

Alliance and Priority School District Consolidated Application

Year 3 Application Amendment | 2014-15

Form Number: ED - 705
Sections 10-262u and 10-266q of the Connecticut General Statutes

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Year 3 Alliance and Priority School District Consolidated Application

TABLE OF CONTENTS

PART I: 2014-15 APPLICATION OVERVIEW

p. 4

1. Application Overview	4
2. Alliance District Program Overview	4
3. Priority School District Overview	4
4. List of Alliance and Priority School Districts	5
5. Application Instructions	5
6. Timeline Summary	5
7. Year 3 Reform Priorities	6
8. Quarterly Monitoring Process	6
9. Questions	7

PART II: YEAR 3 ALLIANCE DISTRICT PLAN AMENDMENT

p. 8

Cover Page	8
1. Needs Analysis	9
2. Talent Section	10
3. Academics Section	12
4. Culture and Climate Section	14
5. Operations Section	16
6. School Turnaround Strategy	18
7. Budget Instructions	19
8. Stakeholder Engagement	20

PART III: APPENDIX SECTION

p. 21

A. District Self-Diagnostic Tool	21
B. Statement of Assurances	23
C. PSD Extended School Hours Grant	27
D. PSD Summer School Grant	32



PART I: 2014-15 APPLICATION OVERVIEW

1. Application Overview

In response to feedback from districts and in an effort to streamline and align district strategic planning processes, the Connecticut State Department of Education (CSDE) is pleased to provide a consolidated grant application for 2014-15 for Alliance and Priority School Districts (PSDs). The purpose of the consolidated application is to centralize district reform priorities in one overarching plan, as supported and enabled by Alliance and PSD funding. To that end, the application is designed to ease reporting requirements and, more importantly, generate one unifying plan to lead district transformation and school improvement efforts.

2. Alliance District Program Overview

The Alliance District program is a unique and targeted investment in Connecticut's 30 lowest-performing districts. C.G.S. § 10-262u established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district strategies to dramatically increase student outcomes and close achievement gaps by pursuing bold and innovative reforms. In total, Alliance Districts serve over 200,000 students in more than 400 schools.

Pursuant to C.G.S. § 262u, each Alliance District's receipt of its designated ECS funding is conditioned upon district submission and the Commissioner of Education's approval of a plan, district progress and performance relative to that plan, and subsequent annual amendments, in the context of the district's overall strategy to improve academic achievement. The CSDE reviews district plans on an annual basis and approves plans aligned to the goals of the program. Annual plan approval is predicated upon district implementation and performance during the prior year. Proposals for the use of Alliance District funding will be reviewed for the quality of the overall plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

3. Priority School District Overview

The PSD grant was established to provide support for school districts with the greatest academic need. During the 2014-15 school year, 14 Alliance Districts also qualify as PSDs, such designation provides for additional funding and also imposes additional responsibilities. As outlined in C.G.S. § 10-266q, the PSD grant provides funds to support districts in the pursuit of all or some of the following eight approved reform areas:

1. Create or expand innovative programs related to dropout prevention.
2. Establish alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
3. Create academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
4. Develop or expand extended-day kindergarten programs.
5. Develop or expand early reading intervention programs which include summer and after-school programming.
6. Enhance of the use of technology to support instruction or to improve parent and teacher communication.
7. Strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
8. Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

PSDs must use at least 20 percent of the grant funding to support early reading interventions.

4. 2014-15 List of Alliance and Priority School Districts

The following 30 districts are entering their third year in the Alliance District program. During 2014-15, 14 of these districts also qualify as PSDs and are identified with an asterisk (*).

Ansonia	East Hartford*	Manchester	New London*	Waterbury*
Bloomfield	East Haven	Meriden*	Norwalk*	West Haven
Bridgeport*	East Windsor	Middletown	Norwich*	Winchester
Bristol	Hamden	Naugatuck	Putnam*	Windham*
Danbury*	Hartford*	New Britain*	Stamford*	Windsor
Derby	Killingly	New Haven*	Vernon	Windsor Locks

5. Application Instructions

Review and follow all directions carefully when completing this consolidated district application. Complete all of the required sections. Year 3 consolidated applications must be submitted electronically in Microsoft Word and PDF formats to SDEAllianceDistrict@ct.gov. The deadline for Year 3 applications is 4:00 PM (EST) on Friday, April 11, 2014.

PLEASE NOTE: All applications become the property of the CSDE and are subject to the requirements of the Freedom of Information Act.

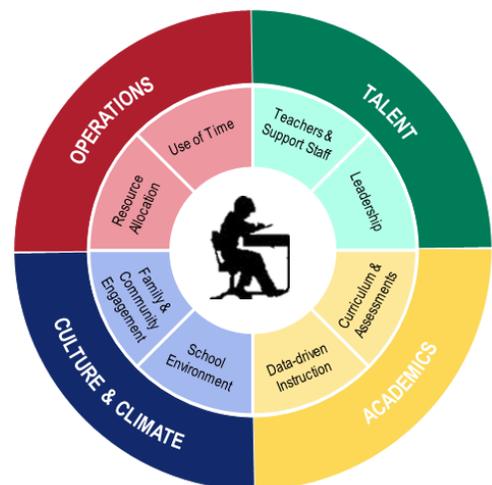
6. Timeline Summary

1. CSDE releases the Year 3 consolidated application	January 15, 2014
2. CSDE provides information about Year 3 planning during the winter convening of Alliance Districts	January 16, 2014
3. Districts complete and submit Year 3 Alliance and PSD consolidated applications	April 11, 2014
4. Districts submit 1003(a) and High School Redesign applications, and Review school plans (if applicable)	April 11, 2014

7. Year 3 Reform Priorities

The CSDE’s turnaround framework identifies four research-based levers to dramatically improve district and school performance and student achievement. School and district success requires strong systems and performance in each of the following four areas shown in the framework at right:

1. **Talent:** Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.





