

2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Derby Public Schools	
FY 17 Alliance District Allocation:	FY 17 PSD Allocation (if applicable):
\$1,095,817	\$988,371
Contact Person:	Contact Title:
Dr. Matthew J. Conway, Jr.	Superintendent
Telephone:	Email Address:
203-736-5027	mconway@derbyps.org
Name of Superintendent:	
Dr. Matthew J. Conway, Jr.	
Signature of Superintendent:	Date:
Dr. Matthew J. Conway, Jr.	11/1/2016
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
Kenneth Marcucio	YES
Signature of Board Chair:	Date:
Kenneth Marcucio	10/31/2016

2016-17 Talent Priorities

Step 1: Please note that all Alliance Districts must have an educator evaluation plan approved by the CSDE's Talent Office in order to become eligible for AD/PSD plan approval. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Please indicate whether the CSDE's Talent Office has approved the district's 2015-16 educator evaluation plan? (Y/N)

<input type="checkbox"/>	Recruitment and human capital pipelines	<input checked="" type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Talent Priorities:		Aligned SMART Goals:
1.1.	Embedded Literacy Coaching: District will provide embedded PD at each Derby School and 4 days of CC Planning work with consultants. Focus on consultant modeling, demonstration, coaching, co-planning, co-teaching and curriculum writing. Support will be provided for implementation of early literacy curriculum and assessment and content area literacy at middle/high school levels. (Elementary and DHS will have coaching through district-level coaches; DMS will have coaching through Generation Ready and district Instructional Coach)	Job embedded coaching to continue at Derby Middle School. Increase the number of middle school classroom teachers receiving job embedded coaching from 7 to 10 by June 2017. Classrooms receiving coaching will increase student achievement in reading proficiency as measured on NWEA assessment.

1.2.	<p>Professional Development: The District will provide professional development aligned to and driven by teacher needs and district and state initiatives.</p>	<p>Increase the number of HS teachers receiving training on the utilization of Edgenuity from 10 teachers to 15 teachers by June 2017. We will be expanding the use of Edgenuity to include 11th grade core subjects: History, English, Math and Science. PD will be embedded utilizing peer-to-peer coaching</p> <p>Elementary reading specialists and select classroom teachers will be trained to use SPIRE to provide systematic, sequentially structured 10-Step Lessons to ensure mastery of concepts in the five critical areas of reading.</p>
1.3.	<p>Evaluation: The District will continue to support leadership through mastery of the Danielson Framework for Teaching. Two Admins will complete Focus Training and Certification. All admins will complete online tutorials as part of monthly Administrative Council meetings. The district will continue to coach and support teachers utilizing embedded professional development that support the Danielson Framework for teaching.</p> <p>We will use teacher designed tasks aligned to standards.</p> <p>The district leadership team and teachers will conduct Instructional Rounds at each school during the course of the 2016 - 2017 school year to develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. The district will use Richard Elmore's model (Assemble a Network, Define the Problem of Practice, Observe in Classrooms, Debrief)</p>	<p>100% of certified staff will be evaluated utilizing Danielson Framework following the approved Derby SEED model by June 2017.</p> <p>100% of administrators will participate in further training on advanced Oasis (formerly TeachScape) features and reporting, utilizing online modules and district-led training by June 2017.</p> <p>100% of Administrators will participate in Instructional Rounds aligned to protocols and framework utilizing school and district rubrics established by the CT Center for School Change and Richard Elmore's research on instructional rounds. 100% of certified staff will participate in inter/intra school instructional rounds to promote peer-to-peer learning.</p>

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				

100: Personnel Services - Salaries Subtotal:			\$ -	\$ -
200: Personnel Services - Benefits				
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Common Core Professional Learning K-12. Generation Ready	1.1	Embedded PD at DMS, Irving and Bradley. Focus on consultant modeling, demonstration, coaching, co-planning, co-teaching and curriculum writing. Support provided for alignment with common core focus in literacy particularly vocabulary building and non-fiction text. Numeracy support will utilize EngageNY to complement current alignment and assessment practices.	\$ 90,000	
Substitute teachers for staff PD	1.2	Kelly Services substitutes to fill in for staff PD days	\$ 35,000	
SPIRE PD and materials	1.2	SPIRE program PD, a phonics-based intervention program for students with dyslexia or other learning disabilities (program & materials)	\$ 6,000	
300: Purchased Professional and Technical Services Subtotal:			\$ 131,000	\$ -
400: Purchased Property Services				
2 Danielson Framework Focus Certification License	1.3	Certification courses for 2 new administrators (\$800 each)	\$ 1,600	
Teachscape Licensing	1.3	Teachscape Licenses	\$ 7,000	

