

FINAL APPLICATION
DANBURY

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

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

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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR
COMMISSIONER OF EDUCATION

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

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

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

B. Application Deadline

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

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

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

C. Mailing and Delivery Information

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

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

D. Timeline

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

E. Application Approval Notice

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

F. Questions

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

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

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts \$39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district's overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

B. Eligibility Requirements

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

C. Responsibilities of Approved Applicants

Each approved applicant must:

1. work cooperatively with the CSDE team;
2. provide any information that the CSDE requests in a timely manner; and
3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

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

Section I: Overall District Improvement Strategy

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

Section II: Differentiated School Interventions

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

Section III: Budget

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

F. Use of Evidence and Data

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

G. Substantial Majority Requirement

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

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

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

H. Menu of District Reform Initiatives

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

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

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

I. Competitive Opportunities

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

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

Name of District: Danbury Public Schools		
Name of Grant Contact: Dr. Bill Glass		
Phone: (203)-797-4724	Fax: (203)-790-2875	Email: glassw@danbury.k12.ct.us
Address of Grant Contact: Dr. Bill Glass Danbury Public Schools Administration Center 63 Beaver Brook Road Danbury, CT 06810		
Name of Superintendent: Dr. Sal Pascarella		
Signature of Superintendent:		
Name of Board Chair: Mrs. Gladys Cooper		
Signature of Board Chair:		
Date:		
Please indicate if plan approved by local board of education: Yes with regard to concept and submission to the CSDE – however, the final submission will be re-presented at the first BOE meeting of the new school year. Date of Approval: June 27, 2012		
If not, please indicate date at which plan will be presented to local board of education: _____		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

The Danbury Board of Education aligns all enhancement efforts to the adopted Belief Statements that guide the work and decision-making of the district. The Belief Statements are as follows:

We believe that...

- Children are our first priority and that all educational decisions must be made in their best interest and should be based upon solid educational research, the best available evidence and validated experiences,
- Each child is unique with individual talents and needs, each has intrinsic worth and each child can become a life long learner and achieve success,
- Each child must have ample opportunity to meet the outcome expectations of the Learning Tree with regard to the content knowledge, universal lifelong learning skills and attitudes and attributes of character that comprise the curriculum for the Danbury Public Schools,
- We must hold our educators, board members, employees, students and their parents/guardians to high expectations for learning, development and comportment and the educational community must make a concerted effort to engage and continuously involve parents in the education of their children,
- We, as educators, board members, employees and parents/guardians are accountable to the community at large for the education of our children and that collectively, we must work as a team to promote high levels of achievement and success for our students,
- In a Professional Learning Community, it's more about learning and less about teaching,
- We must continuously maintain safe and orderly learning environments based upon mutual respect, trust and cooperation in order to support student and staff achievement.

Consequently, all of our improvement efforts focus on three overarching actions:

1. Continuously develop and improve the professional skills and capabilities of all adults employed by the Danbury Public Schools with an emphasis on teachers and administrators.
2. Focus all efforts on student-centered learning as informed by the strategic use of formative and summative data, strict and universal adherence to the district's adopted written

curriculum, and the implementation of research-based best instructional and leadership practices.

3. Ensure that each school's Outcome Achievement Plan and the district's Instructional Enhancement Plan guide all improvement efforts and that all actions are continuously and routinely monitored and adjusted accordingly to increased vertical and horizontal alignment and district-wide instructional cohesion.

The continuing adherence to these critical actions and guiding beliefs promotes a high degree of focus on the alignment of the written, taught and tested curricula and a common district-wide focus on instructional improvement.

Data is continuously disaggregated at the classroom, school and district levels by individual subgroups and at the individual student level. This information is used to inform the planning and delivery of instruction.

The process is recursive in nature. As student learning gaps and idiosyncratic weaknesses in teaching and administrative practices are identified, they become the basis for professional development initiatives.

