

# CSDE Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: **TO BE ADDED**

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\*\*\*Please find supplemental application materials on the CSDE website at:  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>\*\*\*



## PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

### 1. Alliance District Program Overview

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

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

### 2. Application Components

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

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a year two Alliance District plan amendment, completing the application amendment template contained in this document. The year two amendment requires districts to reflect upon year one progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The ESEA waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” must develop and submit school improvement plans as a part of the year two Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school, (2) submit a preexisting school plan that has shown evidence of results, or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s website at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.
- **Priority School District Grant.** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s website: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.



### 3. Application Instructions

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

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

<p><b>Mailing Address:</b></p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p><b>Overnight Mailing and Hand Delivery:</b></p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 247 Hartford, CT 06106 Attention: Debra Kurshan</p>
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### 4. Timeline Summary

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

### 5. Questions

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

Debra Kurshan  
Chief Turnaround Officer  
Connecticut State Department of Education  
Telephone: (860) 713-6777  
Email: [Debra.Kurshan@ct.gov](mailto:Debra.Kurshan@ct.gov)



## PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

### 1. District Contact Information

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

Name of School District:	Danbury Public Schools		
Name of Grant Contact Person:	Dr. William Glass, Deputy Superintendent		
Phone # of Contact Person:	(203) 797-4724 or (203) 797-4723		
Email of Contact Person:	<a href="mailto:glassw@danbury.k12.ct.us">glassw@danbury.k12.ct.us</a>		
Address of Contact Person:	Street Address:	63 Beaver Brook Road	
	City:	Danbury	Zip Code: 06810
Name of Superintendent:	Dr. Sal Pascarella		
Signature of Superintendent:		Date:	
Name of Board Chair:	Sandra Steichen		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: <sup>1</sup>	<input type="checkbox"/> <input checked="" type="checkbox"/> Plan concept reviewed on June 26, 2013, full review pending iterative process		
Date of Plan Presentation to the Local Board:	August 2013		
Priority School District?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<sup>1</sup> 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**?

<b>DANBURY PUBLIC SCHOOL - VISION STATEMENT</b>			
<p>Our vision has been achieved when the citizens of Danbury are advocates for, and act as partners in public education; are satisfied that our students are receiving a quality 21<sup>st</sup> century education; believe our students are prepared for productive work and effective citizenship and feel the district is operated in an efficient and effective manner.</p>			
<p style="text-align: center;"><b>All Students</b></p> <ul style="list-style-type: none"> <li>- demonstrate high levels of academic achievement and develop the ability to be life-long learners</li> <li>- demonstrate the skills, knowledge, attributes and attitudes to be successful and responsible citizens</li> <li>- demonstrate the qualities of caring, productive, effective community members</li> <li>- behave in accordance with school and district expectations</li> <li>- are satisfied with their opportunities to learn and be successful</li> <li>- feel valued and respected by students and staff</li> <li>- are satisfied with the learning environment of their school</li> </ul>	<p style="text-align: center;"><b>All Staff</b></p> <ul style="list-style-type: none"> <li>- plan for and support appropriate, challenging learning experiences and positive learning environments for all students and are committed to the goal of high levels of achievement for <u>all</u> students</li> <li>- are committed to continuous self-improvement and are responsible for personal performance</li> <li>- are service oriented and treat students, colleagues, parents and the community with dignity and respect</li> <li>- are collaborative, collegial, principled and behave with integrity</li> <li>- feel valued and respected by the district and are proud of their accomplishments on behalf of children, parents and the community</li> <li>- are satisfied with opportunities to be successful in their work</li> <li>- believe the district is operated in an efficient and</li> </ul>	<p style="text-align: center;"><b>All Parents</b></p> <ul style="list-style-type: none"> <li>- are satisfied with opportunities for their child to learn and be successful in school</li> <li>- are satisfied with their child’s school and school and district staff</li> <li>- are satisfied that the district is operated in an efficient and effective manner</li> <li>- are partners in the school and with the district and support learning in the home and throughout the year</li> <li>support school expectations and the learning environment of the school</li> <li>demonstrate respect for school staff</li> <li>are advocates for public education</li> </ul>	<p style="text-align: center;"><b>The Board</b></p> <ul style="list-style-type: none"> <li>- is highly regarded by staff, parents and community</li> <li>- is committed to excellence, effectiveness and efficiency</li> <li>- is committed to improving student achievement in the mandated subjects with an emphasis on language arts and mathematics</li> <li>- is committed to improving educational outcomes for students at risk of not completing their schooling</li> <li>- promotes high quality teaching and high quality leadership</li> <li>promotes the achievement of high standards of conduct, safety and well-being of students and staff</li> <li>- is focused on increasing levels of public support and funding for public education</li> </ul>

	effective manner		
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What is the district’s **mission statement**?

***Our mission is to develop in all children the knowledge, skills, attitudes and values, which will enable them to live a productive and self-fulfilling life and engage in responsible citizenship a global society.***

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

- Children are our first priority.
- Educational decisions and actions should be based on best practices in the field of education.
- Partnerships between parents, educators, students and community are important for student success.
- All children can learn.
- High expectations and accountability for all.
- Educators should provide varied experiences, and instructional opportunities (learning tree) to meet student’s individual needs.
- Schools should provide safe and productive learning environments based upon mutual respect, trust and cooperation.

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?

## THEORY OF ACTION - DANBURY PUBLIC SCHOOLS

A Theory of Action is a collection of statements that serve as the philosophical foundation for all actions taken in an organization. The **THEORY OF ACTION** for the Danbury Public Schools **guides our continuing efforts** to enhance all aspects of our educational programs, from infancy through adulthood, with the final expectation that ALL students will realize increased levels of educational success in academic, social, emotional and behavioral domains.

### **Culture**

**If** we develop a culture where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, **then** all students will have greater opportunities and the necessary supports to be successful.

### **Parent & Community Partnerships**

**If** we increase meaningful engagement in every school and throughout the district, **then** our students will benefit from greater support before, during and after school.

### **Learning & Teaching**

**If** we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, **then** we will accelerate learning and close the identified achievement gaps.

**If** we implement high quality formative and summative assessments on a recursive basis and engage in ongoing analysis of the learning and teaching process, **then** we will make responsive adjustments to instructional planning and delivery.

**If** we implement a high quality staff evaluation and reflection process that is directly connected to a responsive professional development program based upon the learning needs of all students and staff, **then** the process of school and district improvement will be enhanced.

### **Continuous Improvement**

**If** we engage in a deep and continuous process of data-driven decision-making with the best interests of our students in mind, **then** we will expand successful programs and support areas in need.

### **Leadership**

**If** we employ high quality administrators and teacher leaders, and provide opportunities for them to continuously enhance their professional skills, **then** our leadership team will be capable of solving the most challenging problems of practice, while facilitating ever-increasing levels of student achievement.

### **Resources**

**If** we prioritize our needs based upon student outcomes, **then** we will make informed decisions when allocating resources.

**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).

<b>District Overview (2012-13):</b>				
Total Enrollment:	10457	Per Pupil Allocation: <sup>2</sup>	\$11,725 (11-12)	
Total # Schools:	17	Operating Budget:	\$115,795,291	
# Review Schools: <sup>3</sup>	2	# Turnaround Schools:	0	
<b>Student Demographics (2012-13):</b>				
% White:	41.7	% F/R Lunch:	51.9	
% Black:	8.4	% IEP:	10.7	
% Hispanic:	40.2	% ELL:	20.0	
% Other:	9.7	Attendance Rate:	95.6 as of 10/1	
<b>District Personnel (2012-13):</b>				
# Certified School-Based Staff:		Median Teacher Salary: <sup>4</sup>		
Student/Teacher Ratio: <sup>5</sup>		# Central Office Administrators:		
# School Administrators:		# Central Office Support Staff:		
<b>Student Achievement:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
District Performance Index: CMT	73.7	74.8	75.7	
District Performance Index: CAPT	58.8	53.2	58.8	
↻ → Gr. 3 at/above Goal:	59.5	64.8	64.2	

<sup>2</sup> Per pupil allocation should include all sources of funds (including local operating, state, federal, and private funds).

<sup>3</sup> Review category includes “Review” and “Focus” schools.

<sup>4</sup> Median salary should reflect the median for all certified staff.

<sup>5</sup> Ratio should include all certified staff.