2. **Academics:** Design and implement a rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments.
3. **Culture and Climate:** Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.
4. **Operations:** Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

The Alliance and PSD grants allow for investments in each of these critical areas. Districts are encouraged to pursue reforms that align to district-specific needs and long-term strategic plans in these areas. Additionally, the CSDE has prioritized and will ask all districts to include comprehensive strategies in the following areas:

- Educator evaluation and support systems;
- Transition to the Common Core State Standards (CCSS) and next-generation assessments;
- Kindergarten through Grade 3 (K-3) literacy; and
- Interventions in low-performing schools.

8. Quarterly Monitoring Process

District and CSDE leadership share a commitment to continuously monitoring progress and performance, promoting implementation effectiveness and results. During Year 3, the CSDE will continue a quarterly monitoring process initiated in Year 2. On a quarterly basis, districts will submit a three-part implementation tracker to the CSDE, consisting of:

1. **Data Dashboard:** District aggregate data and data for low-performing schools, including leading and lagging performance indicators;
2. **Quarterly Implementation Trackers:** Progress updates on the district's Alliance and PSD reform initiatives as aligned to quarterly implementation milestones outlined in the consolidated application; and
3. **ED 114 Financial Information:** Quarterly updates on year-to-date spending as aligned to the approved district reform priorities and budgets.

After submitting quarterly self-reflections, district leaders meet with CSDE staff to discuss progress, troubleshoot barriers and challenges, and identify necessary supports and next steps. This quarterly monitoring process is designed to satisfy the annual evaluation requirements as stipulated for PSDs in state statute.

Please note that the Commissioner may withhold funds if the local or regional board of education fails to comply with the provisions of C.G.S. § 10-262u. The Commissioner may renew funding if the local or regional board provides evidence that the district is achieving the objectives and performance targets as stated in the plan and communicated by the CSDE. The Commissioner may require changes in any plan before he approves an application.

9. Questions

Any and all questions regarding the Alliance and PSD programs and consolidated Year 3 application should be directed to:

Morgan Barth
Turnaround Office Director
Connecticut State Department of Education



Telephone: (860) 713-6705
Email: Morgan.Barth@ct.gov



**PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT
CONSOLIDATED APPLICATION**

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Derby Public Schools		
Contact Person:	Contact Title:	
Dr. Stacy Chambers	Assistant Superintendent	
Telephone:	Email Address:	
203-736-5027	schambers@derbyps.org	
Street Address:	City:	Zip Code:
35 5 th Street	Derby	06418
Local Board Approval of Plan:	PSD:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Superintendent:		
Dr. Matthew Conway		
Signature of Superintendent:	Date:	
Name of Board Chair:		
Mr. Kenneth Marcucio		
Signature of Board Chair:	Date:	



2. Needs Analysis

Instructions: Conduct a needs analysis identifying the district’s strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district’s most significant strengths and Year 2 accomplishments, in addition to the district’s most critical growth areas. Complete and submit *Appendix A: District Self-Diagnostic Tool*, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
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<p>1. Professional development plan implementation (Talent)</p>	<p>DPS fully implemented a yearlong comprehensive professional development plan closely aligned to our instructional and program development goals. Professional learning was adjusted based on feedback from staff. This work included:</p> <ul style="list-style-type: none"> ➤ August 26, 2013 - CCSS by grade levels to develop understanding of the shifts to CCSS and to unwrap the standards for use daily lesson planning ➤ September 18, 2013 - SRBI to implement district wide support and sustain SRBI framework ➤ October 9, 2013 - Step By Step Blended Model to improve outcomes for students with disabilities and to use an objective student-centered process in making collaborative decisions CCSS/SEED to utilize UDL to plan lessons and ensure access for all students ➤ October 15, 16, 22, 23, 2013 - Imbedded SRBI-classroom observations/support ➤ November 5, 2013 - SRBI-provide a continuum of support and improve compliance with federal and state disability laws CCSS/SEED/Security ➤ December 11, 2013 - Step By Step: Blended Model Part B, CCSS/SEED and Paraprofessional Support Training- Debrief with staff to expand upon the Stetson Online Learning Courses, review scheduling and staffing models and facilitate assessment and planning discussions ➤ January 8, 2014 - Step By Step Blended Model and paraprofessional support training to be prepared to build the capacity of their colleagues to implement a system of responsible inclusive practices in our schools ➤ February 19, 2014 - Student to Student Discourse- Teachers learned how to model and plan NWEA MAP- Teachers had proctoring and analysis training
<p>2. District data work: Assessment calendar and the implementation at the school level (Academics)</p>	<p>District-wide Assessment plan was implemented at all DPS. Each school implemented Data Team meetings monthly; examining student data and achievement.</p> <ul style="list-style-type: none"> ➤ Interim assessments at elementary schools (Bradley/Irving) ➤ Aims web: Administered three times per year. ➤ SBAC/CMT/CAPT: Administered March through May. ➤ Journey's Assessments: Administered two times per year. ➤ DSA's: Administered three times per year. ➤ DRA's: Administered three times per year.