400: Purchased Property Services Subtotal:			\$ 8,600	\$ -
500: Other Purchased Services				
			\$ -	
			\$ -	
			\$ -	
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	
			\$ -	
			\$ -	
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
			\$ -	
			\$ -	
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	
			\$ -	
			\$ -	
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 139,600	\$ -

2016-17 Academic Priorities

Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/>	Common Core-aligned curriculum transition	<input checked="" type="checkbox"/>	Alternative/Transitional programs
<input checked="" type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input checked="" type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input checked="" type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	High school redesign	<input type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Academic Priorities:		Aligned SMART Goals:
2.1.	<p>Ensuring the continued development of curriculum across all content areas with fidelity and uniformity across the district. The district will staff two positions to work with teachers. (One at the Elementary level to support k-5 teachers and one at the middle school level.) Coaches will work with the school principals to create and implement a coaching model, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, PD, model lessons, and co-taught lessons. This strategy evolved to ensure coaching is being delivered by Derby certified staff (Instructional Coaches and Reading Specialist) rather than outside consultants. A Science, Technology, Engineering, Art and Mathematics (STEAM) teacher will be added at DMS. Addition to Bradley staff (0.5 FTE social worker, a math tutor and 2 paraprofessionals) to support classroom teachers.</p>	<p>100% of K-5 teachers will utilize a minimum of 3 Accountable Talk high leverage student engagement protocols by June 2017 as measured by walk-throughs, lesson plans, coaching, and informal observations.</p> <p>Instructional Coaches will give direct face-to-face feedback with a specific action step to teachers after every informal observation or collaboration session.</p>

2.2.	<p><i>Student Assessment: The District will continue to utilize common assessments (NWEA, Math Expressions, DIBELS) to inform learning activities and instruction.</i></p>	<p>100% of Derby elementary school students will take the DIBELS literacy and Math Expressions benchmark assessments in September 2016, January 2017, and May 2017. 72% of students in Grades K-5 at Irving School will score proficient or above in the spring administration of the DIBELS mCLASS assessment (composite score). 85% of students in Grades K-5 at Bradley School will score proficient or above in the spring administration of the DIBELS mCLASS assessment (composite score). 35% of students in Grades 6-8 at Derby Middle School will score proficient or above on the spring administration of the NWEA Math assessment in June 2017. 51% of students in Grades 9-12 at Derby High School will score proficient or above on the spring administration of the NWEA Math assessment in June 2017. 51% of students in Grades K-5 at Irving School will score proficient or above on the spring administration of the Expressions Math in June 2017. 85% of students in Grades K-5 at Bradley School will score proficient or above on the spring administration of the Math Expressions in June 2017.</p>
2.3.	<p>Interventions: The District will continue to support and utilize common intervention tools to support learning and advance the use of technology. (Edgenuity ILPs, Lexia, IXL Math, Naviance, Pearson). Targeted Tier II and Tier III intervention will be provided by dedicated staff, this will include push-in as well as pull-out services. Interventionists will also develop specific curriculum to assist classroom teachers. Also add SRBI coach at Irving School.</p>	<p>100% of Derby elementary school students will utilize the Lexia Core 5 and IXL-Math programs. 100% of Derby secondary school students will take NWEA assessment in December 2016 and May 2017. 100% of the kindergarten students at Irving will be prepared to enter first grade with the skills necessary to be successful in literacy and math by providing support to a transitional K-1 classroom. Students identified as scoring below norm grade level mean RIT in both numeracy and literacy will receive intervention services at DHS. There will also be an afterschool enrichment program offered for grades K-5.</p>