	Gr. 5 at/above Goal:	77	78.4	72.9	
	Gr. 8 at/above Goal:	53.9	61.4	56.8	
	Gr. 10 at/above Goal:	26.2	49.6	49.3	
Reading	Gr. 3 at/above Goal:	46.5	52.6	46.3	
	Gr. 5 at/above Goal:	53.4	54.2	59.1	
	Gr. 8 at/above Goal:	68.3	71.9	73.1	
	Gr. 10 at/above Goal:	24.9	44.8	47.5	
Chronic Absenteeism Rate: <sup>6</sup>		10	16.5	12.5	
Graduation Rate: Cohort		74.6	77.2	76.8	
% Pursuing Higher Education:		59.3	74.8	77.3	

#### 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	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strong data system provides timely, accessible data to inform decisions on differentiation and instruction</li> <li><input type="checkbox"/> Deputy Superintendent meets monthly with each principal around data and accountability</li> <li><input type="checkbox"/> School support is differentiated based on need</li> <li><input type="checkbox"/> District-developed benchmark assessments for high school students given 3 times a year; Middle and elementary schools use initial benchmark assessment followed by common formative assessments administered every 4-6 weeks</li> <li><input type="checkbox"/> All staff members trained in SRBI</li> <li><input type="checkbox"/> Interventions pilot for ELL students for all schools</li> </ul>
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<sup>6</sup> Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

Human Capital	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs of lowest-performing schools given priority in district hiring and staffing decisions</li> <li><input type="checkbox"/> District-developed career ladder with leadership opportunities</li> <li><input type="checkbox"/> 3-day induction for new teachers followed by literacy-focused seminars</li> <li><input type="checkbox"/> Developing teachers paired with coaches</li> <li><input type="checkbox"/> PLC initiative for elementary teachers</li> <li><input type="checkbox"/> Labor and management work collaboratively around teacher evaluation</li> </ul>
Operations	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Level of school funding differentiated based on school size and needs</li> <li><input type="checkbox"/> School leaders have discretionary authority over building budgets and schedules</li> <li><input type="checkbox"/> Capital improvements supported through the town, and district has secured some outside grants</li> </ul>
Culture and Climate	<p><i>Strengths:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wraparound services in place at all levels</li> <li><input type="checkbox"/> Some extended day capacity through the local YMCA</li> <li><input type="checkbox"/> Multiple programs to engage parents and community members</li> <li><input type="checkbox"/> Purple pledge program involves parents around bullying</li> </ul>

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

Academics	<p><i>Growth Areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation and monitoring at the high school level of Instructional Data Team</li> <li><input type="checkbox"/> Resources and strategies to support hiring of qualified ELL staff</li> <li><input type="checkbox"/> Continued preparation for 3-year phase-in of CCSS-aligned curriculum (starting in 2014-15)</li> </ul>
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Human Capital	<p><i>Growth Areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow up on ReVision Learning training of administrators to ensure implementation of effective evaluation strategies</li> <li><input type="checkbox"/> Recruiting and hiring qualified more diverse staff</li> </ul>
Operations	<p><i>Growth Areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently declining budget for district</li> <li><input type="checkbox"/> Upgrading of technology</li> </ul>
Culture and Climate	<p><i>Growth Areas:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> New strategies to increase level of engagement from diverse families</li> </ul>

## 5. District Strategy and Year 1 Reflection

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

Articulate the **district's key initiatives from year one** of the Alliance District program.

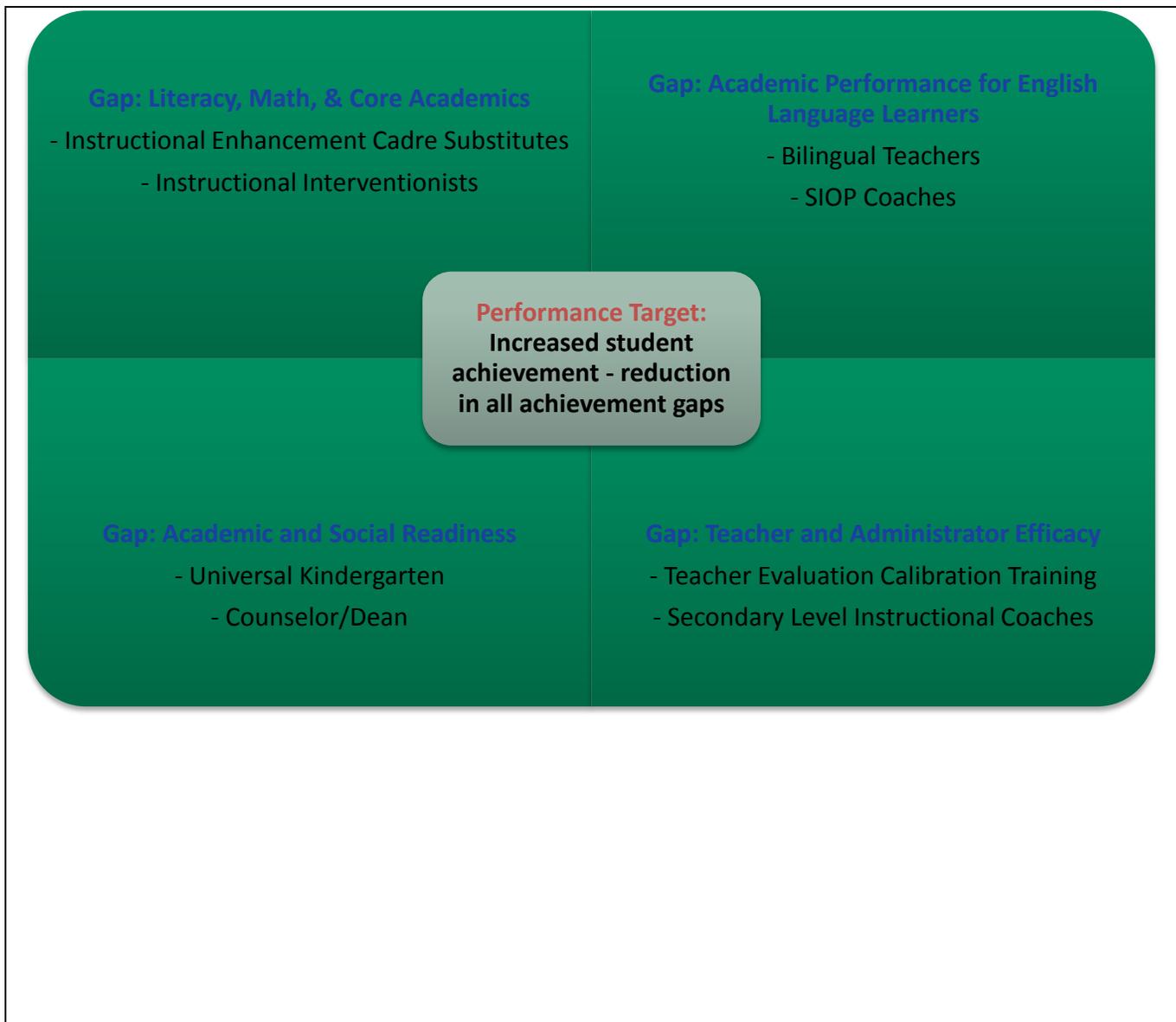
Danbury's performance targets are and remain:

- Increase student achievement for all students and subgroups
- Achieve a reduction in all identified achievement gap areas.

To this end we focused on four primary areas including:

- **Core Academic Areas:** Providing increased support to students and teachers in the **Core Academic Areas** via Instructional Interventionists who provided one-to-one tutoring to identified students and Cadre Substitutes who were specially trained to take over the classes of teachers who were then free to participate in Professional Learning Communities (PLCs) during which time expert facilitators conducted intensive training on best practice in literacy and mathematics instruction in order to improve key aspects of teaching
- **English Language Learners:** Improving the academic performance for **English Language Learners** by providing site-based job-embedded full time coaches who were highly trained in the Sheltered Instruction Observation Protocol (SIOP) designed to enhance the skills and abilities of all teachers who work with English Language Learners and to increase the number of certified Bilingual Teachers
- **Academic and Social Readiness:** Increasing **Academic and Social Readiness** by providing five schools with universal full-day kindergarten (Phase One) and by providing a Counselor/Dean of Students at the high school to work with a focus on working with students who have been identified as being at-risk for dropping out
- **Teacher and Administrator Efficacy:** Increasing/enhancing **Teacher and Administrator Efficacy** by providing instructional coaches for academic teachers and by the implementation of a comprehensive administrator training initiative focusing on teacher evaluation observation and instructional analysis with an emphasis on inter-rater reliability

**SEE THE GRAPHIC BELOW ARTICULATING THE PRIMARY AREAS OF FOCUS AND THEIR RELATIONSHIP**



Briefly describe the district’s year one Alliance District **accomplishments** citing specific data, where appropriate.

**Core Academic Areas:** Instructional Interventionists were deployed at targeted locations based upon a review of each school’s data and the subsequent analysis. The district’s Reading and Language Arts Director and the STEM Curriculum Administrator who is in charge of K-12 mathematics and science specially trained the interventionists in literacy and math instructional strategies. The district’s literacy and mathematics specialists provided supplemental training and support throughout the year. Scores of students who were identified as in need of supplemental instructional support were provided individual and small group instruction by the interventionists. Additionally, the district employed a cadre of dedicated substitutes who were trained in literacy and math strategies to take the place of regular classroom teachers so that they could attend an ongoing series of Professional Learning Community sessions. Emphasis was placed on balanced literacy and the implementation of the Common Core State Standards. Evaluations from the PLCs indicated that virtually 100% of the teacher participants found the sessions to be highly relevant and the strategies that were presented could be introduced into their classrooms within 24 hours of each training session.