The district adheres to an ongoing process of professional reflection on adult teaching and leadership actions. Staff development is aligned to these reflective findings so as to guide the implementation, monitoring and adjustment of all improvement initiatives.

The ultimate goal of the district is to continuously improve the performance capabilities of all teachers and administrators in order to increase the achievement levels of all students while simultaneously closing all identified achievement gaps. Therefore, our primary improvement approach is to build greater professional capacity at the adult level while maintaining a relentless focus on the ultimate impact that our improvement efforts have on student learning and development.

We also believe that there are many students who simply need the gift of additional instructional time to master our curriculum. While some students demonstrate appropriate levels of mastery within the current academic environment, there are many others who do not. Therefore, there is a need to increase instructional time at the kindergarten level and to provide supplemental learning opportunities for selected students at all elementary, middle and high school grade levels.

Lastly, organizational development and improvement is an incremental process that occurs over time. While the artificial 10-month window created by the concept of a traditional school year needs to be recognized as the prevailing annual timeframe, for the purposes of systemic enhancement, a more realistic timeframe is a three to five year window.

Given the aforementioned, all actions articulated in this application should be considered to be multiyear initiatives even though they will be measured with annual assessment tools as well as long-range trend measurements.

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

Full-Day Kindergarten and Increased Tutoring Support for Students:

Full-Day Kindergarten

Recent educational research has shown that early interventions, such as full-day kindergarten, are effective strategies to help close achievement gaps.

Further, a full-day kindergarten program, as opposed to a half-day program, provides double the amount of time for teachers to focus on critical educational skills and content, to address learning deficits and to attend to the wide spectrum of developmental needs that is reflected in a typical kindergarten classroom. Additionally, research has also argued that students are far more apt to develop social skills at a faster rate and deeper level in a full-day program.

While the district has worked to mitigate the disparate environment of the two models by placing more para-educators in the half-day programs and encouraging more parent volunteers, the percent of students exiting kindergarten who score at a DRA Level 4 is greater for those students who are in full-day programs when compared to our half-day students. For example, this year, at one of our most challenged elementary schools, 90% of the full-day students exited at a Level 4 while only 65% of their half-day kindergarten peers achieved a Level 4.

We have conducted a data review on the efficacy of our full-day kindergarten program compared to our half-day program in order to determine the degree of student academic proficiency that remains by the end of grade five. Fifth grade is the terminating elementary grade for our district. The table below indicates that those students who began their academic careers in full-day kindergarten classes outperformed their peers who participated in half-day kindergarten programs.

Further, our largest growing subgroup is our Hispanic students. This group represents a major challenge for the district with regard to the achievement gap. The six-year trend analysis (grades K – 5) indicates even greater growth for this targeted group.

	Full-Day	Half-Day	Full-Day	Half-Day
Proficient and Above Grade 5	All Students	All Students	Hispanic	Hispanic
	81.0	75.0	71.4	60.9

Currently, our district provides one full-day kindergarten program at each of our elementary schools with the exception of our regional magnet school. The remaining kindergarten programs are all half-day programs. Therefore, approximately one third of our students receive a full-day program while the rest are in half-day programs. It is our intent to move to universal full-day programming within three years with phase one occurring in September 2012. At the conclusion of phase three in 2015, the district will have achieved universal full-day kindergarten. It is our intent to continue this practice on a permanent basis.

Increased Tutoring Support for Students

In 2008, one of our elementary schools was the location of a pilot initiative that was based upon the introduction of Instructional Interventionists. The Instructional Interventionists were individuals who provided individual and small groups supplemental literacy tutoring to selected students before school, during school (in addition to their regular literacy block) and after school.

This pilot proved to have positive results over a four-year period. [See table below] While additional initiatives were also put into place, the principal and teachers have reported that they saw a clear connection between what the students were learning in their literacy block and the work of the Interventionists since the teachers were supplying the Interventionists with the lesson plans and the principal was monitoring their work.

