

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

Form Number: ED701

C.G.S. § 10-262u

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Year 2 Alliance District Application Amendment

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YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

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

Name of School District:	Bloomfield		
Name of Grant Contact Person:	Ellen J. Stoltz, Ph.D.		
Phone # of Contact Person:	860-769-4214		
E-mail of Contact Person:	estoltz@blmfld.org		
Address of Contact Person:	Street Address:	1133 Blue Hills Ave	
	City:	Bloomfield	Zip Code: 06002
Name of Superintendent:	James Thompson, Jr., Ed.D.		
Signature of Superintendent:		Date:	6/27/2013
Name of Board Chair:	Donald F. Harris		
Signature of Board Chair:		Date:	6/11/2013
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:			
Priority School District?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

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

2. District Vision, Mission & Values

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

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

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement and a culture of meaningful parent and community engagement.

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

The mission of the Bloomfield Public Schools, a diverse learning community committed to excellence, is to ensure that all students possess the academic skills needed to lead, contribute and learn throughout life in a global society by:

- collaborating with the community;
- meeting students' unique needs; and
- helping students realize their potential

in a challenging and nurturing environment.

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

Our core beliefs align with the vision, mission, and theory of action of the Bloomfield Public Schools. The core beliefs are:

1. We believe that adult actions have an impact on the achievement for every student.
2. We believe that adult work is centered on implementing specific strategies to raise achievement.
3. We believe that the work for every adult is to identify the impact of adult practice and how practices affect student performance.

Our core beliefs shaped the development of the District Accountability Plan, ensuring all effort and resources are directed toward high academic achievement.

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

The district's theory of change is:

The Bloomfield Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to adult work that will be strengthened throughout the district. As a result, learning for all students will substantially improve and be sustained over time.

The strategies listed below are major shifts in adult actions initiated in 2012 which, when implemented

with fidelity, will result in increased student achievement. The four priorities are:

- We will build **HOLISTIC ACCOUNTABILITY** as the foundation of data team work at all levels by creating high-leverage, differentiated data teams to drive instructional practices in all classrooms.
- We will redesign and strengthen the district's **CURRICULUM, INSTRUCTION, and ASSESSMENT** to align with the rigor of Connecticut's Common Core State Standards in reading and math.
- We will create a **POSITIVE SCHOOL CLIMATE** for children and adults throughout the system by focusing on the critical role of adults in assuring that safe, nurturing, and supportive environments for all children are developed and sustained.
- We will enhance **PARENT AND COMMUNITY ENGAGEMENT** by promoting community advocacy and support for Pre-K-12 education to contribute to the quality of life in the community.

3. District Data Profile

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

District Overview (2012-13):					
Total Enrollment:	2196 ²	Per Pupil Allocation: ³	\$17,342 ⁴		
Total # Schools:	8	Operating Budget:	\$38, 555,104 ⁵		
# Review Schools: ⁶	0	# Turnaround Schools:	1		
Student Demographics (2012-13):					
% White:	11.7%	% F/R Lunch:	48.1%		
% Black:	72.8%	% IEP:	11.0%		
% Hispanic:	9.7%	% ELL:	1.2%		
% Other:	5.8%	Attendance Rate: ⁷	96.0 %		
District Personnel (2012-13):					
# Certified School-based Staff:	247	Median Teacher Salary: ⁸	\$70,460		
Student/Teacher Ratio: ⁹	1:9	# Central Office Administrators:	6		
# School Administrators:	11	# Central Office Support Staff:	23		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a	62 CAPT/75 CMT	n/a	
Math	Gr. 3 CMT at/above Goal:	43.1	53.1	61.7	n/a
	Gr. 5 CMT at/above Goal:	57.2	58.4	58.1	n/a
	Gr. 8 CMT at/above Goal:	47.7	37.8	42.3	n/a
	Gr. 10 CAPT at/above Goal:	18.2	13.1	21.3	n/a
Reading	Gr. 3 CMT at/above Goal:	48.9	39.4	51.8	n/a
	Gr. 5 CMT at/above Goal:	33.8	29.9	52.8	n/a
	Gr. 8 CMT at/above Goal:	59.5	69.4	65.6	n/a
	Gr. 10 CAPT at/above Goal:	13.3	9.8	26.3	n/a
Chronic Absenteeism Rate: ¹⁰	8.9	9.3	9.5		
4-Yr Graduation Rate: BHS	76.7	74.3	78.1		
% Pursuing Higher Education:	83.7	88.5	88.2%		

² Enrollment number includes October 1 District, Magnet School and out-placed student counts.

³ Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

⁴ Amount obtained from CSDE, Bureau of Grants Management, 2011-2012 Net Current Expenditures (NCE) Per Pupil (NCEP) and 2012-2013 Special Education Excess Cost Grant Report.

⁵ Town Appropriated Budget

⁶ Review category includes "Review" and "Focus" schools.

⁷ Attendance Rate is an average of all students for 2012-2013 school year up to May 31,2013

⁸ Median salary should reflect the median for all certified staff.