<p>3. Elementary Literacy: Curriculum purchased and implemented</p> <p>4. (Academics)</p>	<p>A complete literacy curriculum (Journeys) was purchased and implemented for both DPS elementary schools. Professional development was provided to all K-5 teachers. Reading Teachers met monthly with Assistant Superintendent on implementation and use of Journeys program. In addition, ACES/SERC provided additional Professional Learning on instructional approaches to using the CC literacy programs in schools.</p>
<p>5. Teacher Evaluation: Full implementation of plan. (Talent)</p>	<p>All DPS Administrators passed Danielson Framework for Teaching test in order to use DFFT Teachscape Program for Teacher Evaluation. Utilizing Danielson Framework for Teaching, DPS Administrators implemented our teacher evaluation as planned. When revising plan for submission for CTSDE, union representatives, SEED Committee and Professional Development Committee all unanimously and collaboratively supported modifications in Teacher Evaluation plan. Teachers reported positive responses to new evaluation system because of the work of our principals in using the model as a venue for both coaching and supporting staff.</p>
<p>6. Family engagement: Increased at all schools (Culture and Climate)</p>	<p>School Governance Councils were organized/created at all Derby Public Schools. Stakeholder membership included parents, teachers, community members, administrators and students. Monthly meetings have been extremely well intended and have resulted in active action plans at all four schools. For example,</p>
<p>7. Culture and Climate: Increased positive culture and climate as evidenced by longitudinal data (Culture and Climate)</p>	<p>All Derby Public Schools participated in SRBI implementation as part of their work led by SERC/SPDG. Data shows that improvements in positive response to school leadership, interactions between staff and students and in relationships throughout the school. Monthly survey data was collected at all schools and shared with community stakeholders to monitor progress in building and supporting positive culture and climate.</p> <p>Data Dashboards were prepared monthly showing that suspensions, expulsions declined and that attendance increased in all Derby Public Schools</p>
<p>8. Leaderships Operations Systems: Put into place as part of DPS Systems Approach (Operations)</p>	<p>Organization of support services at the district level resulted in higher functioning leadership teams that were/are supported by strategic monthly PLC meetings. Data dashboards developed and shared at monthly meetings. Collaborative agenda building supported unified school improvement work on teaching, learning, supervision, professional development and program development. Assistant Superintendent position and the addition of two SPED Supervisors as part of district office reorganization helped with systemized support in schools each and every day.</p>

Growth Areas:	Explanation and Data to Substantiate:
<p>1.Continued need for CC curriculum development (Academics)</p>	<p>K-5 Literacy curriculum purchased and implemented. Additional work is needed:</p> <ul style="list-style-type: none"> ➤ Implementation of Journeys CC Reading Curriculum at K-5 levels: Implementation of year 2 ➤ ACES provided Common Core and SEED training for three of our PD days. They also provided vertical organization of our K-12 curriculum ➤ SERC provided multiple days of training and technical assistance regarding CCSS, Ed Benefit, SRBI, Para Educator training and project coordination
<p>2.Development of K-3 and Early Childhood programming; including further development of current Pre-K programming (Academics)</p>	<p>While K-3 education systems benefitted from CC professional development, adoption of CC literacy program, work on positive culture and climate through SPDG/SRBI implementation, further work is needed to address student needs as they enter DPS.</p> <p>Work is needed in several key areas:</p> <ul style="list-style-type: none"> ➤ Universal Screening ➤ Early Identification of student need ➤ Progress Monitoring ➤ Increased Pre-K services and programming ➤ CCSS Curriculum Development (Math):Curriculum Implementation and Development (ELA) ➤ Intervention Programs: Scheduled, focused intervention programs with Tier II interventions identified <p>Learning Centers: Both Irving and Bradley schools have Learning Centers that support struggling students. Our Learning Centers need more focused vision with targeted curricular approaches for students.</p>
<p>3.Refinement of Data/Assessment Implementation Plan (Academics)</p>	<p>Data Assessment Calendar and Plan was collaboratively developed and implemented. Impact and successful use of student assessment data was mixed across the district. Fidelity to Data Team Protocol and use of data to impact instruction was also mixed.</p> <p>New CCSS and formative assessment tools have been identified/purchased for all Derby Public Schools (i.e. NWEA, Dibels and Smarter Balanced anticipated for common formative assessment use). As a result, professional learning on use of data is needed.</p>

<p>4. Refinement and development of Intervention Programs (Academics, Culture/Climate)</p>	<p>Elementary/Middle Schools: Establishment of Intervention programs using targeted intervention blocks as part of regular programming for all students and monitored through their Individualized Learning Plans.</p> <p>Irving and Bradley Elementary School currently has a Reading Room/Learning Centers and use Intervention Blocks (all school) that focus on reading. Both programs have had mixed results in their impact on student learning; some students making gains while others continue to struggle. More specific intervention program work with closer progress monitoring, increased quality of reading instruction and better use of universal screening tools is needed. Teachers need continued professional learning on effective instructional approaches, and enhanced implementation support with new reading curriculum .</p> <p>Derby Middle School (DMS) now employs an Intervention Teacher, funded through Alliance, who works with identified students. DMS is working on scheduling to expand Intervention work to an all school model. Additional differentiated professional learning on intervention instructional approaches is needed. This work will build on Year One/Two Alliance work.</p> <p>Derby High School (DHS): Continued work on early high intervention for students at risk and proactive programming for all students. Needs include focus on development of integrated technology-based</p>
<p>5. Continued support of developing capacity of teachers instructional strategies (Talent)</p>	<p>Through staff survey data, professional development feedback responses and in school-based team meetings, DPS school leaders, stakeholders and staff have articulated that additional professional learning is a high priority.</p>
<p>6. Continued professional learning on differentiation and differentiated instructional strategies (Talent)</p>	<p>Embedded professional learning to occur in schools and to build capacity of DPS staff; our goal is to create a strong cohort of teachers as a result of support/investment in them.</p>

2. Talent Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A - PSD funds cannot be used to support talent-related initiatives.	<input type="checkbox"/> Recruitment and human capital pipelines <input type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input checked="" type="checkbox"/> School leadership development <input checked="" type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s talent-related reform priorities, as indicated above.

Educator Evaluation: Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.

Professional Learning: Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.

Derby Public Schools continues to focus on recruiting, developing, evaluating and retaining a highly effective, diverse staff dedicated to student achievement and success as articulated in our Alliance applications. Derby Public Schools successfully launched the evaluation system (Danielson Framework for Teaching, DFFT: See Appendix A for sample data on evaluations). Every DPS administrator is focused on using the DFFT as both an evaluation and professional coaching practice.

Using this work, we have successfully implemented a comprehensive system to identify and provide ongoing, targeted professional development opportunities to the both instructional and administrative staff to strengthen instructional and administrative capacity; all designed to enhance their ability to positively impact student learning. We will provide days of PD around CCSS implementation and specific core programs. In addition PD for PBIS and para professionals will continue. Embedded PD will occur at the classroom level and continued data team facilitation will enhance the level of instructional decision making.