**English Language Learners:** Three of the four SIOP coaches were hired with two being deployed at the high school level and the third being deployed at the middle school level. Although the district continued to advertise throughout the school year, a fourth qualified coach could not be identified. Recruitment for the fourth coach continues. Teachers who participated in the job-embedded SIOP coaching have reported that they developed a clearer understanding of how to implement the SIOP techniques and strategies in which they had been trained previously. While it will take additional time and coaching to see significant and permanent improvement in professional practice, initial reports are very encouraging and our teachers have willingly accepted the coaches into their classroom. Also an additional bilingual teacher was hired and so the ratio of students to teachers was reduced. This provided increased opportunities for differentiation and tutoring.

**Academic and Social Readiness:** Five additional schools now have universal full-day kindergarten. This brings the number of schools with universal full-day kindergarten to six, including the regional magnet school. Anecdotal reports from teachers indicate that they have seen a marked improvement in the social and readiness skills of their students. Parents have reported that in just one year they have seen a significant jump in the maturity levels of their children. Academic readiness skills have improved based upon reports from kindergarten teachers. The many outreach efforts by the Dean of Students at the high school have resulted in reports of increased participation and a willingness to partner with the school on the part of parents. Traditionally, these have been some of our hardest parents to engage and the slow process of building trust is starting to be established. While data sets are still being compiled, reports from the Dean and other building administrators indicate a reduction in tardiness and absences as well as in detentions and suspensions. Healthy bonds are starting to be formed between the Dean and some of our most at-risk students and their families.

**Teacher and Administrator Efficacy:** A very comprehensive training initiative on teacher evaluation observation skills was presented this year. More than 100 teachers, literacy, numeracy and SIOP coaches, department heads, assistant principals and principals as well as all central office administrators including the superintendent and deputy superintendent participated in training. The minimum number of days a given participant attended was 6 full days and most participated in 10 full days of intensive training. ReVision Learning and Learning Science International, the training arm of the Robert Marzano organization, presented the training program. All attendees focused on learning and developing proficiency on the Marzano Learning Map, iObservation and the four domains of the Marzano of Teacher Evaluation. All administrators participated in additional training on Inter-Rater Reliability Calibration. Assessments were given at the end of the training and virtually all participants improved their professional practice in the targeted training areas. Additionally, a new Mathematics Coach was placed at the middle school and she spent an entire year coaching the math teachers in best instructional and assessment practices in math while also focusing on the planning and delivery of the new Common Core State Standards in mathematics. An existing Literacy Coach at the middle school level did the same for English and reading teachers. Lastly, consultants from Education Connection were employed to provide math and literacy coaching at the high school for selected teachers who were identified via their evaluations as being able to benefit the most from classroom-based coaching. Evaluations on the literacy and math teachers at the 6-12 grade level (our primary area of focus) indicate that improvement was noted in almost all cases.



**ADDITIONAL INFORMATION REGARDING THE YEAR ONE ACCOMPLISHMENTS ARE INDICATED BELOW**

In the Alliance Grant for the 2012-2013 School Year Danbury Public Schools set goals based on the criteria below. Following the goal specifications are our results for this school year.

All local assessment goals were set to raise the achievement of all students and accelerate the achievement of specific subgroups. Goals are as follows:

Goals 2012-2017 (All percentages applied to 2011 baseline data)

- Year One: 2% increase for the following subgroups: Total, Asian, White, 3% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
- Year Two: 3% increase for the following subgroups: Total, Asian, White, 6% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
- Year Three: 5% increase for the following subgroups: Total, Asian, White, 10% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
- Year Four: 7% increase for the following subgroups: Total, Asian, White, 14% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
- Year Five: 9% increase for the following subgroups: Total, Asian, White, 18% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped

No goals were set for subgroups of less than 10 students.

Initiative	Benchmark Student Data Measures	Summative Student Data Measures
Full Day Kindergarten	Developmental Reading Assessment- Fall, Winter	Developmental Reading Assessment- Spring
Tutorial Support- Elementary	Developmental Reading Assessment- Fall, Winter	Developmental Reading Assessment- Spring CMT -SPI
Bilingual Education Teachers	Developmental Reading Assessment- Fall, Winter Benchmark Assessments 6-11 Fall, Winter, Spring Course Exam Data- DHS- End of Semester 1 and Semester 2	Developmental Reading Assessment- Spring CMT- SPI CAPT-SPI
M.S. Math Coach	Benchmark Assessments 6-11 Fall, Winter	Benchmark Assessments Spring CMT-SPI
External Academic Coaches- Secondary	Benchmark Assessments 6-11 Fall, Winter Course Exam Data- DHS- End of Semester 1 and Semester 2	Benchmark Assessments Spring CMT-SPI CAPT-SPI
SIOP Coaches- DHS	Benchmark Assessments 6-11 Fall, Winter Course Exam Data- DHS- End of Semester 1 and Semester 2	Benchmark Assessments Spring CAPT-SPI
Dean of Discipline	Number of students with 5 or more unexcused absences per quarter	Number of students with 20 or more unexcused absences

## **RESULTS: Developmental Reading Assessment Goals: K-5**

In 2012-2013 we added Full Day Kindergarten to 3 Schools as part of a multi-year rollout of the program. Our full day K students exceeded the 2012-2013 Goal for Proficiency on the DRA, while our half day K students just missed the goal for total population. However in looking at our ELL, FRL and Sped Kindergarten students, both half and full day exceeded the goal and Full Day K outperformed half day K in our ELL and FRL populations. The data also shows that the longer students are enrolled in Danbury, the better they do as compared to the current total population. For example, 46.5% of our 3<sup>rd</sup> grade Hispanic students scored at or above grade level while 53.1% of our continuously enrolled Hispanic students (since K) scored at or above grade level. Confirming national ELL research that language acquisition takes multiple years, students who began in Kindergarten as ELL, maintained enrollment in the district and exited ELL prior to this year scored exceedingly well with 86.8% (n=136) of the students at or above grade level. Of the remaining ELL students who have been continuously enrolled 24.6% (n=69) scored at or above grade level. These remaining ELL students began with LAS scores in the 1's.

## **Results: Secondary Benchmark Data**

Through the Alliance Grant we added Instructional and SIOP Coaches as well as additional Bilingual staff. We implemented benchmark assessments in all core courses grades 6-12 and used the data disaggregated by subgroup to monitor instructional effectiveness. Below is a summary of our results, followed by the detailed tables. All goals were set based on Year 1 Improvement: 2% increase for Whole Group, Asian and White and 3% increase for all other subgroups.

- English Grades 6-12: 94.4% of our tracked groups met the English benchmark goals (68 out of 72 groups)
- Social Studies 6-12: 93.7% of our tracked groups met the Social Studies Benchmark Goals (45 out of 48 groups)
- Math 6-12: 88.5% of our tracked groups met the Math Benchmark Goals (85 out of 96 groups)
- Science 6-12: 93.7% of our tracked groups met the Science Benchmark Goals (45 out of 48 groups)

## **Results: Dean of Discipline**

- 100% of the Attendance Goals were met in 2012, reducing the number of students with 20 or more unexcused absences from 504 in the 2011-2012 SY to 393 in 2012-2013 SY.

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.

Two initiatives will be modified as opposed to being discontinued. These two initiatives are the training program from the Marzano Organization and the Intern Program.

Initiative One: The Marzano training has been extremely well-received and is already helping our certified staff to use a common instructional language and to view teaching behaviors from the same perspective across all grade levels and between all schools. However, the district needs to move into a second phase of training in which side-by-side coaching by an external expert(s) is implemented in order to build long-term capacity in all participants. The training that took place during the first year of the Alliance District Grant funding was considered to be orientation and awareness training during which time the big ideas and concepts behind the new teacher/administrator evaluation plans and programs were introduced. Year two will move the district to a position providing job-embedded professional development for our administrators, department head and coaches. While we will begin the new school year with a two-day review for all certified staff of the new evaluation plans and procedures, our focus for year two will be on skill building.

Initiative Two: The Intern Program was successful in terms of the district's ability to train and deploy individuals who could continue the work of classroom teachers when they were released to participate in PLCs. However, the two universities who provided the interns indicated that they could not supply enough interns to meet the district's needs. Therefore, our approach will be modified for the coming school year. Instead of partnering with the universities in this area, the district will recruit and employ a series of long-term substitutes who will be trained in the same manner in which the interns were. The cost will be approximately the same, but in taking this unique approach we will be able to guarantee that we will have enough substitute coverage by highly trained individuals to meet the needs of the PLC model.