⁹ Ratio should include all certified staff.

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

4. District Needs Analysis

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

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

Academics	<ul style="list-style-type: none"> • Implemented a system of formal and informal Curriculum, Instruction, and Environment Walkthroughs to raise the rigor and increase critical mass of instructional practices districtwide • Implemented successful data team processes and the use of high-functioning data teams as models for other schools • Developed robust curriculum development system, resulting in strong curricular units that will be shared via an internal drive enabling teachers to review vertical alignment • Three-tiered accountability system <p>ROOT CAUSE: The attention to these areas of current strength arose from the separateness of each school’s grade configuration (K-2, 3-4, 5-6, 7-8), which led to inconsistent curriculum and instructional practices districtwide.</p>
Human Capital	<ul style="list-style-type: none"> • Prepared to roll out new Marshall-based educator evaluation system, which has been pilot-tested for implementation • Prioritized lowest-performing schools for hiring and receiving significant support and flexibility around effective staffing • Provide incentives for administrators (i.e., if school meets its academic targets, administrator receives 1% bonus) • Tiered PD strategy to offer flexibility based on individual and school-wide needs, while aligning to major district priorities <p>ROOT CAUSE: The attention to these areas of current strength arose both from an existing evaluation system not aligned to the SEED requirements and from a need to recruit for high-need positions district-wide.</p>
Operations	<ul style="list-style-type: none"> • Assigned one cabinet-level staff member to serve as point person for each major district priority to streamline work and enhanced collaboration • Provide all school grades 3-10 extended day options and extended year opportunities; academic enrichment aligned to curriculum • Consistently balanced district budget; district runs a 3% surplus • Principals make staffing allocations and reallocations; have full discretion with requests <p>ROOT CAUSE: The attention to these areas of current strength arose from needing to coordinate adult actions linking the work of central office to the work and performance of our schools.</p>
Culture and Climate	<ul style="list-style-type: none"> • Strong gains in level of family engagement (with 90% attendance rate at elementary and middle school parent-teacher conferences) • Increased staff attendance rates compared to last year • Many wraparound services in place <p>ROOT CAUSE: The attention to these areas of current strength arose from needing to identify and coordinate the support of the community and parents in meaningful actions to support student achievement.</p>

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

Academics	<ul style="list-style-type: none"> • Increased professional development to support a higher level of inquiry required by CCSS • Continued work on CCSS-based units to prepare for full CCSS implementation (will not be ready in time for Fall 2013) • Instructional supports and training at elementary level to reduce number of students needing Tier II and III supports • SRBI development at secondary level <p>ROOT CAUSE: This area of need arises from the separateness of each school's grade configuration (K-2, 3-4, 5-6, 7-8), which led to inconsistent curriculum and instructional practices district-wide.</p>
Human Capital	<ul style="list-style-type: none"> • Level of diversity of staff, especially at cabinet level and teacher level • Developing additional incentives for high-performing teachers • Expanding recruitment efforts/strategies for finding high school level math and science teachers <p>ROOT CAUSE: This area of need arises from both a need to recruit to more colleges and universities with diverse student populations for high-need positions district-wide.</p>
Operation	<ul style="list-style-type: none"> • Securing business and corporate funding and support • Managing costs of magnet tuition (\$800K) <p>ROOT CAUSE: This area of need arises from the district's history of academic underperformance.</p>
Culture and Climate	<ul style="list-style-type: none"> • Explore strategies for self-assessment of culturally responsive education • Broader input on content of climate survey questions from relevant stakeholders (e.g., parents, teachers) <p>ROOT CAUSE: This area of need arises from increased research and awareness of the impact of coordinated support from the community and parents in raising student achievement.</p>

5. District Strategy and Year 1 Reflection

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

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

Year 1 of Bloomfield’s Alliance District program focused on three key initiatives funded through the Alliance grant:

1. **Additional Learning Time:** An existing reform included in the District Accountability Plan, Extended Day/Extended Year and Additional Learning Time was selected as one of three improvement strategies funded by Alliance funds due to its success in raising student achievement. The Bloomfield Public Schools expanded its Extended Day/Extended Year program by increasing the number of hours and days throughout the school year and summer that students practice Literacy and Numeracy in their identified areas of need. Additional Learning Time coordinates with the Early Start program, providing summer instruction for four weeks to students scoring Below Goal on the Connecticut Mastery Test and/or the Developmental Reading assessment (DRA-2). The curriculum for Extended Day and Early Start is designed and implemented using Benchmark Assessment data to inform instruction and to target areas of need in Reading Comprehension and Mathematics. Participating students engage in data-driven instruction to improve skills in diagnosed areas while extending areas of academic strength.
2. **Leadership and Talent Development:** The Bloomfield Public Schools aimed to develop its leadership capacity across the district by hiring a Manager of Leadership and Talent Development to implement Leadership Academies to serve three target groups: Principals, Teachers, and Parents. Each Academy was designed to develop the skills and knowledge that support the district goals and objectives to improve student performance. The role of the Manager was to implement a comprehensive talent development plan that:
 - prepares administrator, teacher and parents to implement scientifically research-based powerful practices;
 - utilizes the Connecticut Accountability for Learning (CALI) framework.

