established with Valley United Way and its Corporate Volunteer Council (CVC). In August, the CVC adopted over 200, high-need elementary school children from Irving and Bradley Elementary Schools and outfitted them with back to school clothing, supplies and accessories. The companies created personalized bins for each child and shopped based on a profile that was submitted by the parent which indicated sizes, favorite colors, characters, sports teams, etc. Over \$40,000 was spent on this project and 200 children who might not have been able to start school on time due to financial hardship, began school on time.

The Corporate Volunteer Council has agreed to help us revitalize our school library to support our effort to build a school-wide culture of reading. This project will include painting the space in warm and soothing colors, decorating the space using a small budget, and holding a large scale book drive to improve the quality and quantity of our library collection. The principal has created a technology plan using Title I funding which will include replacing the 6 desktop computers. The ultimate goal is to improve the library program and increase book circulation throughout the school.

As has been previously described, the Derby Discovery/Early Intervention Grant Program has been actively involved in the early childhood piece of the District's overall strategic plan reform. Recently awarded \$25,000 in support from the Katharine Matthies Foundation, which will be matched two – 1 for the next two years by the William Caspar Graustein Memorial Foundation, the Discovery Grant Program's community plan will not only help to prepare Derby children for their entrance to Kindergarten, but will also work with preparing their families through such family literacy programs as MotherRead/FatherRead, etc.

Funding

a. How much funding will be made available for the interventions in this school?

- 1) Funds will be used to partner with the ACES PDSI Support Team to provide job-embedded professional development to improve instructional strategies, technology integration, and data teams. Irving teachers will be trained by the ACES PDSI Support Team over the five year grant period using a gradual release model.
- 2) Funding for a contracted "Liaison" position to support the principal in the turn-around work.
- 3) Upgraded Technology for the classrooms and the library
- 4) Instructional Materials and Resources for the Parent Resource Room
- 5) Classroom libraries to improve non-fiction texts selections.
- 6) Literacy How Materials and supplemental PD

b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?

Title I money, Alliance District funding, Supplemental Education Services (SES)

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
 - b. 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 operating budget for 2012-2013. 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 2012-13 in electronic format only)*

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

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, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Early Screening		\$0		\$21,000	\$21,000
2. Literacy How	(3) .75 Literacy Tutors and Instructional Materials to Support Literacy	\$85,000	Literacy How and Parent Workshops	\$38,000	\$123,000
3. Professional Development	Purchased PD and Tech Services - ACES, CALLI, PBIS, On and Offsite PD	\$32,860	Parent Engagement Workshops, Title I PD, ACES, Core PreK-K Curriculum	\$80,332	\$113,192
4. Social/Emotional	School Climate/Parent Engagement Liaison (1) .75 FTE	\$30,000		\$0	\$30,000
5. Achievement Gap	School Climate/Parent Engagement Liaison .25 FTE, (10) .5 FTE Extended Learning Tutors,	\$92,672		\$0	\$92,672
6. District Data Teams	Purchased PD and Tech Upgrades	\$40,000		\$0	\$40,000
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
	Total	\$280,532		\$139,332	\$419,864

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Achievement Gap Initiative

Element	Positions	Amount
Personal Services-Salaries	5.25	\$58,300
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$15,500
Property	0.00	\$18,872
Other Objects	0.00	\$0
Total	5.25	\$92,672

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$58,300	\$58,300	\$58,300	\$58,300
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$15,500	\$15,500	\$15,500	\$15,500
Property	\$18,872	\$18,872	\$18,872	\$18,872
Other Objects	\$0	\$0	\$0	\$0
Total	\$92,672	\$92,672	\$92,672	\$92,672

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

District Data Teams Initiative

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$20,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$20,000
Other Objects	0.00	\$0
Total	0.00	\$40,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$20,000	\$20,000	\$20,000	\$20,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$20,000	\$20,000	\$20,000	\$20,000
Other Objects	\$0	\$0	\$0	\$0
Total	\$40,000	\$40,000	\$40,000	\$40,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Literacy How

Element	Positions	Amount
Personal Services-Salaries	1.75	\$65,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$20,000
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.75	\$85,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$65,000	\$65,000	\$65,000	\$65,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$20,000	\$20,000	\$20,000	\$20,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$85,000	\$85,000	\$85,000	\$85,000

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative: Professional Development
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Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$32,860
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$32,860

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$32,860	\$32,860	\$32,860	\$32,860
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$32,860	\$32,860	\$32,860	\$32,860

2. Key Initiative Budgets for Alliance District Funding

a. **Year I:** Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Social Emotional Initiative		
Element	Positions	Amount
Personal Services-Salaries	0.75	\$30,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.75	\$30,000

b. **Years 2 through 5:** Provide the total amount you anticipate spending in years 2 through 5 for this Reform Initiative.

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$30,000	\$30,000	\$30,000	\$30,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$30,000	\$30,000	\$30,000	\$30,000

4. Budget for Total Alliance District Funding

District: Derby

Town Code:

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$153,300
200	Personal Services/Employee Benefits	\$0
400	Purchased Property Services	\$52,860
600	Supplies	\$35,500
700	Property	\$38,872
890	Other Objects	\$0
	TOTALS	\$280,532

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Derby Allied Education Project

THE APPLICANT: The Superintendent of Schools **HEREBY ASSURES THAT:**

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 fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of 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.

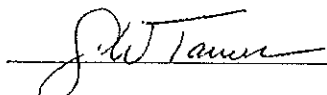
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, 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.

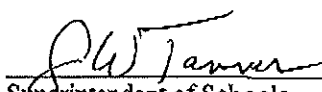
Superintendent Signature: 
Name: (typed) George Tanner
Title: (typed) Interim Superintendent of Schools
Date: 8/9/12

Addendum to Derby Year 1 Alliance District Application

By adding my signature to this document, I am making the following commitments on behalf of my school district and incorporating such commitments as part of this district's Alliance District application to the Connecticut State Department of Education (CSDE).

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring and Implementation Support: The district will work with the CSDE to implement best practices in the implementation of the district's approved initiatives, and to ensure compliance with relevant federal and state regulations. The district will also work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Educator Evaluation: The district will work with the CSDE to ensure that its educator evaluation system is in alignment with the Connecticut Guidelines for Educator Evaluation, including all associated timelines. The district acknowledges that the CSDE's approval of its Alliance District application does not constitute approval of its evaluation system or its alignment with approved state guidelines.
- The district will work with the CSDE and partners such as the UConn Neag Center for Behavioral Education and Research, if designated by the CSDE, for the purpose of collaborating regarding the implementation, observation, assessment, and evolution of the district's early grade literacy initiatives. Such collaboration is expected to start this year and strengthen in future years, if the early grade literacy initiatives advance and are again approved.

Signed,



Superintendent of Schools