## 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 one progress, and the needs analysis to identify three to four priority areas for the year two 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 two and indicate whether they are new or continued initiatives from year one. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	<p>We have aggressively approached the development of curriculum to support the implementation of the CCSS. We have rewritten 50+ curriculum guides. However, in order for teachers to be able to implement the new curricula, it will take extensive training and coaching. The middle school math and SIOP coaches coupled with the existing literacy coaches plus an expansion of 3 new K-5 math coaches, and the external Education Connection coaches will work via job-embedded coaching to help facilitate the growth and development necessary for our teachers to fully understand and implement our new curricula and the companion assessments. The use of dedicated cadre substitutes will facilitate this process by allowing our teachers to be out of their classrooms participating in PLCs without having to worry about lost instructional time. We will continue to develop new curricula aligned to the Common Core and provide ongoing training and coaching support on new curricula, pacing charts, CFAs, benchmark assessments, data analysis and data-driven decision-making techniques and provide instructional materials aligned to the CCSS and the new curricula and assessments. We will create STEM and Humanities department heads at the middle school level to provide increased leadership with an emphasis on the core academic areas for teachers in grades 6-8 while also creating a Special Education department head for the secondary level to build greater alignment and parity between the regular education and special education instructional programs. Lastly, we will provide one additional release period each day for the existing department heads to allow for more coaching of teachers on the CCSS and to conduct formative evaluation observations on teachers.</p>	<p><input checked="" type="checkbox"/> Continued from Year 1  <input type="checkbox"/> New priority</p>
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<p style="text-align: center;">Priority #2</p>	<p>We implemented a high-leverage training and coaching program to develop the professional talent within the district. We have built an awareness level of understanding with all certified staff. Additionally, we have provided 10 full days of skill development and inter-rater reliability training for all administrators and department heads. In year two using a blending of Alliance District Grant funding and local general fund budget money we will, again, aggressively implement another year’s worth of highly focused training and coaching activities designed to enhance the professional skills and capabilities of all of our certified staff. We will also establish the position of Evaluation Validator charged with the tasks of working with all administrators to promote and ensure inter-rater reliability and to serve as a lead trainer on teacher evaluation strategies. We will also create a Evaluation Data Specialist which will be a secretary level position charged with collecting and managing all data associated with the new Teacher and Administrator Evaluation Plans. Lastly, we will contract with per diem individuals who hold the 092 endorsement to address low-level discipline issues thereby providing more time for principals/assistant principals to engage in all aspects of the teacher evaluation process.</p>	<p><input checked="" type="checkbox"/> Continued from Year 1  <input type="checkbox"/> New priority</p>
<p style="text-align: center;">Priority #3</p>	<p>We will implement phase two of our comprehensive program by providing extended time to students via Instructional Interventionists while also increasing the number of schools that have full-day kindergarten by three bringing the total to 9 out of 12 elementary schools that have kindergarten programs. We will also continue the use of the Counselor/Dean of Students to provide outreach efforts and individualized support to targeted students while also providing a second Dean. Further, we will be proving full-time social workers to the elementary schools with the intent of providing greater emotional and psychological support to at-risk children and their families while also providing more free time for principals to conduct classroom observations and instructional rounds. Since we believe that the best way to achieve long-lasting instructional improvement at the high school level is by strengthening the education programming at the middle school level, we will be establishing the position of Associate Principal of Instruction. This newly created position will have the responsibility of establishing even greater alignment between the two existing middle schools with a third middle school opening in 2014, our comprehensive high school and our alternative high school. We will also provide funding to our local Head Start Program to support the social development and readiness skills of our youngest students. Lastly, we will provide supplemental tutoring to K-8 students via a new Saturday School approach, additional summer school programming and also increased before and after school academic programming.</p> <p>We have given extensive thought to how to continue priority enhancement efforts once the Alliance District Grant sunsets. For example, we will hire a full time Resource Acquisition Specialist/Grant Writer. We have also structured the funding of the new full-day kindergarten program in a way that gradually shifts the full cost of the initiative over to the district’s general fund budget within five years.</p>	<p><input checked="" type="checkbox"/> Continued from Year 1  <input type="checkbox"/> New priority</p>



Priority #4 (optional)		<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.

The district uses the term "Theory of Action" in lieu of the term "Theory of Change." However, the two terms are synonymous. Our district's Belief Statements also support our conceptual approach. We believe that all educational decisions must be made in the best interest of children as opposed to the best interest of adults. At times, adults will feel a greater level of discomfort in order for children to feel a greater degree of comfort. Consequently, our Theory of Action is based upon the belief that the primary way of improving educational services to children is by improving the professional practices of the adults. It is easy to see how our philosophy is reflected in this application. The significant emphasis on talent development via training and coaching illustrates our beliefs and our approach to positive change. Further, the concept of providing students with greater amounts of time to grow and develop is also evident via the full-day kindergarten approach as well as the use of Instructional Interventionists via what we call a "double dosing approach" meaning that selected students receive a double dose of literacy and math instructional support. Lastly, we believe that the best approach to engaging parents is via personal contact over time. Our increased use of the Counselor/Dean model of outreach illustrates this concept.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for year two 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.

1. As previously noted, we have been aggressively preparing for the implementation of the CCSS. We have already written more than 50 curriculum guides that are completely aligned to the Common Core. We have already begun to purchase appropriate instructional materials and related technology to support the implementation of the CCSS. We have already developed Common Formative Assessments and Benchmark Assessment that are aligned to the CCSS. We have already begun training and coaching our teachers and administrators in new pedagogical approaches that will facilitate the implementation of our new curricula. We have standardized our approach to the development of curricula. ALL teachers and administrators who are selected to write curricula must attend Curriculum Boot Camp. This is a two-day training series that trains curriculum writers to write using one common locally developed curriculum template. The template is fully aligned to the approach that must be taken to write curricula based upon the CCSS. Participants also learn how to develop aligned assessments and pacing charts. Consequently, all curricula look the same with the exception of the actual subject-specific content. National standards, state standards; Essential Questions, CFA's, etc. are all the same with regard to structure. Additionally, we have participated in a great many webinars, conferences, seminars, curriculum council meetings, and other initiatives that have been developed to share information on the CCSS and SBAC. Therefore, we are in the best possible position to implement the CCSS given the level of information that has been released, to date.

2. We are prepared to implement our new Teacher/Administrator Evaluation Programs based upon the Marzano Teacher Evaluation Framework. Danbury has chosen to implement the option that allows all of our secondary schools to implement the full CSDE model including the 45%, 40%, 10% and 5% metrics. All elementary schools will implement the Marzano framework, but will not need to address the other CSDE components until the 2014-2015 school year. All certified staff members have been trained to the awareness level while all



administrators and department heads have received 10 full days of skills development training. Our district has four full days allotted to professional development each year. All of these days have already been designated as Teacher Evaluation Training Days. Additionally, a three-year comprehensive training model has been developed and the district will partner with Learning Science International to implement that model which includes direct training and side-by-side coaching. The table below illustrates the draft of our planning model. It will be finalized this summer. You will see how comprehensive the model is and how it is designed to build maximum capacity and sustainability.

### DPS Administrative Training & Professional Development Series

Date	Target Audience	Message or Event	Method or Media	Delivered by:
August 2013	New Administrators/Optional Refresher Course for All Administrative Staff	Introduction to Marzano Teacher & Admin. Evaluation, DPS TEVAL PLAN, SLOs, IAGDs, Growth Plan Training	On site Large Group Training	Central Office Staff
August 2013	All Administrative Staff	Marzano <u>Supporting IRR</u> : Inter-rater Reliability Training	On site Large Group Training	Learning Science International
August 2013	All Administrative Staff	Marzano <u>Supervision and Feedback</u> : Inter-rater Reliability Training	On site Large Group Training	Learning Science International
September 2013	New Principals, Assistant Principals & All New Supervisors/Observers	Marzano: Side by Side Principal Coaching Series Full Day of AM/PM 2 cohorts	On site Small Group Instruction	Learning Science International
September 2013	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
September 2013	PPS Leadership Team & Personnel	Marzano: Non-Classroom Instructional Support Personnel Evaluation Model Training	Onsite Training	Learning Science International
	Coaches	Marzano: Side by Side		Learning Science International
October 2013	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International