The purpose of the Principals’ Academy was to develop effective instructional leadership throughout the district. One-on-one coaching from an experienced educational leader will be the key component in conjunction with relevant professional development. The purpose of the Teachers’ Academy was to cultivate future district leaders by identifying and supporting existing teacher leaders and talented instructional staff with leadership qualities. The purpose of the Parent Leadership Academy was to develop parent leaders by providing workshops on leadership, parent compacts, and long-term support for continued parent participation in the reform effort. Despite interviewing three prospective candidates, the district did not identify a suitable candidate.

3. **Strengthen Bloomfield’s Curriculum, Instruction and Assessment to align with Connecticut’s Common Core State Standards:** The Bloomfield Public Schools has invested resources and professional development to ensure all educators use performance data to inform instruction. Part of this investment includes the expansion of the Office of Instructional Leadership to include the Department of Assessment, Evaluation and Research. The purpose of this department is to raise student achievement by implementing a system of standards-based assessments. The work of the department includes the analysis and synthesis of student performance data to drive instruction. To ensure the department works efficiently in managing the increased use of data, the district augmented staffing with a Data Entry Specialist and Student Data Coordinator by combining funds from the Alliance Grant with existing general budget resources.

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

Accomplishments in 2012-13

Priority I: Holistic Accountability

- ✓ Aligned our annual budget with our vision and mission of attaining high academic performance and closing our achievement gap
- ✓ Examined student performance in every classroom through instructional data teams in every school:
 - District Data Team developed an Instructional Data Team Self Evaluation to be administered in September of 2013
 - District Data Team established progress metrics for action steps outlined in the District Accountability Plan under each district priority.
- ✓ Improved Teacher and Administrator evaluation system to meet expectations from the State Department of Education
 - Completed 2292 observations for 240 number of staff from September 2012 to June 2013.

Priority II: Rigorous Curriculum, Instruction and Assessment

- ✓ Increased instructional hours in Reading and Math through Extended Learning with Early Start Summer Program and Extended Day
 - 60 hours of extended learning time in 2012-2013 school year for grades 3-6
 - 92 hours of extended learning time in 2013-2013 school year for grades 7-8
 - 75 hours of summer learning time in Early Start for incoming grades 1-12
- ✓ Increased instructional rigor and alignment at Bloomfield High School (BHS) through the use of the School Improvement Grant to target instruction for Grade 9 students through the Freshman Literacy Academy at BHS
- ✓ Increased the number of teachers utilizing Effective Teaching Strategies by conducting regular classroom walkthroughs
 - Conducted 18 formal Walkthroughs in the 2012-2013 school year
- ✓ Augmented rigor of the curriculum by redesigning curriculum and instruction to align with the Common Core State Standards
- ✓ Hired Data Specialist to enhance Assessment, Research and Evaluation Department.
- ✓ Increased access to Student performance data through training and reporting within Student performance tracking software.
 - Increase the number of staff logins on Performance Tracker from 792 in October of 2011 to 13,348 as of June 2013.
- ✓ Implemented standards-based practices through Professional Learning Communities (PLC) in creating relevant professional development opportunities for all staff
- ✓ Addressed the Education Technology Plan to infuse technological innovation into Improving daily instruction

Priority III: Positive School Climate

- ✓ Conducted Third Annual Climate survey
- ✓ Reduced disciplinary infractions by 8%
- ✓ Posted disciplinary and attendance data on website
- ✓ Enhanced publicity for district through streamlining newsletters, blog, Twitter, and Facebook
- ✓ Introduced District and School-based Climate Specialists and Committee
- ✓ Expanded the grade span of the Global Experience Magnet School (GEMS) and increased international internships to include China, South Africa and Ireland

Priority IV: Parent and Community Engagement

- ✓ Provided the Welcoming Schools training for all schools
- ✓ Continued the Arts Festival at the Bushnell Auditorium
- ✓ Initiated Parent Compact training for all schools
- ✓ Increased Parent Attendance at all school events
 - Parent teacher conference attendance for grades K-8 averaged 95%

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

All key initiatives proposed in year one of the Alliance Grant will continue in the 2013-2014 school year.