Professional Learning in our district, has and will, continue to focus on data use to inform our professional learning for our teachers. Data use this year has led to specific, meaningful professional learning based on multiple sources of data and feedback from teachers. Data was collected via Teachscape (Appendix A) and through technology-based survey instruments (Appendix B).

2. Talent Section

Derby Public Schools' Leadership team has invested in considerable work and time to developing themselves and their staff. All Derby school principals were an active part of LEAD Connecticut; attending leadership training, school site visits, researching change leadership best practices and refining their personalized change leadership action plans. LEAD Connecticut executive coaches worked closely with each of our four principals. Coaches provided support and guidance that was both school and research-based. The external support provided by LEAD Connecticut was never approached as external. Our principals successfully to blend, implement and put into action, the research and practical knowledge base provided by leadership coaches, professional readings and peer mentoring. As a result of the success experienced in this program, both (2) Special Education Supervisors, Derby Middle School Dean and the Derby High School Dean will join the LEAD Connecticut cohort for 2014-2015.

Leadership Professional Learning Communities have become standard practice in Derby; formally held each month and informally each week. Meeting with the Superintendent and Assistant Superintendent, the Derby Leadership Team analyzed each schools' data dashboards, strategized on action plans, and created common calendars and common communication methods for our schools. Extensive survey work that was both qualitative and quantitative helped guide the focus of our work. The addition of leadership staff such as our Assistant Superintendent supported and accelerated the quality and timeliness of this collaborative change work

Finally, the professional, positive relationships with all state level partners supported the district level practices. Derby has diligently worked to develop the "growth mindset" with all leaders; encouraging collaboration with state level partners and regional resources. Relationships with SERC, Generation Ready, NWEA, Amplify and CT State Department of Education leadership in carefully crafted and well researched modes of thinking and action planning. Derby began to dream big and build pragmatic plans to build on those dreams.

For 2014-2015, DPS will continue with further differentiation of Professional Learning for staff and with a greater focus on embedded learning (i.e. coaching, co-teaching, modeling, co-planning).

Professional Learning will focus on:

- Differentiated Professional Development: For each school and for staff within schools. DPS provides professional learning based on the data collected from formal evaluations and from surveys.
- Targeted Professional Development for Support Staff: To support work in both academics and in social skill/behavioral support.
- Educator Evaluation: District-wide work with Administrators during monthly PLC meetings, district wide learning walks and instructional rounds.
- Instructional Coaching and Professional Learning: Aligned to CCSS, content and/or grade specific; delivered on-site.
-

2. Talent Section

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Professional Learning: Instructional strategies support through embedded PD, development of school-based teacher leaders.	<ul style="list-style-type: none"> ➤ Staff will Organize Curriculum Committees through surveying of staff during Summer 14 ➤ Summer planning meetings held (2-3) to create goals for each PD day/plan for 14/15 ➤ Teams will use DFFT data and CC needs to write focus of PD and expected outcomes ➤ Create PD calendar with goals listed for presentation to all staff ➤ Review PD calendar and progress towards goals ➤ Refine PD calendar/plan based on needs and data ➤ Increase in instructional strategies will be documented through walkthroughs using a rubric based on expectations of PD 	X			
		X			
		X		X	
			X		
				X	
					X
			X	X	X

2. Talent Section					
2. Professional Learning: Curriculum development plan	<ul style="list-style-type: none"> ➤ Publish Curriculum Development plan to all stakeholders each month through digital media 	X	X	X	X
3. Professional Learning: Assessment/Monitoring of student learning plan	<ul style="list-style-type: none"> ➤ Publish Professional Learning plan to all stakeholders each month through digital media ➤ 100% of students will have been monitored as designed 	X	X	X	X
4. Professional Learning: Technology-based curriculum resources	<ul style="list-style-type: none"> ➤ Provide digital resources with training each month during embedded PD. ➤ Publish best practice technology based curriculum resources through digital media each month. 	X	X	X	X
	An increase in technology based curriculum implementation with # of students increase		X	X	X
5. Survey school personnel for skills and expertise that fall outside their current role. Compare 2014 data to 2013 data.	Central Office Survey created a baseline for areas teachers can participate in outside of their expertise. 2013 Baseline data with comparison to 2014 baseline will allow us	X		X	
6. Review past professional development activities	By Summer 2014 all previous professional development plans will be reviewed	X		X	
7. Survey administrative and instructional staff for individual professional development needs	100% of staff will be surveyed to determine needs for ongoing CCSS development.	X		X	

2. Talent Section					
8. Discuss with school principals what professional development is needed school-wide	By summer 2014 a budget will be presented to the BOE indicating costs associated with professional development.	X			X
9. Determine costs associated with professional development efforts	By summer 2014 a budget will be presented to the BOE indicating costs associated with professional development.	X		X	
10. With School Administration and District Leadership Teams, develop a professional development calendar for the next year, including cost projections	By summer 2014 an updated PD calendar to include all costs will be approved by the district leadership teams PD calendar will reflect the needs of the staff and will be differentiated Teacher surveys will show majority satisfied with PD choices	X X		X X	
11. Provide professional development to teachers in the selected model	By October 2014 100% of all teachers will have received updated PD focusing on Domains 2 and 3 in the new SEED model 80% of teachers will be implementing strategies based on PD as evidenced by walkthroughs and lesson plans		X		X X

3. Academics Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input checked="" type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input checked="" type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input checked="" type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s academic-related reform priorities, as indicated above.

- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district’s curricula are aligned to the CCSS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CCSS? Explain the district’s approach and parameters, if any, to interim and formative assessments aligned to the CCSS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CCSS.
- **K-3 Literacy:** Describe the district’s K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

Derby Public Schools:

Development and refinement of Common Core work is a primary focus of our academic related priorities. As a district, each school has specific needs; with both Irving and Bradley Elementary Schools having similar CC curriculum, instruction and assessment needs and plans. Journey’s is the core text for literacy and aligns to CCSS. PD is embedded in this area along with specific K-3 assessment data and PD around DIBELS with Amplify. Literacy Howe and UCONN are both involved with the K-3 Literacy initiative in Derby at Irving school and Bradley is rolling out the assessment as well.