2.4	<p>Support universal preschool program: District will staff 3 Certified Preschool Teachers and paraprofessionals in the Pre-K program; one (1) teacher and one (1) paraprofessional will be funded by the Alliance and PSD grants respectively. Teachers will work with the Director (partially funded by AD grant) to develop and implement a pre-k program that provides a balance of social and academic skill development ensuring children are ready for Kindergarten.</p> <p>Preschool teachers will receive training on HighScope preschool curriculum to support the acquisition of language and literacy skills. Teachers will also receive training on Ages & Stages and formative assessments. (funded by PDG grant).</p> <p>In addition, an early childhood pre-K summer program will be initiated.</p>	<p>The district will increase preschool enrollment of students from 32 students in 2016 to 50 in 2016-17.</p> <p>The district will increase enrollment of 4 year old students who come from low income families by 36 students in 2016-17.</p>
2.5.	<p>Support RAISE Academy: Derby Public Schools will engage in a joint venture with ACES to provide a Tier 3 intervention program located at Derby High School. the program will incorporate a project-based curriculum and will also incorporate job-training programs with local businesses. Behavioral supports and individualized/group counseling will be incorporated as well. Students will be enrolled for a minimum of one semester and all students will receive a mid-year program review.</p>	<p>The District will offer a project based learning environment to students who do not perform as well in a traditional classroom environment. A maximum of 20 students will be enrolled in the 2016-2017 SY. The program will be designed and implemented in partnership with ACES. We will design and implement a model program.</p>
2.6	<p>Jobs Across America (JAG) - a state-based national nonprofit association dedicated to helping at-risk students graduate from high school and move on to meaningful work and postsecondary success.</p> <p>The program will focus on a JAG coach to teach an elective credit course while also providing community outreach, job development and employment.</p>	<p>Graduation rate: increase graduation rate of (83.3%) with completion of a high school diploma or GED.</p> <p>Positive Outcome Rate: after graduation, students are employed, in the military, in postsecondary training, or some combination thereof.</p> <p>Job Placement Rate: increase employment rate for the at-risk population</p>
2.7	<p>Learning Center and Teacher Training Room (Irving School) - currently the district has 3 learning centers spread out between Irving and Bradley schools. The consolidation into 1 location would centralize resources, maximize the impact and method of delivery from related service providers and minimize disruptions. Plan is to complete alterations and renovations of existing space and relocate existing classrooms to other locations in the building. The training room will be dedicated to professional development, grade-level meetings, data team meetings, instructional coaching debriefs and a professional lending library. A large screen TV will be used to support teacher meetings and used as part of the comprehensive teacher evaluation system.</p>	<p>By June 2017 both learning centers will be located in the Irving building. By June 2017, through embedded professional development, teachers will have a better understanding of the learning center student and to best meet the needs of the students as measured by teacher interviews, surveys and observations.</p>

2.8	<p>Extended Day program at Irving: The Extended Day School program at Irving School will serve approximately 125 students enrolled in grades 1-5. The high-quality program will offer a strong balance of academics, recreation, enrichment and cultural activities to support and strengthen the overall development of young people. It will be led by certified teachers and highly-qualified support staff with an emphasis on academics, strong community/family partnerships, and developing trusting, supportive relationships between teachers and students. The Program will be offered at no cost to families, other than costs for off-site trips to support learning. The program will run 3-4 days per week from 3: 30 – 5 PM (depending on funding) from September – June. It will serve as an academic, social/emotional and health/wellness to meet the needs of our high-need students. Enrollment will be open to all students, but we will strategically recruit our most at-risk students to ensure they are engaged in safe, appropriate programming.</p>	<p>By June 2017, 125 students will have participated in the Extended Day Program as measured by attendance and enrollment data for the program.</p>
2.9	<p>Support students participating in our dual credit Early College Program with Post University. Award up to 15 scholarships for students to enroll in courses</p>	<p>Increase graduation rates and number of students applying and enrolling in college by providing access to college while still enrolled at Derby High. Dual credit courses will be offered to any student who has a minimum GPA of 2.8. Letters and a welcoming packet will be sent out to prospective students mid-August to inform them that they qualify to apply for dual-credit Post University courses. In addition, a college mentor program is being developed with the Post University Honors Program that will provide Derby High School students enrolled in the dual-credit courses a series of on campus seminars throughout the 2016-2017 school year.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Intervention Teacher/Tutor (Math) MIHOVIK	2.3	Math Intervention work at DHS	\$55,000	
Intervention Teacher/Tutor (ELA) LANGWORTH	2.3	ELA Intervention work at DHS	\$55,000	