6. Year 2 Priorities

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

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

Priority #1	<p>Additional Learning Time: Overview</p> <p>Early Start (for students entering grades 1-8) and Summer Academy (for students entering grades 9-12) are both four-week summer programs designed to replace the traditional summer school model. The purpose of the programs is to align curriculum and instruction provided throughout the school year to the strengths and weaknesses evidenced to the group and individual results of the benchmark assessment system. The reading, writing and math programs in a workshop model prepare all students for what they need to know and be able to do in the upcoming school year, in addition to skills they may have missed during the previous school year. A pre- and post- assessment in reading and math is administered to all students enrolled. Please note that all students are invited to attend regardless of their academic performance. Addressing intervention for low performing schools and supporting an identified key lever for increasing student achievement as outlined in the District Accountability Plan:</p> <ul style="list-style-type: none"> • Continue to provide focused intervention for: <ul style="list-style-type: none"> ▪ Bloomfield High School through the implementation of Summer Academy: 4 weeks of additional learning time during the summer for 120 students: <ul style="list-style-type: none"> • Incoming 9th graders - transition program and high school preparedness • Incoming 10th graders - ELA, Math and Science supplemental learning • Incoming 11th graders - SAT Prep and career readiness • Incoming 12th graders - Credit recovery and SAT Prep ▪ Incoming grades 1-8 through implementation of Early Start Summer Program: 4 weeks of additional learning time during the summer for over 500 students targeting those who scored below Goal on the Cycle III Benchmark Assessment in late April of 2014. The program has 3 hours of instruction and 2 hours of enrichment 5 days per week. Curriculum is aligned with areas of challenge as identified by the Cycle III Benchmark Assessment. 	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
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Priority #2	<p>Leadership and Talent Development: Addressing educator evaluation and support by providing:</p> <ul style="list-style-type: none"> • leadership coaching for all principals that includes support in having difficult conversations with teachers as part of follow up from a mini-observation or walkthrough • targeted professional development for current and future leaders with a focus on becoming a better instructional leader • opportunities for building district capacity by hiring a principal-in-residence for expansion and development of K-12 program • support for Holistic Accountability through developing a Data Dashboard to inform leadership practices district wide and the improvement of TEVAL system • enhanced teacher and administrator web-based evaluation system to align observation results to targeted professional development. • The Bloomfield Leadership Team has explored participation in Lead Connecticut. As the district currently engages in its own leadership development through an external coach accompanied by internal resources, we opt not to participate at this time. 	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
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✓

Priority #3	<p>Redesign and Strengthen Bloomfield’s Curriculum, Instruction and Assessment to align with Connecticut’s Common Core State Standards: Addressing the transition to Common Core State Standards and new assessments by:</p> <ul style="list-style-type: none"> • completing rigorous curriculum design (RCD) in English Language Arts (ELA) K-10 • implementing a taxonomy of reading assessments • expanding Tier II and Tier III literacy intervention using Leveled Literacy Intervention (LLI) in grades K-6 (K-2 completed in 2012-13, K-6 will be completed in 2013-14) • utilizing CurriculumCONNECTOR to customize curriculum based on assessment data • continuing formal and informal Walkthroughs to identify effective teaching strategies and next level of adult work in every classroom • augmenting instructional support through professional development using external literacy coach. • transitioning to SBAC assessment by supporting Assessment, Evaluation and Research Department with Data Specialist position responsible for data integrity and reporting on student performance software. • monitoring fidelity of the implementation of the curriculum by weekly informal curriculum walkthroughs and monthly formal curriculum walkthroughs. • analyzing the results of SBAC aligned CFA's in light of the CCSS • utilizing the instructional data team process to adapt CCSS curriculum as evidenced by CFA results. • increasing focus on math and science by adding a School Improvement Specialist (SIS) at BHS. The SIS will also participate in the development and implementation of common core curriculum. 	<input type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
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Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

Theory of Action: The Bloomfield Schools will successfully			
Elements of Theory of Action:	Priority 1 - Additional Learning Time	Priority 2 - Leadership and Talent Development	Priority 3 - Strengthen Curriculum, Instruction and Assessment to align with CT's CCSS
implement a comprehensive and collaborative accountability system, entitled Holistic Accountability, to ensure adult work is focused continuously on student performance through the CSDE Data Team process	Increase focused instructional time in Literacy and Numeracy by continuing Extended Day and Early Start	Increase district capacity to perform at high levels of leadership by implementing the Leadership Academy	Support Department of Assessment, Evaluation and Research that provides increased access to student performance data, district data dashboard, and instant evaluation observation feedback
characterized by			
data-supported planning and decision-making practices at every level, the hallmark structure of Holistic Accountability. The district is entering Year Three of developing, implementing, and monitoring a standards-based three-tiered system to include the instructional level data team, the school wide data team, and the district data team.	Using CFA's, benchmark assessments and CMT and CAPT results, planning and implementation of additional learning time is targeted to meet student needs and aligned with CCSS.	Support the development of building level instructional leaders by providing leadership coaching to promote strategic decision -making using augmented data systems. Leaders in turn model data-supported planning and decision-making to building level staff.	1. Provide targeted literacy coaching based on student performance data and feedback from teacher observations. Literacy consultant will provide guidance and support as the district transitions to CCSS. 2. Support the continuous improvement of data team process and transition to CCSS at the lowest performing school, by hiring a School Improvement Specialist at Bloomfield High School.
leading to			
adult work that will be strengthened throughout the district by analyzing and synthesizing student performance in instructional level data teams, analyzing and synthesizing data reflecting the four priorities of each School's Accountability Plan, and the aggregate district wide data reviewed to realize the aligned four priorities of the DAP.	Certified teachers providing targeted data-based instruction aligned to student needs and research-based practices.	Building leadership capacity throughout the district strengthens the adult work at every level.	Adult work will be impacted by added support in the transition to CCSS through coaching and strategic data-based analysis and decision-making using augmented student, teacher, administrator and district performance tracking systems.
As a result, learning for all students will substantially improve and be sustained over time.			