Derby Middle School (DMS) and Derby High School (DHS) share commonalities, yet have some different CCSS curricula, instruction needs. We are working to create seamless 6-12 CCSS curricula for DMS and DHS. For each Derby Public School, needs and focus areas are outlined below. Courses are not all aligned with state or CCSS; with course rigor across disciplines varies from classroom to classroom and teacher-to-teacher.

3. Academics Section

Derby Public Schools District Level Implementation Strategies:

- Common Core-aligned curricula: Refinement, development needed at all schools. Work to include curriculum maps, units of studies, lesson plans, progress monitoring , performance assessments.
- Common Core-aligned instruction: Instructional CC strategies are a focus need for all Derby schools for all staff, at all levels. Embedded instructional Professional Learning began March 2014. Using data from DFFT, staff surveys and qualitative data, PD will continue to be specifically tailored to identify CC instructional needs. SERC and Generation Ready will provide some of this PD.

K-5 Focus at Bradley and Irving Elementary Schools:

- Common Core-aligned assessments: Refinement of ELA CC assessment use needed.
- Implementation of CCSS technology-related programs: Deeper implementation and use of , Amplify, Lexia, Journeys. Other resources and programs are needed.
- Alignment to CCSS: Ongoing work with consultants through PD and PLC's to refine
- Targeted Intervention: Multiple resources currently used. Each school has a daily literacy intervention block with high levels of adult support, targeted CC goals and progress monitoring in place.
- CC Math: Focus area for 2014/15 as there is not currently an adopted CC Elementary Math Curriculum. Teachers currently use parts of GoMath and Everyday Math.
- Interim/Formative Assessments: Using Journeys and other CC resources to refine current CC data/assessment
- Professional Development: Intense focus on CCSS instructional strategies, re

K-3 Literacy Focus at Bradley and Irving Elementary Schools

- Early Intervention: Use of Amplify/ DIBELS as CC Universal Screen
- Literacy work: Special emphasis on CCSS using Journeys reading program.
- Learning Centers: Academic CC intervention programs using a variety of CC curriculum resources
- Curriculum: CC curriculum use in instruction and assessment continues as a focus. Use is not standard across grades or schools.

Pre-K Programming:

- Use of CT SDE Developmental Universal screening assessments is in place as part of child-find efforts
- Early Child Find: With community members, DPS has begun coordinated community outreach to identify and enroll students
- Community TEAM: Partnership work with Early Childhood Community Agencies

Pre-K: Expansion of programming is underway Journey's is the core text for literacy and aligns to CCSS. PD is embedded in this area along with specific K-3

3. Academics Section

assessment data and PD around DIBELS with Amplify. Literacy Howe and UCONN are both involved with the K-3 Literacy initiative in Derby at Irving school and Bradley is rolling out the assessment as well.

Derby Middle School and Derby High School

- Common Core-aligned assessments: Refinement/Development of CC assessment use needed in every course.
- Implementation of CCSS technology-related programs: Deeper implementation and use of Edgenuity and other CC resources and programs are needed. Implementation and consistency in approach vary widely from course to course, through and across grade levels.
- Alignment to CCSS: Ongoing work with consultants through PD and PLC's to refine
- Targeted Intervention: Multiple resources currently used. Each school has a daily literacy intervention block with varied levels of adult support, targeted CC goals and progress monitoring in place.
- CC Math: Focus area for 2014/15 as there is not currently an adopted CC Math Curriculum. Teachers currently use parts of resources
- Interim/Formative Assessments: Using Journeys and other CC resources to refine current CC data/assessment
- Professional Development: Intense focus on CCSS instructional strategies needed.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Review current planning and programming for early learning at both elementary schools.	<ul style="list-style-type: none"> ➤ Conduct curriculum audit/analysis using K-3 CT SDE resources (i.e. CT Blueprint for Reading Achievement and CT Early Learning and Development Standards) ➤ Meet with school-level staff and administrators to research programming needs 	X			X
2. Review current curriculum for K-3 Early Literacy to determine focus area for curriculum development and professional learning	<ul style="list-style-type: none"> ➤ Using results, data and feedback from audit, create CCSS curriculum ➤ 100% of teachers will be implementing CC units as measured by walkthroughs and lesson design ➤ Benchmark data will increase by 5% quarterly 	X		X	X

3. Academics Section					
	<ul style="list-style-type: none"> ➤ Working with Assist. Superintendent, develop CC K-3 Professional Learning calendar ➤ Assessment effectiveness of professional learning and curriculum development progress 		X	X	X
3. Survey all elementary staff for literacy teaching strategy needs and for feedback on year one of reading curriculum	<ul style="list-style-type: none"> ➤ Survey conducted prior to June 2014 to all K-5 staff. ➤ Survey will include specific sections of questions for support staff to determine their specific needs 	X		X	X
4. Use survey data to plan professional development for each grade level and content area	<ul style="list-style-type: none"> ➤ Professional Development team will convene prior to June 2014 to review PD survey data and refine/create 2014-15 professional development calendar 	X			
5. Expand Pre-K program by creating new Pre-K learning center at DHS; with the goal of supporting focus on strengthening early learning	<ul style="list-style-type: none"> ➤ Before August 2014, recruit and enroll up to 35 pre-school students. ➤ Before August 2014, complete construction/redesign of space at DHS for Pre-K program ➤ Develop Curriculum Development team for Pre-K ➤ Purchase/Develop curriculum and program offerings. ➤ Conduct universal screenings ➤ Conduct initial baseline survey of stakeholders for input on programing and current functioning ➤ Before May 1, recruit and screen new students 	X X X X X X	X	X	X
6. Continue work Early Childhood Committee to develop action plans for identification, enrollment and progress monitoring for early childhood students	<ul style="list-style-type: none"> ➤ Assistant Superintendent will attend monthly planning and implementation meetings. <ul style="list-style-type: none"> ➤ Prior to June 2015, complete monthly action plan with team and create calendar of events ➤ Each quarter, team will review 	X	X	X	X