October 2013	Aspirants & Informal Leaders w/Admin., Data Team Leaders, Content Leaders, Grade level	Marzano: Teacher Mentor Training; <u>D1: Framework</u>	On site Large Group Training	Learning Science International
October 2013	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
November 2013	Aspirants & Informal Leaders w/Admin., Data Team Leaders, Content Leaders, Grade level	Marzano: Mentor Training; D1: Protocol	October 2013	Aspirants & Informal Leaders w/Adm
November 2013	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
November 2013	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
December 2013	*Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
	Coaches (special session)	Marzano: Side by Side		Learning Science International
January or Feb 2014	Aspirants & Informal Leaders w/Admin., Data Team Leaders, Content Leaders, Grade level	Marzano: Teacher Mentor Training; D2-4/Creating Units of Instruction	On site Small Group Instruction	Learning Science International
March 2014	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Common Core Training	On site Large Group Training	Learning Science International
March 2014	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Common Core Training	On site Large Group Training	Learning Science International
April 2014 Spring	Aspirants & Informal Leaders with Administrators (sub breakout); Data Leads, content, etc.	Marzano: Lead Teacher Training; <u>Common Core Math and Reading</u> (Each is 3 Days; designed to be taken consecutively, but can be taken apart) Not designed as turnaround PD, but can be shared.	On site Large Group Training	Learning Science International
April 2014	PPS Leadership Team & Personnel	Marzano: Non-Classroom Instructional Support Personnel Evaluation Model Training	On site Large Group Training	Learning Science International
Sept 2013- June 2014	Principals, Assistant Principals, Supervisors, & Observers	Administrative Council : Ongoing PLCs 1x monthly combined	On site Small Group	Self-Study w/ cohort
Sept 2013- June 2014	Principals, Assistant Principals, Supervisors, & Observers	iObservation Resource Library	Online Access	Self-Paced



School Year 2014-2015

Date	Target Audience	Message or Event	Method or Media	Delivered by:
August 2014	New Administrators/Optional Refresher Course for All Administrative Staff	Introduction to Marzano Teacher & Admin. Evaluation, DPS TEVAL PLAN, SLOs, IAGDs, Growth Plan Training	Boot Camp	Central Office Staff
August 2014	All Administrative Staff	Marzano Supervision: Inter-rater Reliability Training	On site Large Group Training	Learning Science International
August 2014	All Administrative Staff	Marzano Feedback: Inter-rater Reliability Training	On site Large Group Training	Learning Science International
September 2014	New Principals, Assistant Principals & All New Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
September 2014	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
September 2014	PPS Leadership Team & Personnel	Marzano: Non-Classroom Instructional Support Personnel Evaluation Model Training	Onsite Training	Learning Science International
October 2014	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
October 2014	Aspirants & Informal Leaders with Administrators	Marzano: Mentor Training	On site Large Group Training	Learning Science International
October 2014	Secondary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
November 2014	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
November 2014	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
December 2014	Remediation Principals, Assistant Principals & Supervisors/Observers	Marzano: Side by Side Principal Coaching Series	On site Small Group Instruction	Learning Science International
January 2015	Aspirants & Informal Leaders with Administrators	Marzano: Mentor Training	On site Small Group	Learning Science International



			Instruction	
March 2015	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Common Core Training	On site Large Group Training	Learning Science International
March 2015	Elementary Principals, Assistant Principals & Supervisors/Observers	Marzano: Common Core Training	On site Large Group Training	Learning Science International
April 2015	Aspirants & Informal Leaders with Administrators	Marzano: Mentor Training	On site Large Group Training	
April 2015	PPS Leadership Team & Personnel	Marzano: Non-Classroom Instructional Support Personnel Evaluation Model Training	On site Large Group Training	Learning Science International
Sept 2014- June 2015	All Principals, Assistant Principals & Supervisors/Observers	Administrative Council : Ongoing PLCs 1x monthly combined		Self Study w/ cohort



**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 an 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 two 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 two CSDE support and monitoring.

<b>Priority #1:</b> Insert the year two priority below.						
Providing increased support to teachers and administrators in the <b>Core Academic Areas with an emphasis on the Common Core State Standards</b>						
<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.						
<p>Continue to train a new cadre of teachers in the SIOP model</p> <p>Provide job-embedded coaching via department heads, associate principals of instruction, and internal-external coaches in the areas of literacy, math, and SIOP to enhance the capabilities of teachers to understand, plan, deliver and assess instruction aligned to new curricula based upon the Common Core</p> <p>Provide Cadre Substitutes who are specially trained to take over the classes of teachers who will then be free to participate in Professional Learning Communities (PLCs) during which time expert facilitators will conduct intensive training on best practice in literacy and mathematics instruction in order to improve key aspects of teaching</p> <p>Continue to develop new curricula that is aligned to the Common Core and continue to develop/refine formative assessments and benchmark assessments aligned to the Common Core and provide additional instructional materials</p>						
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #1?						
<p>New curricula aligned to the Common Core State Standards will be developed including aligned assessments. The quality of all newly developed curricula will be measured against the district’s Curriculum Boot Camp Training Program required criteria. This provides specific components and standards that must be reflected in all new curriculum documents.</p> <p>Teachers who participate in the job-embedded coaching activities and the PLC’s will improve their ability to plan and deliver high quality instruction in the areas of literacy and math. Their performance will be determined based upon the proficiency levels they demonstrate as measured by the iObservation/Marzano teacher evaluation criteria.</p> <p>Teachers who participate in the training and job-embedded coaching activities with a SIOP coach will enhance their ability to plan, deliver and assess instruction for ELL students. Their performance will be determined based upon the proficiency levels they demonstrate as determine by the SIOP performance expectations articulated during the professional development series created by the Center for Applied Linguistics.</p>						
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.	<b>Timeline:</b>				
		Su `13	F `13	W `14	Sp `14	Su `14
SIOP training and One – to – One coaching for identified teachers	Training Evaluations and Classroom Observations: The focus of this indicator		X	X	X	

	<p>will be to determine the degree to which the participants felt that the training met their professional needs, the degree to which they were receptive to the content, the degree to which the trained teachers are able to correctly implement the instructional strategies, the appropriateness of when the strategies were implemented during a given instructional episode and the associated expected learning response and impact demonstrated by students.</p>					
<p>Participation in PLC's designed to enhance identified teachers' literacy and math delivery skills followed by onsite coaching via specialists/department heads/associate principals</p>	<p>Classroom Observations: The focus of this indicator will be to determine the degree to which the participants are able to correctly implement the newly developed instructional strategies aligned to the Common Core State Standards, the appropriateness of when the strategies were implemented during a given literacy or math instructional episode and the associated expected learning response and impact demonstrated by students.</p>		X	X	X	
<p>Continue to have all new curriculum writers participate in the Curriculum Development Boot Camp training series</p>	<p>Review of all newly developed curricula: The focus of this indicator will be to determine the degree to which the training participants are able to meet the training outcome expectations with an emphasis on aligning all appropriate curricula with the Common Core State Standards, developing Enduring Understandings, Essential Questions, Units of Study, Pacing Calendars, End of Unit Assessments, and Common Formative Assessments aligned to the</p>	X	X	X	X	X



	new curricula.					
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**Priority #2:** Insert the year two priority below.

Providing additional training and support for all teachers and administrators in the new **Teacher/Administrator Evaluation Plans**

**Summary:** Briefly describe the district’s comprehensive approach to implement this priority.

Implement a comprehensive professional development program for all teachers and administrators based upon the Robert Marzano Teacher Evaluation Framework.  
 Provide Side-By-Side coaching for all administrators via an external set of coaches from Learning Science International and an internal Evaluation Validator  
 Continue to develop Inter-Rater Reliability for all administrators via training sessions conducted by Learning Science International and an internal Evaluation Validator

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

All participants will increase their awareness of the Robert Marzano Teacher Evaluation Framework components  
 All participants will continue to develop a common instructional language  
 All administrators will continue to enhance their observation and evaluation skills  
 Teachers will enhance their ability to deliver highly effective lessons  
 Administrators will enhance their leadership skills with an emphasis on improving the planning, delivery and assessment of instruction by teachers  
 The proficiency levels of all administrators will be assessed via the Inter-rater Reliability Tests administered online and scored by Expert Scorers from Learning Science International. These individual assessments will continue to be given throughout the training series and side-by-side coaching feedback will be provided for every administrator in the district.  
 Teacher proficiency and administrator proficiency will be measured according to the CSDE approved Teacher and Administrator Evaluation Plans submitted last spring.