Instructional Coach - Elementary	2.1	Coach to support teachers in data-driven decision making to inform instruction; aligning SRBI practices between both elementary schools; observe and evaluate certified staff (stipend)	\$10,000	
Instructional Coach - DMS KRIENESS	2.1	Coach to support teachers in data-driven decision making to inform instruction; aligning SRBI practices between both elementary schools; observe and evaluate certified staff	\$69,000	
Early Childhood Director CONWAY	2.4	Director of Early Childhood Pre-K program and summer program	\$90,000	
Summer School -Pre-K Staffing	2.4	Early Childhood Pre-K summer program		\$22,500
Pre-K Teacher (BROOKS)	2.4	1 Pre-K teacher	\$55,000	
Pre-K Para (MANDOLFO)	2.4	1 Pre-K Para		\$18,289
Afterschool Enrichment Teachers:	2.3	Afterschool program at elementary schools to provide social and academic enrichment activities to students K-5		\$10,000
Curriculum Specialists	2.1	Summer curriculum building	\$35,000	
Intervention Teacher/Tutor (Math/Reading) FERRARA & YOUNG	2.3	Providing Tier II interventions to general and special education students in the classroom.	\$26,000	
Music Instructor for after school at Irving	2.3	Music instruction after school program	\$2,000	
STEAM Teacher		STEAM Teacher at DMS	\$55,000	
Transitional/Provisional Teacher at Irving (between K & 1)	2.3	Transition/Provisional Teacher to support students who need more time to meet the next grade level's skills	\$55,000	
SAT prep tutor at DHS	2.3	SAT preparation tutor to facilitate after-school program for students		\$4,000
Math Tutors - Bradley & Irving	2.3	Math tutors to intervene with selected students based on test scores	\$12,000	\$18,500
Two (2) paraprofessionals - Bradley	2.3	Additional paraprofessionals at Bradley		\$25,940

Extended Day Afterschool Program - Irving	2.8	The Extended Day School program at Irving School will serve approximately 125 students enrolled in grades 1-5.		\$50,000
100: Personnel Services - Salaries Subtotal:			\$519,000	\$149,229
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
RAISE Academy	2.5	A program designed to provide intervention and project based learning activities to students. Maximum of 20 students for 2016-2017 school year @ \$13K/student.	\$ -	\$ 260,000
Jobs for America's Graduates (JAG)	2.6	JAG coach to teach an elective credit course while also providing community outreach, job development and employment.	\$ -	\$ 80,000
Post University	2.9	Award up to 15 scholarships for students to enroll in courses; 7 days of bussing for on-campus learning	\$ -	\$ 8,060
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 348,060
400: Purchased Property Services				
Learning Center	2.7	Building alterations - design/permit fees, walls, electricity and flooring (@ Irving School)	\$ -	\$24,000
			\$ -	\$0
400: Purchased Property Services Subtotal:			\$ -	\$24,000
500: Other Purchased Services				
Edgenuity Licenses	2.3	Purchase of ILP student licences for DMS online CC curriculum intervention	\$11,550	
Edgenuity Licenses	2.3	Edgenuity Licences for DHS	\$26,000	