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

Connecticut State Department of Education Focus Areas:		
Focus Areas	Strategy and	Level of Preparedness
(1) transition to Common Core State Standards and new assessments	<ol style="list-style-type: none"> 1. Assess current curriculum and prioritize standards. 2. Perform gap analysis of current curriculum and CCSS 3. Establish Curriculum writing teams under the leadership of the Instructional Coaching PLC and the direction of the Chief Academic Officer to develop and align curriculum using Rigorous Curriculum Design (RCD) to the Common Core 4. Provide professional development to all certified staff in May 2013 on the three shifts of the common core 5. Conduct classroom walkthroughs to monitor the implementation of the three shifts in instructional practice 6. Implement Curriculum CONNECTOR to assist teachers to review and revise curriculum with assessment results in mind 	<ol style="list-style-type: none"> 1. Completed prioritization of standards 2. Developed working Curriculum writing teams 3. Identified district liaison to ensure vertical alignment between and among grade levels and schools 4. Adopted Curriculum Connector software to promote curriculum refinement 5. Evidence from walkthroughs reveal increasing number of teachers posted CCSS in classes to frame their objectives
(2) fully implement educator evaluation and support systems	<ol style="list-style-type: none"> 1. Work with bargaining units to establish equitable, measureable evaluation standards and targets 2. Develop rubric and mechanism for feedback 3. Calibrate evaluation tool through training 4. Pilot and adjust evaluation tool 5. Link evaluation tool to targeted, individualized PD 	<ol style="list-style-type: none"> 1. Completed work with bargaining units 2. Completed rubrics and system for feedback 3. Calibration is an ongoing process 4. Tool has been in use since September of 2012 5. New version of evaluation tool for September 2013 includes a link to PD selection by results of observations and teacher preference



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

Priority #1: Insert the Year 2 priority below.								
Additional Learning Time								
Summary: Briefly describe the district's comprehensive approach to implement this priority.								
The Bloomfield Public Schools seeks to provide an Extended Year program for 20 days in the summer of 2014. The Early Start Summer Program will allow students performing Below Goal on the Cycle III Benchmark Assessments to practice skills in their identified areas of need. Utilizing the results of Cycle III Benchmark Assessments in Reading Comprehension and Mathematics, students will engage in data-driven instruction with a curriculum designed to improve skills in areas of diagnosed concern and enrich skills areas of strength.								
Outcome Metric: What is the desired result of the implementation of Priority #1?								
By investing in additional learning time the district will increased student performance on Common Formative Assessments (CFA's), Benchmark Assessments and high stakes testing at all grade levels.								
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:				
				Su '13	F '13	W '14	Sp '14	Su '14
Identify students needing additional instruction by analyzing results of common formative assessments (CFA's), Benchmark Assessments, and the CMT/CAPT results		Completed Early Start Summer Program list by identifying students scoring Below Goal on the DRA-2 or reading and math portions of the district's Cycle III Benchmark Assessments completed by mid-May of 2014					X	
Develop a targeted Common Core State Standards-based program of curriculum, instruction, and assessment particular to extended year learning time that focuses on specific strand objectives identified as areas of need in student performance		1. Analysis to identify areas of need in student performance from Cycle III Benchmark Assessments completed by mid-May 2014 2. Development of targeted CCSS-based program of curriculum, instruction and assessment completed by Early June 2014					X	
Create educational environments and competitive academic expectations by hiring certified instructional staff skilled in effective		Post for and hire certified instructional staff based on the estimate of students attending 2014 Early Start Summer Program based on					X	



teaching strategies, data-driven instruction, and assessment to lead extended year programming.	Cycle II Benchmark Assessments results in January 2014					
Identify strengths and weaknesses in reading, writing and math for all students.	<ul style="list-style-type: none"> Number students at each of the five levels of performance (i.e. advanced, goal, proficiency, basic and below basic) 	X	X	X		
Inform parents and invite students to attend Early Start/Summer Academy by letter.	<ul style="list-style-type: none"> Number of students enrolled Number of students enrolled by performance level 			X		
Hire and train staff for Early Start and Summer Academy	<ul style="list-style-type: none"> Number of staff certified in instructional area Class size ration 			X		
Develop, implement and analyze pre- and post testing based on strengths and weakness of student performance.	<ul style="list-style-type: none"> Scores on pre- and post- testing longitudinal pre- and post- testing data (matched cohort) 				X	
Encourage participation and academic success for all students through recognition awards ceremonies at each school site.	<ul style="list-style-type: none"> Number/percent of students with perfect attendance Number of percentage of students with improved academic performance on posttest. 					
Collect, analyze and synthesize feedback on program success and inform principals, teachers and parents.	<ul style="list-style-type: none"> Survey results Number of respondents Feedback Results shared with principal to improve next year's program 				X	
Examine impact of additional learning time on students attending Early Start and Summer academy on performance on benchmark assessments CMT/CAPT	<ul style="list-style-type: none"> Review results of benchmark assessment and CMT/CAPT for students participating in summer programs Review attendance data to establish correlation between attendance and 					X



	performance.					
Share pre- and post- assessment data with Board of Education and community	<ul style="list-style-type: none"> Data presentation at Boar of Education meeting 					X