<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.	<b>Timeline:</b>				
		Su `13	F `13	W `14	Sp `14	Su `14
Implementation of the Year Two Training Program as previously detailed	Review of training evaluations and assessments of participants: The focus of this indicator will be to determine the degree to which the participants are able to be appropriately calibrated with		X	X	X	



	<p>regard to inter-rater reliability in comparison to the “Expert Scorers” of the Learning Sciences International organization that is affiliated with the Robert Marzano Educational Research Laboratory and to determine the degree to which all trained educators have mastered the use of the common instructional language of the Marzano Framework.</p>					
<p>Side-By-Side coaching by a highly trained coach for all administrators and by an Evaluation Validator</p>	<p>Review of coaching reports from external coaches/internal validator and feedback from administrators: The focus of this indicator will be to determine the degree to which the participants are able to effectively conduct a full-period observation, accurately capture observation data, and code the observation in iObservation. Additionally, this indicator will be used to determine the degree to which trained participants are able to provide high quality diagnostic feedback to teachers leading to the improvement of their instructional skills in a manner that will have a positive impact of student learning and achievement.</p>		<p>X</p>	<p>X</p>	<p>X</p>	

<p><b>Priority #3:</b> Insert the year two priority below.</p>
<p>Providing <b>increased instructional time for students</b></p>
<p><b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.</p>

Provide three additional elementary schools with Universal Full-Day Kindergarten Programming.  
Continue to provide funding and support for the district’s Head Start Program

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

Kindergarten students in three additional schools will be afforded a longer school day. The performance of all participating kindergarten students will be assessed on a continuous basis using the district’s Common Formative Assessments, End of Unit Assessments, and Concepts About Print, Phonological Awareness, Letter ID, Developmental Spelling Assessment, and the DRA (spring) in addition to teacher observations of developmental readiness.  
High quality educational programming will be continued for at-risk pre-K level students via the district’s Head Start Program. The performance of all participating pre-kindergarten students will be assessed using the national Head Start assessment protocol.

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
Add Universal Full-Day Kindergarten to three more schools	Improved social skills and academic readiness skills as measured by CFA’s and anecdotal perception surveys		X	X	X	
Continue the effective implementation of the district’s Head Start Program	The program participates in the national evaluation protocol and will continue to do so. This indicator will be focused on improved readiness skills, socialization skills and physical development capabilities regarding fine and gross motor skills.		X	X	X	

**Priority #4 (optional):** Insert the year two priority below.

NOTE: Priority Three was divided into two priorities: This is the second half of the original Priority Three.  
Providing **increased support for at-risk students and their families**

<b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.								
We will continue to provide increased support to students in literacy and math via Instructional Interventionists who will provide one-to-one tutoring to selected students. We will continue the position of Counselor/Dean of Students to provide support to at-risk students and their families and we will increase the number of Counselor/Deans by one. We will provide each elementary school with a full-time social worker to increase each school’s capacity to address student comportment concerns and to expand connections with families while also freeing the principals to conduct teacher observations and evaluations. We will add an Associate Principal of Instruction, a 6-12 Special Education department head and STEM and Humanities department heads at the 6-8 level to increase vertical and horizontal alignment at the secondary level and three new math specialists at the K-5 level and to support the effective implementation of the Common Core State Standards and the related curricula and assessments.								
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #4?								
The needs of at-risk students will be more effectively and efficiency addressed allowing them to engage/reengage in the learning process Selected students will receive a double dose of instruction in literacy and math. This will occur via the work of the interventionists. While not a requirement, most, if not all, of the interventionists are certified teachers. Students will be identified for supplemental instruction via the Instructional Data Teams based upon formative assessment data and the SRBI process as well as the CST reviews. This is a remedial initiative and not enrichment. Consequently, Interventionists will work directly with classroom teachers in terms of reviewing the needs of identified students and to develop an appropriate instructional response. These sessions will occur during times in the school day when social studies, science, art and music lessons are scheduled. While we do not want to remove students from these subject areas, reading is the gateway area and students need to master literacy concepts and skills in order to be successful in all other classes. We also have sessions scheduled before and after school via our Extended Learning Program as well as Saturday sessions. Students will continuously, as appropriate, be assessed to determine progress using formative assessments. Principals will be able to increase the amount of time they spend in classrooms monitoring the instructional program and helping teachers to improve their professional practice There will be increased horizontal and vertical alignment and cohesion between and within all secondary school sites and a deeper understanding of how best to implement the CCSS								
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.		<b>Progress Metrics:</b> Identify a progress indicator for each strategy.		<b>Timeline:</b>				
				Su `13	F `13	W `14	Sp `14	Su `14
Provide double doses of basic skills instruction to selected students		Improve academic achievement on CFA’s and state assessments			X	X	X	
Provide support to at-risk students and their families via Counselor/Deans and Social Workers		Improved comportment and readiness for learning by at-risk students as			X	X	X	



	measured by anecdotal reports from staff and parents and review of discipline referrals and student grades/test scores					
Create an Associate Principal of Instruction and department heads for STEM and Humanities at the middle school level and Special Education at the 6-12 level	Increased alignment of curriculum implementation and related assessments		X	X	X	

## 7. School Turnaround Strategy

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

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

The capacity of the district to support school turnaround is sufficient given the added resources that have been provided via the Alliance District Grant and the supplemental ECS funding. Danbury ranks 162 out of 164 in per pupil expenditures. However, the municipality provided a reasonable funding allocation for the coming school year. This allocation coupled with the CSDE provided funding will allow us to implement the strategies detailed in this proposal.

Over the past few years, the number of central office administrators was reduced by 50%. However, via the funding mentioned above, we have been able to provide department heads for all subject areas. Further, we will be able to continue and expand our Teacher Evaluation Training initiative. We will also be able to enhance the district’s ability to be responsive to the climate and compartment needs of the elementary schools by providing a full-time social worker at each school. This will provide more discretionary time for the principals to address the instructional enhancement efforts at their respective schools.

Although we did experience the 50% reduction in central office administrators, we were very strategic when we reorganized central office and we actually realized improved professional practice. When the reductions were made, the position of Assistant Superintendent was eliminated. As a result of this reduction, all of the principals (K-12) and all curriculum administrators were placed under the direction of the Deputy Superintendent. This has significantly enhanced horizontal and vertical alignment.

Additionally, the positions of English Coordinator and Social Studies Coordinator were combined into one position: Humanities Curriculum Administrator. The positions of Mathematics Coordinator and Science Coordinator were combined into one position: STEM Curriculum Administrator. Also, the positions of Bilingual/ESL Coordinator and World Language Coordinator were combined into one position: Curriculum Administrator for ELL Services and World Language. Once again, by combining these positions significantly greater amounts of horizontal and vertical articulation were achieved.

Lastly, as previously noted, the Deputy Superintendent meets weekly with all central office curriculum administrators, as well as the Administrator for Data Services and the high school Associate Principal of Instruction. The Superintendent frequently attends these sessions as well. This has afforded the district with a unique opportunity to provide maximum support, direction, guidance, and accountability. When the proposed Associate Principal of Instruction for the middle schools is appointed, this will serve to strengthen the team’s ability to support schools while also ensuring appropriate levels of accountability and monitoring.



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

The two schools in Danbury that are demonstrating notable instructional challenges are Danbury High School and the Alternative Center for Excellence. The approach for 2013-2014 will be similar to this year's approach.

However, additional resources have been added as follows:

A new Middle School Associate Principal for Instruction has been appointed to provide increased support and leadership to our two middle schools. Two new department heads will soon be added at the 6<sup>th</sup>-8<sup>th</sup> grade levels. Prior to these additions, we had one Associate Principal for Instruction that was responsible for grades 6-12. This individual can now focus primarily on the 9-12 program of instruction thereby providing greater support to Danbury High School and ACE.

In a similar manner, the two, soon to be appointed, middle school department heads will allow the current department heads that have 6-12 grade responsibility to focus primarily on DHS and ACE.

Further, we have removed one additional teaching period from the existing department heads thereby giving them another period to provide job embedded support in their respective content areas. They will now only have one teaching period per day.

We are also creating a Special Education Department Head position to provide increased support and guidance to our special education teachers.

Additionally, we have created a second Dean of Students at the high school level to provide more intensive assistance to students with comporment and attendance issues.

We are also adding School Climate Specialists who will work on a per diem basis to address low-level discipline issues. These individuals will hold the "092" certification so that they can provide disciplinary consequences when appropriate and necessary.

All of these additional resources have been designed to deepen the impact of our work in service to students and to promote better attendance, improved comporment and greater levels of instructional support with the target destination of increased student achievement.

We believe that these initiatives, which have been customized, to address the unique challenges of our target populations, coupled with the initiatives detailed below have a significant probability to significantly address the achievement gaps that are evident within the district.

The Deputy Superintendent will again lead a team to conduct additional Instructional Reviews of both schools. This year the district implemented this diagnostic/prescriptive approach with success. The Instructional Review Team is comprised of central office curriculum administrators and principals and, at times, principals from schools other than the school that is being reviewed. The team uses the school's approved improvement plan as the basis for the establishment of a visitation template. The team works with the school's administration to craft the visitation template and the logistics of the multi-day visit. All staff from the school meets prior to the visitation series to receive an overview of the purpose of the visit and the process that will be followed. The team then conducts the visitation series and a follow-up presentation of findings is made to the staff.