Edgenuity Licenses	2.3	Purchase of ILP student licences for DHS online CC curriculum intervention	\$11,300	
NWEA Licenses	2.2	NWEA Licenses	\$12,600	
IXL Licenses	2.3	IXL Licenses	\$16,000	
Dibels/Amplify	2.2	Dibels/Amplify Licenses	\$11,600	
Lexia	2.3	Lexia Licenses	\$19,600	
Naviance	2.3	Naviance Licenses for DHS	\$3,760	
Pearson	2.3	Pearson Licenses	\$12,707	
Health Education Curriculum	2.3	Online edition with Healthy Relationships and Sexuality Mode (6 year subscription for 360 students + Teacher Center)	\$21,900	
500: Other Purchased Services Subtotal:			\$147,017	\$0
600: Supplies				
DMS CC Curriculum Materials	2.1	Instructional Supplies	\$11,000	
DHS CC Curriculum	2.1	Instructional Supplies	\$11,000	
Elementary ELA Curriculum	2.1	Supplies Bradley Irving	\$87,500	
Pre-K Programming	2.1	Instructional Supplies, Materials that support High Scope curriculum	\$11,000	
Library books - Elementary Schools	2.1	Supplement existing circulation with biographies, high interest/low readability books and bilingual books		\$10,000
Bradley STEAM Materials	2.1	Roominate, K'Nex, Lego Education, and WonderWorkshop materials to supply the new STEAM program at Bradley School	\$9,000	
DMS Math Workbooks	2.1	"Eureka" math workbooks - 360		\$17,000
DMS STEAM Materials	2.1	Lego Education, K'Nex, materials to supply new STEAM class at DMS		\$12,000

600: Supplies Subtotal:			\$129,500	\$39,000
700: Property				
Learning Center - fit out	2.7	Desks, Tables and chairs		\$19,000
Learning Center - technology	2.7	Replace old computers (12); add 4 ENO Boards and sensory room equipment	\$0	\$33,800
Teacher Training Room	2.7	Desks, tables and chairs; large screen TV	\$0	\$7,000
700: Property Subtotal:			\$0	\$59,800
800: Other Objects				
Classroom Furniture	2.3	For Bradley School	\$0	\$5,000
Classroom Furniture	2.3	For DMS - 20 tables (for classroom intervention); 15 tables for STEAM room and cafetorium meetings	\$0	\$12,000
			\$0	\$0
800: Other Objects Subtotal:			\$0	\$17,000
Academics Subtotal:			\$795,517	\$637,089

2016-17 Culture and Climate Priorities

Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2013-14 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/Dropout prevention
<input checked="" type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	<p>Chronic Absenteeism: The district supports schools in reducing chronic absenteeism by providing a support staff at Irving School and Derby High School to specifically develop strategies to reduce absenteeism. Identify strategies for reducing chronic absence in school sites and then key ingredients for systemic change including:</p> <p>A. Recognize Good and Improved Attendance (at assemblies and quarterly recognition celebrations)</p> <p>B. Engage Students and Parents (determine root causes for attendance issues through home visits, referrals to community based services, and before/after school programs)</p> <p>C. Monitor Attendance Data and Practice (utilize Powerschool to track absentee rates, hold weekly attendance data team meetings, provide weekly feedback to students with Tier II and Tier III attendance status, celebrate students and classrooms with 100% attendance)</p> <p>D. Provide Personalized Early Outreach (go to parents where they are ---at home/work/events--- discuss importance of attendance, develop compacts and agreements, provide community based resources as needed)</p> <p>E. Develop Programmatic Response to Barriers</p>	<p>Decrease the number of students with chronic absenteeism to 10% (or lower) at all Derby Public Schools as measured by the Alliance data benchmarks.</p>
3.2.	<p>Behavior management: The District continues to support PBIS in all schools. The District Support staffing the High school and middle school with a climate monitor to support students and the administration with behavior concerns.</p> <p>Convocation, scheduled for 8/26, will focus on staff behavioral intervention and support</p>	<p>Decrease the number of students who are receiving 3% or more of all office referrals in the school building.</p>