Priority #2: Insert the Year 2 priority below.					
Leadership and Talent Development					
Summary: Briefly describe the district’s comprehensive approach to implement this priority.					
<p>The Bloomfield Public Schools seeks to develop and expand its leadership capacity across the district. The Office of School Improvement and Intervention will oversee the implementation of targeted administrator professional development and individualized executive coaching. The PD and coaching will develop the skills and knowledge that promotes instructional leadership while supporting the district goals and objectives to improve student performance. The Office of School Improvement and Intervention will implement a comprehensive leadership talent development plan that:</p> <ul style="list-style-type: none"> prepares administrator to implement scientifically research-based powerful practices; utilizes the Connecticut Accountability for Learning (CALI) framework. <p>The work of leadership and talent development will focus on five skill areas: teacher supervision and evaluation, effective instruction, Rigorous Curriculum Design, assessment and use of data, and interpersonal relations. One-on-one coaching from an experienced educational leader will be the key component in conjunction with relevant professional development.</p> <p>In addition, the district will begin a principal in residence program to train and support instructional leadership for new K-5 magnet pathway for Bloomfield students.</p>					
Outcome Metric: What is the desired result of the implementation of Priority #2?					
The district will increase student performance by investing in the development of exceptional educational leadership across the district. It is the belief of the district that by improving the adult work at all levels, students will have access better instruction and therefore be able to perform at higher levels.					
Aligned Strategies: Identify a core set of strategies to implement this district priority.		Progress Metrics: Identify a progress indicator for each strategy.		Timeline:	
				Su `13	F `13
				W `14	Sp `14
				Su `14	
Identify the needs of current and future leaders of the district through review of administrator		Completed needs assessment for each leader and future leader.		X	



evaluation and one-on-one discussion.						
Establish focused and targeted leadership coaching and professional development based on the needs of current and future leaders in the district.	<ul style="list-style-type: none"> 1.Post and hire experienced educational leaders to function as one-on-one executive coach. 2.Provide targeted professional development based on challenge areas observed in Administrator Evaluation System. 	X				
Monitor progress and make ongoing adjustments to leadership coaching and professional development focus based on the needs of the district leadership collected by the Administrator Evaluation System and administrator feedback.	<ul style="list-style-type: none"> 1.Use of Administrator Evaluation System 2.Summary of monthly principal one-on-one meetings to assess progress on the development of educational leaders across the district. 		X			
Begin principal in residence program by identifying in-district leadership that will train for K-5 magnet school position.	Have trained instructional leader for new K-5 magnet school.		X			
Identify strengths and areas of growth for selected administrators to build in-district capacity	<ul style="list-style-type: none"> • Number of focus areas for each administrator • Pre- and Post-Assessment evidence 	X			X	
Provide customized coaching in the areas identified by pre-assessment	<ul style="list-style-type: none"> • Agenda details of topics discussed • Observation of leadership opportunities 			X		
Identify strengths and areas of growth for selected teachers to build in-district capacity	<ul style="list-style-type: none"> • Number of focus areas for each administrator • Pre- and Post-observation evidence 			X		
Provide customized coaching in the areas identified by pre-assessment	<ul style="list-style-type: none"> • Agenda details of topics discussed • Observation of leadership opportunities 				X	
Encourage participation and success for all participants in showcasing learning through professional development opportunities	<ul style="list-style-type: none"> • Number of presentations provided to staff and colleagues • Feedback from evaluation of professional development 		X	X	X	



Priority #3: Insert the Year 2 priority below.						
Redesign and Strengthen Curriculum, Instruction and Assessment to align with Connecticut's Common Core State Standards						
Summary: Briefly describe the district's comprehensive approach to implement this priority.						
The district will redesign and strengthen the current curriculum by utilizing in-district and external expertise in activities ranging from completing a current curriculum gap analysis to new curriculum development and implementation. The in-district expertise will become part of a district Curriculum Committee led by the Chief Academic Officer. The Professional Learning Community (PLC) model for curriculum development and implementation will provide multiple avenues for teacher and administrator input. Provide data specialist staff trained in Curriculum Connector software, which is designed to facilitate collaboration in constructing the standards-based curriculum among teachers in different grades and buildings.						
Outcome Metric: What is the desired result of the implementation of Priority #3?						
The district will have a new curriculum that is aligned with Connecticut's Common Core State Standards with corresponding units of study, lesson plans and aligned common formative assessments for all subjects for grades K-12.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Analyze current curriculum to develop gap analysis in alignment to CCSS	Gap analysis is complete					
Establish District Curriculum Committee	Already operational and completed K-2 ELA curriculum					
Hire outside expertise to support this effort	Create Request For Proposal (RFP) to solicit proposals for support of ELA curriculum redesign to align with CCSS	X				
Establish PLC's to promote teacher collaboration in planning and design	Established PLC's in 2012-2013 school year					
Provide implementation support for new Curriculum Connector software that is part of Department of Assessment, Evaluation and Research.	Trained Data Specialist for new software		X			
<ul style="list-style-type: none"> • completing rigorous curriculum design (RCD) in English Language Arts (ELA) K-10 	<ul style="list-style-type: none"> • Monitor progress by grade by subject by number of units completed using PLC developed database 		X			