A component of the presentation of findings includes a detailed illustration of the supportive interventions that the team and district will provide to the school. This may include differentiated professional development, deeper levels of diagnostic information on student performance via the analysis of formative and summative assessment results as well as data gained from a detailed review of samples of student work. Another form of support can be increased onsite support by the district's curriculum administrators.

In addition to the Instructional Review, the district will provide both schools with increased time from our district administrator in charge of data collection and analyst. This individual has extensive experience gained from the time she worked as a data analysis for Education Connection. She is capable of conducting very detailed analysis of student outcome achievement data as well as program evaluation. She will work under the direction of the Deputy Superintendent and the Associate Principal for Instruction. The Associate Principal has instructional responsibility for the alternative school as well as the high school.

The district will also work with the high school department heads. There is a department head for each of the following areas: ELL and World Language, English, Mathematics, Science, Social Studies, Physical Education and Health, and Fine and Applied Arts. These individuals work closely with the district-level curriculum administrators. All of these individuals will partner with the teachers and administrators from both schools as they engage in the School and Instructional Data Team sessions. The new department head positions in middle school STEM and Humanities and 6-12 Special Education will also support this work.

Consequently, district administrators will team with building level staff to conduct a comprehensive analysis of student outcome achievement data and actual teaching and administrative practices. As these sessions are completed, the findings will be used to inform the planning and implementation of instructional improvement efforts.

The process detailed above is predicated upon the district's Theory of Action (Theory of Change) and reflects the beliefs and vision of the Danbury Board of Education. Therefore, the Turnaround Strategy that will be employed is directly in alignment with our Theory of Action.

A priority for the district is to employ an adult workforce that more closely reflects our student population. It has been said that Danbury is the most culturally and linguistically diverse community in the state. Consequently, we need to recruit, orient, train, and retain a highly diverse team of professionals to work with our students and their families. To this end, a series of initiatives have been developed.

These initiatives are as follows:

The District continues to search for new initiatives to expand the pool of minority applicants and ultimately to increase minority hiring, with a focus particularly on African American and Hispanic candidates who reflect the demographics of the student body. For 2013-14, these initiatives include: (1) targeted hiring through increased outreach to academic institutions, including working with local and regional university education programs and using their employment networking events to increase District exposure; (2) retention of a hiring consultant to define minority teacher organizations and their potential databases for more active solicitation of minority candidates; (3) working through CREC and other regional educational groups to replicate private sector regional networks that seek to market to and recruit more minority applicants; (4) broader advertising reach for available jobs, including through job sites that specifically focus on minority candidates for teaching applicants; (5) review of current hiring processes across the District to determine effectiveness for minority candidates, developed



after consultation with local NAACP representatives and NEA-Danbury leadership.

Success will be measured through an increase in minority applicants across all areas, with an increase in the number of candidates hired for 2014-15.

In addition to the above mentioned minority hiring and retention initiative, the district also will continue to cultivate talent through the efforts that have proven to be effective over time. Specifically, we will continue to work to identify the best teachers available with regard to the probability of being highly effective with Danbury's student population. One method of identifying these teachers is via the Interventionist approach. We have hired a number of interventionists based upon their successful performance during the past academic year. We will also continue our New Teacher Orientation and Training Program to acclimate new staff to the district. We will adhere to the TEAM initiative while also promoting informal mentoring through actions such as carefully pairing grade level partners.

We will continue to support our Career Ladder Initiative, which offers participants some modest growth opportunities all the way through significant growth and leadership opportunities.

For example, teachers can apply to participate in new Common Core curriculum writing efforts. This time-bound experience will afford teachers the opportunity to be trained in the latest research-based curriculum processes and to apply their new skills.

A more significant leadership role is found in the Department Head position in which a given teacher is teaching one period each day and providing support, guidance and leadership to colleagues for the remainder of the day. The Department Heads also conduct formative evaluations on teachers.

Those educators who are selected to serve as an Associate Principal for Instruction have significant influence on all instructional decisions and therefore have a much higher level of leadership responsibility.

There are many other growth promoting roles that teachers can assume. Training is provided to all educators as appropriate to the new role. All of these roles/opportunities are attached to stipends or actual contractual raises.

The Career Ladder Initiative provides growth and development opportunities within the district, which are viewed as being highly desirable. In turn, this perception supports the district's effort to retain highly effective educators.

## 8. Accountability and Support

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

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

The district maintains a highly robust system-wide monitoring process as follows:

The Danbury Enhancement Collaborative (TDEC) serves as the District Data Team, which is charged with the continuous monitoring of all school improvement plans. This group includes Board of Education members and the Superintendent and Deputy Superintendent as well as teachers and administrators.

Formative assessment data is collected regularly. These data are reviewed by the appropriate central office curriculum administrators and the findings are shared with the Superintendent and Deputy Superintendent to support monitoring efforts to determine the efficacy of all interventions while also identifying areas for additional support and attention.

All principals and district curriculum administrators report directly to the Deputy Superintendent. This model has proven to be highly effective with regard to all schools following one vision and one approach to educational enhancement. It affords maximum vertical and horizontal alignment.

The Deputy Superintendent meets once each week with all central curriculum and data administrators to review progress in areas such as curriculum development on the Common Core, professional development, data analysis, technology implementation initiative, status of school-based improvement plans and related needs, material and resource deployment, and skewing the budget to provide differentiated support to schools.

The Superintendent and Deputy Superintendent meet once each month with all administrators to review instructional advancement, personnel and budget needs, and parent and community engagement in support of enhanced student and staff performance. The majority of these sessions are used for administrative professional development on leadership and teacher observation/evaluation and to diagnose and problem solve challenges to move the district forward with regard to teaching and learning and increased student achievement.

The Superintendent and Deputy Superintendent meet once each month with all elementary principals and all central office administrators to review operational needs and to engage in problem solving activities at the K-5 level. Progress on each school's Improvement Plan is also reviewed on a rotating basis.

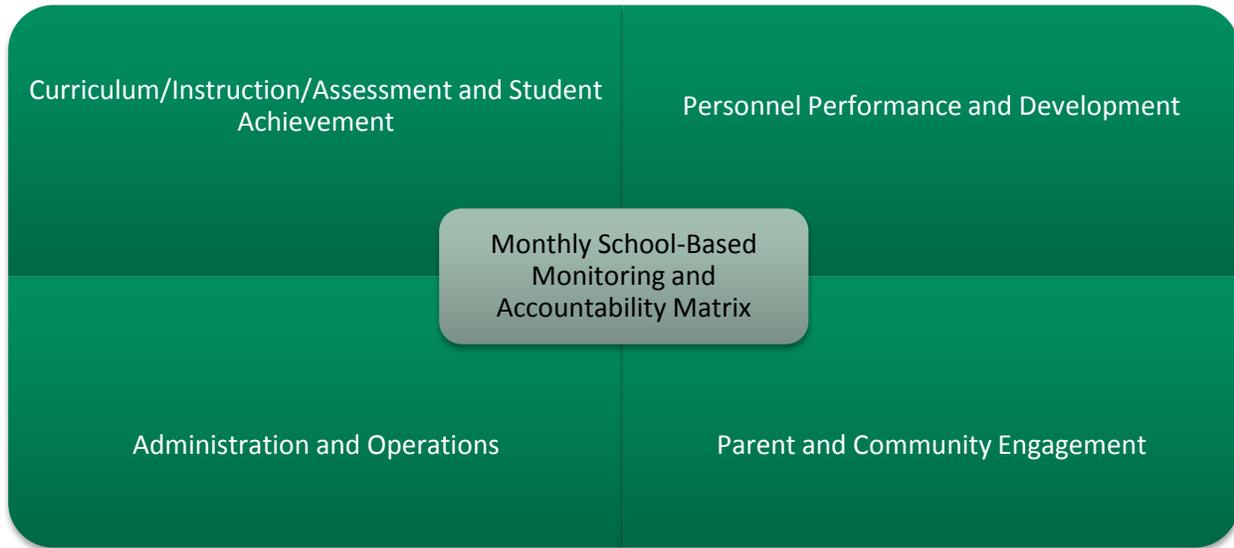
The Superintendent and Deputy Superintendent meet once each month with all secondary principals and all central office administrators to review operational needs and to engage in problem solving activities at the 6-12 level. Progress on each school's Improvement Plan is also reviewed on a rotating basis.

All central office curriculum administrators meet monthly with their respective staff members to review, support, and monitor progress in the areas of curriculum development, instructional planning and implementation, student assessment and the analysis of data leading to data-driven decision-making.

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

The district maintains a highly robust school-specific monitoring process as follows:

The Deputy Superintendent meets privately with each principal once a month and reviews each school’s progress toward meeting its School Improvement Plan. The following Monitoring and Accountability Matrix is updated at each of these meetings.



All central office curriculum administrators also meet weekly, and sometimes more frequently, with the secondary level department heads and building principals/assistant principals to review, support and monitor their respective instructional programs. Further, the Director of Literacy and the STEM Curriculum Administrator meet weekly with all literacy and math specialists to ensure curricular development and alignment, including related assessments and to monitor the instructional program at the elementary level on a school-by-school basis.