3. Academics Section					
	goals/events and publish to DPS website.				
7. Implement Universal Screening of all K-3 students	<ul style="list-style-type: none"> ➤ Prior to June 2015, Amplify/DIBELS MClass Universal Screening will be administered to all K-3 ➤ Data will reflect growth over administrations 	X	X	X	X
8. Utilize Universal Screening data to monitor progress of all K-3 students and	<ul style="list-style-type: none"> ➤ Three times a year, K-3 data teams will meet to review DIBELS MClass data and create instructional action plans ➤ Each month, K-3 data teams will meet to review formative assessment data ➤ Increase in strategies being adjusted and intervention groups changing as a result of progress monitoring data 	X	X	X	X
9. Use survey data to plan professional development for each grade level and content area	<ul style="list-style-type: none"> ➤ 100% of K-5 teachers will participate in literacy professional development; focus on implementation of Journeys CC Literacy Program, increasing student engagement and using assessment to drive instruction. 		X	X	
10. Teachers will implement individual learning plans in classrooms that support K-3 Literacy Achievement	<ul style="list-style-type: none"> ➤ Using Amplify, teachers will use instructional resources for each student to provide differentiated interventions in classrooms. ➤ During monthly building based PLC's, each teacher will examine class data data/action plans using a protocol. ➤ Building-based data team leaders will meet monthly with districtwide data teams once per month to analyze trends in student assessment, determine curriculum needs/adjustments and inform professional development 	X	X	X	X

3. Academics Section					
	planning.				
11. Common Core Curriculum Work:	<ul style="list-style-type: none"> District-based teams led by Assistant Superintendent and in collaboration with SERC and Generation Ready 	X	X	X	X
12. Organize K-3 Data Team to increase use of appropriate progress monitoring and effective instruction	<ul style="list-style-type: none"> Three times a year, K-3 data teams will meet to review DIBELS MClass data, Pre-K data/progress monitoring and create instructional action plans 	X		X	X
	<ul style="list-style-type: none"> Each month, K-3 data teams will meet to review formative assessment data 	X	X	X	X
13. Ensure the CC curriculum reflects rigorous academic standards that have been established by the State of CT	<ul style="list-style-type: none"> 100% of certified staff, including support staff will attend differentiated professional development on Common Core State Standards as provided by Generation Ready and SERC. 	X	X	X	
	<ul style="list-style-type: none"> Each focus group (Early Literacy, Grade Level Teams and Content Area Teams) will set specific CC curriculum goals for curriculum development. 	X			
	<ul style="list-style-type: none"> Teams will re-evaluate implementation plans for current year and to plan for next year. 			X	
14. Instruction is differentiated in response to learning needs of every student and is monitored via student success plans	<ul style="list-style-type: none"> By September 2014, each teacher will review and update individual learning plans in Naviance and update plans as needed. ILP will be updated in December and in May with progress monitoring. 	X			X
15. Focused Monitoring - Continue District Data Review Team to review data by demographics, school and grade level to assess where to target efforts and develop a plan to enhance instructional efforts	<ul style="list-style-type: none"> September 2014 District Data Review team will convene. 	X			
	<ul style="list-style-type: none"> Data review schedule will be established after reviewing/reflection on 2014 	X			
	<ul style="list-style-type: none"> Each administrator will generate individual 				

3. Academics Section					
	<p>student (by class) assessment data through NWEA, Amplify, Journeys and CFA's.</p> <ul style="list-style-type: none"> ➤ Data will be loaded into dashboard and ready for staff for the upcoming academic school year. ➤ Building-based data team leader(s) will facilitate grade-level data team meetings a minimum of once a month during the Professional Learning Community meetings on extended school days. ➤ The building-based data team leader will meet with the district-wide data team a minimum of once per month to analyze trends in student assessment data and turnkey district initiatives at the building level during Professional Learning Community meetings. ➤ Grade level data teams will meet a minimum of once a month to analyze student assessment data to inform and adjust instruction based on individual student needs. ➤ Continuing with District, Building, and Grade Level Data Team procedures, Special Education personnel will be active participants in the analysis of all sub group data, minimally three times per year. SMART Goals will be written by the Data teams. This analysis will be used to effect student achievement in those subgroups. Evidence of an increase in achievement in three of the five subgroups will again be evident by August 2015. 	X	X	X	X
		X			
		X	X	X	
		X	X	X	X
		X	X	X	X
		X		X	X
16. Using new technology resources begin implementation of blended learning opportunities at all schools.	<ul style="list-style-type: none"> ➤ DHS: Online CCSS Edgenuity courses for 9th grade students as part of DHS Redesign ➤ DMS: Pilot of Edgenuity and other online courses offered by teachers to strengthen existing lessons. ➤ Research online/digital learning resources for 	X	X	X	X
			X		X

3. Academics Section					
	Irving and Bradley elementary schools. ➤ Implement pilot programs of selected online/blended learning resources for Irving and Bradley elementary schools.	X	X	X	X
17. Implement select online learning programs that align with the CT curriculum standards	➤ -Connecticut Common Core state standards formative assessments given and 80% of students showing growth		X	X	
18. Develop a staffing plans for online learning in implemented	➤ Online learning courses will be monitored by a certified teacher as an assigned teaching period as part of DHS	X	X	X	
19. Determine potential available public and private dollars to support costs to support online learning pilot and/or initiative	Dollars have been received and put towards initiative			X	X
Instructional technology: ➤ One-to-one Technology Initiative: ➤ Parent Portal: ➤ NWEA Family Reports: ➤ Amplify Reports:	Reports will consistently be available to students and families		X	X	X

4. Culture and Climate Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement	<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s climate-related reform priorities, as indicated above.

Derby Public Schools has made significant growth in ensuring a positive quality of school life for every student while actively engaging parents, community organizations and citizens as partners.

Through PBIS and increased family engagement work, we will continue to build schools where all students are valued, supported and challenged to grow as a productive citizen. Our focused plans to fund, provide students with multiple opportunities to engage in enriching activities both during the school day and as part of extended opportunities outside of the school day. Activities include athletics, the arts (Performing, Music, Creative Arts) and community partnership work. The Derby School experience must include programs outside of the curriculum to allow students to explore interests, build new skills and learn to work in team settings. These experiences provide a more well- rounded individual as well as assist students in their ability to gain acceptance and funding for post high school educational pursuit.