<ul style="list-style-type: none"> implementing a taxonomy of reading assessments 	<ul style="list-style-type: none"> analyze number of students taking assessments at all level of taxonomy 		X			
<ul style="list-style-type: none"> expanding Tier II and Tier III literacy intervention using Leveled Literacy Intervention (LLI) in grades K-6 	<ul style="list-style-type: none"> track number of teacher participating in professional development on LLI track progress of all students participating in LLI with formative and summative measures. 		X			
<ul style="list-style-type: none"> utilizing curriculum connector to customize curriculum based on assessment data 	<ul style="list-style-type: none"> Analyze number of completed units uploaded into Curriculum Connector by subject and by grade level Analyze the number of revisions to Curriculum Connector based on student performance on CFA's 	X	X	X		X
<ul style="list-style-type: none"> continuing formal and informal Walkthroughs to identify effective teaching strategies and next level of adult work in every classroom 	<ul style="list-style-type: none"> collect evidence from classroom walkthroughs by classroom, by grade, by school and district wide. 	X	X	X		X
<ul style="list-style-type: none"> augmenting instructional support through professional development using external literacy coach. 	<ul style="list-style-type: none"> The number of successful observation of classroom instruction in literacy as measures the teacher evaluation system. 		X	X		
<ul style="list-style-type: none"> transitioning to SBAC assessment by supporting Assessment, Evaluation and Research Department with Data Specialist position responsible for data integrity and reporting on student performance software. 	<ul style="list-style-type: none"> Hired and trained data specialist. Track use of student performance data software buy monitoring number of logins by users. 	X	X	X	X	X
<ul style="list-style-type: none"> analyzing the results of SBAC aligned CFA's in light of the CCSS 	<ul style="list-style-type: none"> Analyze number of completed units uploaded into Curriculum Connector by subject and by grade level Analyze the number of revisions to Curriculum Connector based on student performance on CFA's 	X	X	X		
<ul style="list-style-type: none"> utilize the instructional data team process to adapt CCSS curriculum as evidenced by CFA results. 	<ul style="list-style-type: none"> Analyze number of completed units uploaded into Curriculum Connector by subject and by grade level 	X	X	X		



	<ul style="list-style-type: none">Analyze the number of revisions to Curriculum Connector based on student performance on CFA's					
<ul style="list-style-type: none">Adding additional support at BHS through hiring a School Improvement Specialist focused on Math and Science	<ul style="list-style-type: none">Number of students improving on the math and science portion of the CAPT					

7. School Turnaround Strategy

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

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

Bloomfield identifies the unique needs of its schools by analyzing results and trends of student performance data and annual Climate Survey data. As a result, the school system has developed a leadership structure that provides significant, differentiated support and resources to all its schools. For example, the district's lowest performing school, Bloomfield High School, has recently adopted a leadership structure mirroring Cabinet-level positions. The District Level Leadership Team includes a Director of School Improvement and Intervention that focuses 50% of the time on supporting BHS. The remaining time is distributed to the four non-magnet schools in the district. The district level School Improvement Director is replicated at the high school with two building level School Improvement Specialists, each focused on literacy and math and science. Other examples of resource allocation based on identified needs include: expanding Leveled Literacy Intervention to grades 3-6, hiring Climate Specialists at specific schools, and targeting professional development based on teacher evaluation and student performance.

The Chief Academic Officer has initiated Walkthroughs done routinely in order to impact adult work in the classroom. The Walkthrough summaries help guide BHS staff, as well as all teachers across the district, to identify areas of PD need for the building. The Chief Academic Officer has also developed Professional Learning Communities (PLC's) to review and rewrite curriculum aligned with CCSS. The high school receives specialized support in the implementation of Northwest Evaluation Association (NWEA) Map computer-adaptive testing in preparation for the SBAC from the Director of Assessment, Evaluation and Research Department. For the 2013-2014 school year, all schools will use the NWEA to monitor and assess individual progress.

The district Leadership Team has supported a significant level of autonomy for Bloomfield High School administration. The district assisted school leadership in changing school hours and passing time to increase learning time as requested by BHS staff. The request for school management restructuring was initiated and driven by the school principal with help from the Chief Operations Officer of the district and the Superintendent. As principals ask for additional resources, our district leadership team meets to ensure the requests are aligned with the priorities of the District Accountability Plan.