Lastly, selected schools participate in the Instructional Review Process during which time central office administrators conduct a very comprehensive review of the instructional program. This is accomplished via a multi-day review of each teacher’s teaching. Team members observe a full lesson and then complete a performance analysis that is based upon the school’s Improvement Plan. Every teacher in every subject area is observed during this process. A presentation of findings is made to the entire staff within a few days of the last day of the review. Areas of strength are noted, as are areas in need of improvement. Specific professional development, coaching, and technical assistant opportunities are made available as appropriate to the identified areas of need. This process is repeated at least once and typically twice more during the same academic year. Schools are selected to participate in this process due to their relative standing in terms of student achievement and staff performance. The two schools that have been identified in Danbury as Review Schools (Danbury High School and the Alternative Center for Excellence) were the two sites visited this year.



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?

Danbury has maintained a very productive and highly positive relationship with the CSDE. We recently went through a Title III audit and it helped us to increase our focus on our ELL population and the related enhancement efforts. The findings were positive and the process was productive.

We have also benefited from the increasing degree of flexibility that the Commissioner has demonstrated in the areas of Teacher/Administrator Evaluation Plan implementation as well as flexibility of the use of the ECS supplemental funding. Our greatest area of need is to continue to work with the CSDE in a manner that allows the district to ensure that our enhancement efforts can be tailored to meet the idiosyncratic needs of the district while still fulfilling the requirements that the CSDE has to attend to given the federal waiver.

While we have worked to promote the maximum amount of district capacity building and sustainability of our enhancement efforts that have been supported by CSDE funding, any reduction in required paperwork would certainly be appreciated.

The training needs of the district, at this time, are fully addressed via the Alliance District and ECS supplemental funding.

## 9. Budget

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

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-2014, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure support. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-2014. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

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

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

The Table on the following two pages illustrates how the district will use the supplemental ECS funding.



<b>Additional Student Support and Enrichment Initiatives via ECS (2.7 million) – As of 6/19/2013 [BOE Review 6/11/13]</b>			
<b>Initiative</b>	<b>Rationale</b>	<b># New Staff</b>	<b>Cost</b>
Increase Full-Day Kindergarten programming	Increase direct service to students by providing 5 additional full day kindergarten opportunities at selected schools	5	\$350,000
Phase in a full-time math specialist in <u>each</u> elementary school over the next two academic years	Increase direct service to students via individual/small group instruction, increase coaching support to all teachers on the CCSS and provide increased support to first year teachers	6	\$210,000 @ cost for year one
Put a STEM Department Head at the middle school level	Increase instructional coaching for all teachers on the CCSS, teach one class and provide additional support to first year teachers.	1	\$70,000
Increase the Secondary Department Heads from .6 release to .8	Provide one additional release time period to allow department heads to conduct formative observations, conferences and coaching activities	NA	\$75,000
Put an Associate Principal for Instruction at the middle school level	Increase instructional leadership and alignment between the middle schools with a focus on the new CCSS, data team support and job embedded professional development.	1	\$127,000
Put a Humanities Department Head at the K-8 level	Increase instructional coaching for all teachers on the CCSS, teach one class and provide additional support to first year teachers.	1	\$70,000
Put a full-time social worker at <u>each</u> elementary school	Increase support to at risk students and their families in the areas of attendance, educational support, student comportment and emotional/psychological support while also freeing up principals to conduct instructional observations, conduct pre/post observation conferences and to develop summative evaluations	6	\$420,000
Add one new Dean of Student Support for grade 9 at DHS	Increase outreach visits to parents of at risk students and provide more interventions to identified students with discipline, attendance and comportment concerns for the grade 9 students while supporting the work of the grade 10 -12 dean. Additionally, the increase support from another dean will provide assistant principals with more time to conduct instructional observations, conduct pre/post observation conferences and to develop summative evaluations	1	\$70,000
Add a Special Education Department Head at 6-12	To provide increased leadership to the special education department to address greater evaluation needs including conducting instructional observations, and conducting pre/post observation conferences		\$70,000



Create 3 School Climate Specialists at one at each middle school and one at DHS	Hire per diem staff to address low level student comportment issues in order to provide administrators with more time to conduct instructional observations, conduct pre/post observation conferences and to develop summative evaluations	3	\$90,000 at \$30,000 per specialist
Augment all K-5 classroom libraries to support the Balance Literacy Model	Provide nonfiction literacy materials for all elementary schools	NA	\$95,000
Augment all 6-8 Reading teacher classroom libraries to support the Balance Literacy Model	Provide nonfiction literacy materials for all middle school reading teachers	NA	\$28,000
Augment K-5 mathematics instructional materials	Provide supplemental instructional materials aligned to the Common Core State Standards in mathematics	NA	\$90,000
Augment literacy materials in all media centers at the K-5, 6-8 and 9-12 levels	Provide increased literacy and research materials for students at \$2,000 per elementary school, \$4,000 per middle school, \$6,000 for the high schools	NA	\$40,000
Increase instructional time for students	Provide 20 weeks at 4 days per week of supplemental tutoring and enrichment opportunities for K-8 students via Saturday School, Summer School, increased before and after school programming, and consider flexing the workday of selected staff while also providing after school/summer transportation	NA	\$90,000 at K-5: \$78,000  6-8: \$12,000
Augment services to ELL students	Provide one additional bilingual teacher at the elementary level to service increased numbers of ELL students	1	\$70,000
Create an Administrator Evaluation Validator and an Evaluation Data Specialist	The Evaluation Validator will serve to ensure inter-rater reliability so that all evaluators throughout the school district reflect the ability to accurately determine the proficiency level of teachers. The Evaluation Data Specialist will serve to maintain all required evaluation statistics and metrics as required by the CSDE		\$180,000 [\$120,000 validator \$60,000 data specialist]
Provide funding to Head Start	Continue partnership with Head Start to provide early intervention and academic/social support to pre-kindergarten students	NA	\$485,000
Provide a Grant Writer/Resource Acquisition Specialist position	Hire a full time grant writer/resource acquisition special to obtain external supplemental funding and resources to support the district's work and to mitigate against any grants/entitlements that sunset	1	\$70,000

## 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 following groups were solicited for their input:

- The Danbury Board of Education – supportive of the overall approach and particularly sensitive to closing gaps for selected subgroups of students and the long-term funding capabilities
- The district’s Administrative Council comprised of all administrators – supportive of the overall direction of the proposal with specific advocacy for key initiatives positioned at a given administrators leadership level (K-5, 6-8, 9-12, district-wide)
- The City-Wide PTO comprised of the leadership from each school’s PTO – supportive of any initiative to enhance the instructional opportunities of subgroups of children and to provide additional support at the individual school level for targeted students with particular emphasis on Full-Day Kindergarten
- Teacher Union Representatives– overall support for the direction of the proposal with a cautionary note on the amount of time teachers may be away from instruction for training purposes
- Administrative Union Representatives – overall support for the direction of the proposal and training support for administrators with regard to teacher evaluation
- School Governance Councils – particularly supportive of individualized support for students, attendance issues and outreach efforts to parents
- A variety of teachers at the elementary, middle and high school levels – particularly supportive of increased staff and training/coaching
- Western Connecticut State University – particularly supportive of the components that provided for adult growth and development
- Municipal leadership including the Mayor and Director of Finance – supportive of the overall concept and interventions
- The CSDE staff assigned to monitor the district as a District In Need of Improvement – indicated that the project initiatives were well-positioned with regard to raising student achievement and closing identified instructional gaps
- Head Start Leadership – highly supportive of the early childhood intervention component
- Danbury Youth Services – very supportive for supplemental support programs
- Local Coalition of Stand Together - Make a Difference partnering with Danbury High School to provide healthy opportunities for students



### PART III: APPENDIX SECTION

#### A. Statement of Assurances

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

**PROJECT TITLE:** Alliance District Grant = Year Two: 2013-2014

**THE APPLICANT:** Dr. Sal V. Pascarella                      **HEREBY ASSURES THAT:**  
Danbury 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:

\_\_\_\_\_  
Dr. Sal V. Pascarella

Name: *(typed)*

\_\_\_\_\_  
Superintendent

Title: *(typed)*

Date:

\_\_\_\_\_

## B. Danbury Public Schools Review and Turnaround Schools

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

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

School:	Classification:	Proposed Plan:	Expression of interest in the Commissioner’s Network:
Alternative Center for Excellence	Review	<input checked="" type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Danbury High School	Review	<input checked="" type="checkbox"/> New Plan <input type="checkbox"/> Existing Plan <input type="checkbox"/> TIME Collaborative	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<sup>7</sup> Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner’s Network will be contingent upon the availability of funds.