Derby Public Schools will focus primarily on:

Family Engagement:

- School Governance Councils
- Focus on multiple opportunities for student engagement through enrichment
- Continue work on physical plant for welcoming environment

Positive Behavior Management:

- PBIS program: Year 2 implementation at all Derby Public Schools
- Increasing high quality, community based learning and enrichment offerings.

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Derby Public Schools will continue to partner with parents to improve and enhance academic success.	<ul style="list-style-type: none"> ➤ Through SGC, each school will create an action plan for family partnership work. ➤ SGC will review and refine plan in December ➤ SGC will conduct a reflective protocol to determine what strategies were effective/ineffective and set goals for 15/16. 	X	X	X	X
2. Determine participation rates for all current extracurricular activities and clubs	<ul style="list-style-type: none"> ➤ Each quarter participation rates will be reported to the BOE. ➤ Based on data, additional enrichment offerings will be offered at both Irving and Bradley 	X	X	X	X
3. Survey students on interests and access to current activities	<ul style="list-style-type: none"> ➤ All Schools will create and implement a minimum of two online surveys to gauge specific student activity interests for the current school year and the subsequent school year. 	X			X
4. Strengthen school/community collaborations to expand and enhance participation/offerings	<ul style="list-style-type: none"> ➤ Big Brother/Big Sister mentoring program to assist at risk students ➤ Continue bi-monthly collaboration between the elementary schools and the high school 	X	X	X	X

4. Culture and Climate Section					
	<ul style="list-style-type: none"> ➤ Continue Junior Achievement organization partnership with our company program at the high school “Big Red Productions” ➤ Continue partnership with Valley United Way to bring volunteer and mentoring opportunities to the district ➤ A reduction in rates of chronic absenteeism 	X	X	X	X
		X	X	X	X
				X	X
5. Adopt District-wide Developmental Guidance Program that aligns with PBIS and student leadership programs	<ul style="list-style-type: none"> ➤ By September 2014, a system wide guidance program will be implemented. ➤ A decrease in OSS and ISS 	X			
6. Review/Revise facility safety protocols and responses developed in 2014	<ul style="list-style-type: none"> ➤ By June 2015 100% of staff will have received APD in safety protocols specific to our district and their buildings 	X			
7. Assess the welcoming environment and culture of each school	<ul style="list-style-type: none"> ➤ All Schools will and make available a minimum of three online surveys to assess school climate and explore ways to improve school culture. Separate surveys will be created for students, parents and staff. ➤ Results will be analyzed by administration and student/parent survey data will be shared with staff during a Fall 2014 PLC and 	X	X		X
			X		X

4. Culture and Climate Section					
	a summer 2015 PLC.				
8. Focused Monitoring – Involve students in decision-making	<ul style="list-style-type: none"> ➤ By June 2014, at least 5 Derby High School students in grade 10-12, with Special Education identification, will have successfully led their Individualized Education Plan meeting, as measured by student sign off page and completion of objective. 				X
9. Monitor Guidance and Counseling process to effect positive student results	<ul style="list-style-type: none"> ➤ At least 3x a year, conduct audit of Individual Learning Plans. ➤ Use ILP plan data during district level PD. ➤ 	X	X		X
10. Implementation, monitoring and development of PBIS will continue in each school	<ul style="list-style-type: none"> ➤ By June 2014 all staff will have received training in PBIS. ➤ Schools will revise established administrator and faculty/staff support for PBIS as measured by survey ➤ PBIS Leadership Team will be established at each school ➤ PBIS Team will create a regular meeting schedule with effective operating procedures 	X		X	
11. Annually survey students on the current school environment	Surveys will be administered three times a year to parents students and staff establish data around parent satisfaction		X	X	X
			X	X	

5. Operations Section

Year 3 Reform Priorities: Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
N/A	<input type="checkbox"/> Extended learning time <input checked="" type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation	<input checked="" type="checkbox"/> Budgeting and financial management <input checked="" type="checkbox"/> School operations <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input type="checkbox"/> Other: _____

Summary: Briefly describe the district’s operations-related reform priorities, as indicated above.

Derby Public Schools operational reform is focused on a few key levers. These focus areas are needed to refine, define and develop systems that will be sustainable, manageable and part of the DPS educational programs.

- **Budgeting and financial management:** Hiring of Business manager to refine current fiscal management processes and procedures.
 - Refine current processes
 - Develop/define new processes
 - Assist with establishing new partnerships related to
 - Support fiscal management, accountability systems and procedures using technology based systems
 - Fostering our focus on green environment

- **Technology integration:** Hiring of IT Director
 - Blended learning support
 - Integrated use of instructional technology at all schools; with special emphasis on DMS and DHS
 - Fostering our focus on green environment

- **School Operations** will include renovations of the South Wing of the High School for full day preschool for 3 - 5 year olds. This will house approximately 140 preschoolers. This will be state licensed and enable the preschool to open earlier while waiting for additional funding in 2015-16.