3.3.	<p>The District supports use of resources to provide activities that support student engagement, respect for each other and awareness to behaviors that may lead to delinquent activity. Character Development and Health instruction will be provided to all K-12 students.</p> <p>Grade 5 students will be invited to attend an off-site, overnight Nature's Classroom trip in Spring 2017 to build relationships prior to coming together at DMS in the fall. Re-energize clubs at all schools to engage students in meaningful and creative activities of interest to them</p>	<p>Reduce the number of offenses for substance abuse based referrals campus-wide by 15% at DMS & DHS.</p> <p>100% of students in Grade 8-12 will participate in drug awareness/prevention seminars by June 2017.</p>
3.4.	<p>Family/Community Engagement: The District supports developing programs to engage students, parents and the community members in activities that expose them to leadership development, civic responsibility and diversity training, together and in support of each other. (HRC-Human Relation Club, Study Circles)</p>	<p>Starting September 2016, ensure a minimum of 20 parents attending any event hosted at DMS/DHS as evidenced by sign in sheets and exit surveys.</p> <p>Outreach strategies will include: daily phone calls, parent contact, recognizing improved attendance,</p>
3.5	<p>Funding for Welcoming Walkthrough training to ensure district operates with a customer-service mindset. The training will be provided for office staff, central office, administrators, nurses.</p>	<p>By June 2017, all school office personnel, Central Office personnel, and school nurses will be trained in the Welcoming Walkthrough model. Increase parent satisfaction to 90% or above on the Spring 2017 administration of the School Climate Surveys on questions related to a "welcoming" atmosphere.</p>

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Truancy Support Staff (MENDENHALL / BOWERS)	3.1	Pursue comprehensive strategies aligned to elements 2-5 of section 9. of the 2015-16 Program requirements.	\$24,000	\$22,000
Climate Monitor DMS/DHS (CRITE / CAGGIANO)	3.2	Building Climate Monitor to provide support for behavioral needs	\$31,000	\$31,000
Social Worker	3.2	Provide additional outreach for students at Bradley School	\$0	\$24,000
Student Club leaders	3.3	Teachers to lead clubs at Bradley (2), Irving (2), DMS (4) and DHS (5)	\$0	\$20,800
100: Personnel Services - Salaries Subtotal:			\$55,000	\$97,800
200: Personnel Services - Benefits				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Renewal fee for SWIS accounts for all district schools	3.2	SWIS licenses allow schools to collect and analyze student office referral data.	\$1,700	
HRC Coordinator	3.4	Coordinator for Human Relation Club - Addresses Race, Economic and Diversity in school and community		\$6,500
Speakers	3.3	Speakers for Substance Abuse, Drug Prevention, Character Building etc.	\$6,000	
Nature's Classroom	3.3	Funds will be provided to offset the cost of the end-of-year grade field trip. The Nature's Classroom field trip helps to develop positive team building for grade 5 students at both elementary schools prior to moving to DMS.	\$5,000	\$5,000
Diversity Awareness	3.4	Diversity Awareness programs for students (Study Circle expenses)	\$5,000	
PBIS/Welcoming Walkthrough Training	3.5	Professional Development for district employees to support the welcoming school model	\$10,000	
300: Purchased Professional and Technical Services Subtotal:			\$27,700	\$11,500
400: Purchased Property Services				
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				

PBIS-Irving	3.2	School Store, Events, Signage, PD etc.		\$5,000
PBIS-Bradley	3.2	School Store, Events, Signage, PD etc.	\$5,000	
PBIS-DMS	3.2	School Store, Events, Signage, PD etc.	\$5,000	
PBIS-DHS	3.2	School Store, Events, Signage, PD etc.		\$5,000
Convocation	3.2	Invitations, Employee of Year recognition, refreshments	\$7,500	
School Clubs	3.3	Supplies to support the 13 new clubs		\$4,982
600: Supplies Subtotal:			\$17,500	\$14,982
700: Property				
Central Office Welcoming Redesign	3.5	Furniture and equipment	\$ -	\$ 5,000
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ 5,000
800: Other Objects				
Wellness Center - Irving School	3.3	Plan and equip a Wellness Center (schedule drop-in fitness classes for students, teachers, families) - include exercise balls, mats, free weights, bands, etc.	\$ -	\$ 20,000
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ 20,000
Talent Subtotal:			\$ 100,200	\$ 149,282

2016-17 Operations Priorities

Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

<input checked="" type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input checked="" type="checkbox"/>	Technology integration	<input checked="" type="checkbox"/>	Other: _____

Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2015-16 quarterly progress monitoring. Add or remove rows as necessary.