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

Bloomfield High School is the only turnaround school in the district. The district support provided to BHS includes three main ideas:

1. Provide support from the district level Office of School Improvement and Intervention using School Improvement Grant (SIG) funds to support school level changes
2. Provide more school level autonomy in resource allocation and management structure.
3. Support transition to Connecticut's CCSS and SBAC Assessment

The district intends to implement these three main ideas by:

1. hiring a Bloomfield High School - School Improvement Specialist that will:
 - provide leadership in the continuous improvement of the data team process at all levels
 - participate in Walkthroughs and support and monitor the changes needed as a result of the Walkthrough summaries.
 - provide leadership in the transition to CCSS
 - become the school liaison for transition from CAPT to SBAC
 - coordinate identified professional development needs for high school staff identified through the Teacher Evaluation System and student performance data
 - provide leadership in the development and implementation of targeted after school learning time using student performance data.
 - coordinate the development of the Parent Compact at Bloomfield High School
 - coordinate the School Governance Council

2. restructuring the high school to:
 - establish instructional leader by separating the work of building operations and discipline from the work of teaching and learning.
 - remove department head system of subject area leadership and develop the Director of Literacy and the Director of Science and Numeracy positions in order to create better interdisciplinary units of study and provide leadership in transition to CCSS.
 - create more school-based autonomy that establishes the direction for resource allocation of funds and human capital.

These actions align with the district Theory of Action by supporting and enhancing adult work that has a direct impact on student performance. The School Improvement Specialist will leadership in the Data Team process that supports the "[implementation of] a comprehensive and collaborative [school-based] accountability system characterized by data-supported planning and decision-making practices at every level" as outlined in the Theory of Action. The restructuring of the high school is designed to promote instructional leadership and remove barriers to collaboration between subject areas. These steps will "lead to adult work that will be strengthened."

8. Accountability and Support

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

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

Bloomfield Public School is entering its second year of district wide Data Team implementation. Using the District Accountability Plan (DAP) as a road map, the District Data Team monitors the implementation of action steps to implement each key strategy. The District Data Team (DDT) meets monthly to evaluate progress at the district level, review the DAP, and make necessary course corrections. The action steps that make up the DAP are measurable and observable. The DDT maintains a written record of the information reviewed with a list of actions to improve learning for our students. In addition to district wide student performance data, the DDT will review district wide climate data from the annual Satisfaction Survey administered to all district staff, all parents and students in grades 5-12. Other data sources include parent engagement data gathered by the schools and aggregate data compiled from our web-based Teacher Evaluation System. The system of monitoring and accountability used by the DDT, in collaboration with the School Level and Instructional Level Data Team, will inform the adult work of our district and strengthen the learning, social, and behavioral skills of all students. The DDT is under the Office of Instructional Leadership.

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

All Bloomfield Public Schools have developed School Improvement Plans (SIP) that align with the DAP. These plans are monitored by the School Level Data Teams. The School Level Teams meet twice a month to evaluate progress and update the plans. As a member of the School Level Data Team, the principal reports the School Level Data Team work at monthly school-based leadership meetings that include central office Leadership Team members. Members from each School Level Data Team function as liaisons to the District Level Team. The members align and bridge the work from District Level to School Level data team work.

In addition, the district tracks school-based data which includes staff and student attendance and disciplinary offenses on a monthly basis in order to address issues as they arise. The District Leadership Team also reviews benchmark assessment results school by school and Climate and Satisfaction Survey results when available.

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

The CSDE can assist the implementation of the Alliance District plan by:

1. providing technical assistance that focuses on systems thinking and alignment of all resources to the district's four priorities and the Alliance Districts' three priorities
2. providing any direction on future professional development on the CCSS and SBAC
3. continuing to support our plan with fiscal resources

10. Stakeholder Engagement

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

The District Accountability Plan was developed with input from Stakeholder meetings held in January and April 2012. These meetings brought together a diverse group of constituents to work in targeted workshops to craft the focus of the plan. The information gathered from the initial meeting was organized and a draft plan was submitted to the members of the Stakeholder group in late April for comments and revisions. The final plan was delivered to the members of the Stakeholder group by early May 2012. The District Accountability Plan is available on the district website (www.bloomfieldschools.org) and has been reviewed and accepted at the May 2012 Board of Education meeting. In July of 2013, the DAP Annual Report highlighting the action steps completed during the 2012-2013 school year will be mailed to every home in the district.



APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: Alliance Grant for 2013-2014

THE APPLICANT: James Thompson, Ed.D. **HEREBY ASSURES THAT:**
Bloomfield Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee.

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

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or



efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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



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

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

Superintendent Signature: _____

Name: *(typed)* _____ James Thompson, Ed.D. _____

Title: *(typed)* _____ Superintendent _____

Date: _____ June 27, 2013 _____