4. Culture and Climate Section					
Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Establish the fiscal and organizational impact of online learning to the district	Enroll students for the 2014-2015 school year into Edgenuity online learning expanded course offerings - Online learning will impact credit recovery ; both enrich and diversify our course offerings				
2. Business Manager	<ul style="list-style-type: none"> ➤ Develop updated job description ➤ Hire Business Manager ➤ Review current processes/procedures ➤ Refine current processes/procedures ➤ Define processes/procedures 	X			
3. Hire of IT Director to provide: <ul style="list-style-type: none"> ➤ Blended learning support ➤ Technology integration ➤ Infrastructure management 	<ul style="list-style-type: none"> ➤ Develop updated job description ➤ Hire IT Director ➤ Review current processes/procedures/practice through needs assessment ➤ Refine current processes/procedures Define processes/procedures 	X			
Renovate Preschool and open on time opening doors to more 3-5 year olds	Increased number of students attending preschool within district	X			
Purchase supplies to be prepared to open doors with full curriculum	Staff and supplies ready to open doors	X			
Address needs of all learners through assessment and individualize learning plans					



4. Culture and Climate Section					
	Assessments in place and baseline data collected		X		



6. School Turnaround Strategy

Instructions: Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

DERBY SCHOOL DISTRICT		
School:	Classification:	Funding Source/Competitive Grants Sought:
Irving School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant
Derby High School	Review	<input type="checkbox"/> Commissioner’s Network <input checked="" type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding <input type="checkbox"/> PSD Grant

7. Budget Instructions

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

- Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.
- Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:
 - Cost, position, or service;
 - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
 - Total use of Alliance District funding for the particular cost;
 - Total use of PSD funding for the particular cost;
 - Total use of other district funding for the particular cost; and
 - Indication as to whether the investment supports a new or expanded reform initiative.
- Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.
- Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.



8. 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. Also, provide information regarding opportunities for engagement during and involvement in the implementation of this plan.

District Common Core State Standards Team

Dr. Matthew Conway, Jr. - Superintendent of Schools
Dr. Stacy Chambers - Assistant Superintendent of Schools
Greg Gaillard - Derby High School Principal
Sean Morrissey - Derby Middle School Principal
Mario Ciccarini - Bradley School Principal
Jennifer Olson - Irving School Principal
Lisa Detoro - Teacher, Bradley School
Deborah Hansen - Dean of Students, Derby Middle School
Candace Lebel - Teacher, Irving School
Melissa Lawruszko - Teacher, Irving School
Jim Stadt - Board of Education Member and Parent
Jennifer Andrews - Teacher, Derby Middle School
Lois Caprio - Teacher, Bradley School

District SEED Team

Dr. Matthew Conway, Jr. - Superintendent of Schools
Dr. Stacy Chambers - Assistant Superintendent of Schools
Sean Morrissey - Derby Middle School Principal
Debra Hansen - Dean of Students, Derby Middle School
Greg Gaillard - Derby High School Principal
Mario Ciccarini - Bradley School Principal
Tracy Hayden - Irving School Teacher/DEA President
Lynda Patrick - Special Education Teacher, Bradley School

District Professional Development Team

Dr. Matthew Conway, Jr. - Superintendent of Schools
Dr. Stacy Chambers - Assistant Superintendent of Schools
Dina Gotowala - Executive Assistant to the Superintendent of Schools
Carmine D'Onofrio - Help Desk Technician
Rozina Jaser - Teacher, Derby Middle School
Kristie McGarry - Librarian, Derby High School
Jenny Ames - Teacher, Bradley School
Jessica Tuozzoli - Teacher, Irving School

District Safety and Crisis Response Team



Dr. Matthew Conway, Jr. - Superintendent of Schools
Dr. Stacy Chambers - Assistant Superintendent of Schools
George Kurtyka - Board of Education Member
Gerald Narowski - Chief of Police
Tom Lenart, Jr. - Fire Chief
Tom Lenart, Sr. - Emergency Management and Public Protection
Dave Nardone - Facilities Manager
Phil Hawks - Fire Marshall
Charlie Sampson - Office of Emergency Management
Jennifer Dunnuck - Guidance Counselor
Anat Segal - Guidance Counselor
Karen Ference - School Psychologist
Jennifer Zitnay - School Psychologist

Stakeholder Engagement

Collective Bargaining



PART III: APPENDIX SECTION

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as “1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 - Exemplary” using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic year. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium
1.4. Professional development/coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	High
1.5. School leadership development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Medium
1.6. Retention of top talent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Academics:					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.2. Fidelity in curriculum implementation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.4. Data-driven instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
Culture and Climate:					
3.1. Positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.2. Family engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.3. Wraparound strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
3.4. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Low
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
Operations:					
8.1. Budgeting and financial management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
8.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium
8.3. Scheduling and extended learning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Medium
8.4. Collaborative staff planning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
8.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High
8.6. Student enrollment and registration	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Medium

B. Statement of Assurances

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

PROJECT TITLE: Alliance and Priority School District Consolidated Application

THE APPLICANT: Dr. Matthew Conway **HEREBY ASSURES THAT:**
Derby Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

3) Determination of the contractor’s good faith efforts shall include but shall not be limited to the following factors: the contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section



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

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

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

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

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

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

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

Superintendent Signature:

Dr. Matthew Conway Jr.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

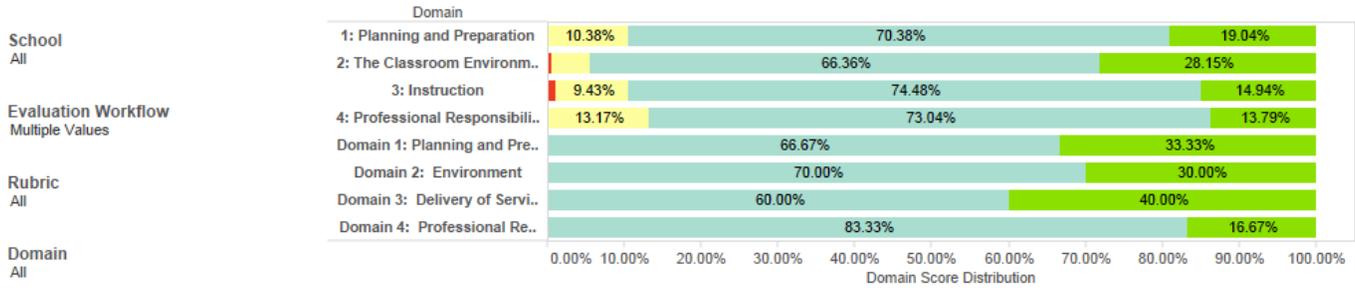
April 10, 2014

Date:

Appendix A: Danielson Framework for Teaching, Baseline data 2013-2014

District
All

Domain Score Distribution



Observation Created On
July 1, 2013 to July 1, 2014

Component Score Distribution