Operations Priorities:		Aligned SMART Goals:
4.1	The District supports the advancement of use of technology PK-12 to include the deployment of a 1:1 laptop program that truly bridges the digital divide by providing 100% connectivity both inside and outside the classroom. The district will continue our contract with Sprint to provide this services to ensure students have extended learning time opportunities. The district will continue to employ an additional Help Desk Technician to support the 1:1 laptop program and will employ part-time summer tech student interns to provide support with making sure all laptops and other computers are ready for deployment and use for the 2016-2017 SY.	By August 2016, technology support will troubleshoot, repair, replace, & manage 100% student laptops and 1:1 devices to be deployed to students in September 2016 for their digital curriculum. By June 2017, devices out of service and waiting for repair, will remain under 5% .

Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Help Desk Tech & IT Manager	4.1	Help Desk Tech to support our 1:1 laptop program.		\$ 60,000
Summer Tech Interns	4.1	Clean/update/reboot Laptops for 1:1 program		\$ 10,000
100: Personnel Services - Salaries Subtotal:			\$0	\$ 70,000
200: Personnel Services - Benefits				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ -
400: Purchased Property Services				
				\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
Technology	4.1	DHS/DMS One-to-One Technology Initiative - Sprint connectivity, technology infrastructure, and support/repair @ 15/month * 700 laptops	\$ -	\$ 126,000
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ 126,000
600: Supplies				
			\$ -	\$ -

			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
Chromebooks	4.1	Chromebooks		\$ 6,000
Sound System Bradley & Irving	4.1	Sound System Bradley & Irving	\$3,000	
				\$ -
700: Property Subtotal:			\$3,000	\$ 6,000.00
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
Talent Subtotal:			\$ 3,000	\$ 202,000

Non-Reform Budget - Optional Section

Directions: In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Business Manager		Business management - grant/partnership funding	\$57,500
			\$ -
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 57,500
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
			\$ -
			\$ -

			\$	-
400: Purchased Property Services Subtotal:			\$	-
500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
Talent Subtotal:			\$	57,500

FY 17 AD and PSD Budget Summary

Directions: Do not enter budget information in this tab. This tab pulls financial data from the application tabs and auto-calculates total proposed investments. Please ensure that your total budgeted amounts match your district's AD and PSD allocation amounts.

BUDGET - REVISED 10/31/16

	Talent AD Costs	Talent PSD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ -	\$ -	\$ 519,000	\$ 149,229	\$ 55,000	\$ 97,800	\$ -	\$ 70,000	\$ 57,500	\$ 631,500	\$ 317,029
200: Personnel Services - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
300: Purchased Professional and Technical Services	\$ 131,000	\$ -	\$ -	\$ 348,060	\$ 27,700	\$ 11,500	\$ -	\$ -	\$ -	\$ 158,700	\$ 359,560
400: Purchased Property Services	\$ 8,600	\$ -	\$ -	\$ 24,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,600	\$ 24,000
500: Other Purchased Services	\$ -	\$ -	\$ 147,017	\$ -	\$ -	\$ -	\$ -	\$ 126,000	\$ -	\$ 147,017	\$ 126,000
600: Supplies	\$ -	\$ -	\$ 129,500	\$ 39,000	\$ 17,500	\$ 14,982	\$ -	\$ -	\$ -	\$ 147,000	\$ 53,982
700: Property	\$ -	\$ -	\$ -	\$ 59,800	\$ -	\$ 5,000	\$ 3,000	\$ 6,000	\$ -	\$ 3,000	\$ 70,800
800: Other Objects	\$ -	\$ -	\$ -	\$ 17,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 37,000
TOTALS:	\$ 139,600	\$ -	\$ 795,517	\$ 637,089	\$ 100,200	\$ 149,282	\$ 3,000	\$ 202,000	\$ 57,500	\$ 1,095,817	\$ 988,371

Appendix A. Statement of Assurances

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

PROJECT TITLE: 2016-17 Alliance and Priority School District Consolidated Application

THE APPLICANT: Dr. Matthew J. Conway, Jr. **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)**

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "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 Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) 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, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with,

litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:  _____
Name: *(typed)* Dr. Matthew J. Conway, Jr.
Title: *(typed)* Superintendent
Date: 11-1-2016