Instructional Interventionists Initiative - % Proficient or Above in Reading			
	Grade 3	Grade 4	Grade 5
2008	47.8	72.9	70
2011	63.4	74.1	80.6

We believe that this is an example of an initiative that can be replicated and brought to scale to support the literacy growth of students in other identified schools.

At the secondary level the middle school interventionists will be primarily placed at the sixth grade level. They will focus on teaching students effective study skills as well as literacy and math support. At the high school level the interventionists will be placed at the ninth and tenth grade levels. There will be three target areas for support. The first area is to provide support for those students who have repeated ninth grade and need supplemental instructional support. The second area of focus will be for targeted students who are in the ninth grade for the first time but who have been identified as needing supplemental support. The third group will be those students who are at the tenth grade level and who need specific instructional support. The services will be provided via a push-in model for grade nine since there are no study halls at this level. The tenth grade students will be pulled from study halls for the instructional support.

Increased Direct Support to Students: Bilingual Education Teachers and Counselor/Dean of Students

Bilingual Education Teachers

The district's largest performance gap is evident between our students who are English Language Learners and all other students. [See table below]

NCLB CMT and CAPT Unadjusted Proficiency for ELL Students and All Students				
CMT	Math ELL	Math All	Reading ELL	Reading All
2009	59	81	25	68
2010	75.3	86.5	42.7	73.7
2011	72.5	85.6	43	74.8
CAPT	Math ELL	Math All	Reading ELL	Reading All
2009	20	57	22	62

2010	22	58.2	13.7	63.2
2011	8.8	57.9	4.5	56.4

As previously noted, this population of students is becoming increasingly poorer as evidenced by the increase in the percent of ELL students receiving free or reduced lunches. Also, as noted, the percent of ELL students who are arriving at the Bilingual Reception Center with interrupted and/or limited school is also increasing. Consequently, we need to provide a smaller teacher to student ratio for our most challenging student subgroup. ~~This can be achieved through the addition of one new bilingual~~ teacher at the elementary, middle and high school levels for a total of three new teachers to service this population during the 2012-13 school year.

Counselor/Dean of Students

Danbury High School is the largest high school in the state. Although Danbury is the seventh largest city in Connecticut, the district is fortunate in that we do not experience many of the challenges that our larger counterparts experience. However, there is one area that is of great concern. Specifically, of the 2,836 students at Danbury High School as of this past June, 504 of these students had 19 or more unexcused absences.

Our teachers and administrators at the high school have been reporting an increasing lack of student work ethic and an overall lack of focus on academic effort. This relatively new perspective has run parallel with a changing demographic profile of the district. Two years ago our poverty rate as measured by our Free/Reduced Lunch count was in the mid thirties. This year it rose to 50.1%. Further, our Hispanic student population continues to grow and many of our poorest students come from this subgroup. These may be factors that are contributing to the dramatic unexcused absence rate.

Additionally, the level of failures that freshmen students experienced this year has increased over the previous year and is alarming. [See table below]

Course	Semester One	Semester Two
English I	30.7	28.7
World Studies	29.7	29.3
Algebra I	15.2	19.6
Pre Algebra	12.9	21.3
Biology	27.7	26.5

While part of this increase can be attributed to increased academic expectations, a recent reduction in the overall number of instructional levels (tracks) at the high school and the introduction of new and more rigorous curricula, it is still of significant concern and a robust intervention needs to be introduced to address the unacceptable failure rate and the dramatic rate of unexcused absences.

The introduction of a Counselor/Dean of Students will not only allow the district to provide greater attention and support to these students but will also reduce some of the time our assistant principals

spend on these kinds of issues. In doing so, we believe that the assistant principals will be able to spend more time in classrooms monitoring instruction under the direction of our Associate Principal for Instruction. We are moving away from the approach of assistant principal as disciplinarian. We are moving toward a model that develops the teacher observation and enhancement process with an emphasis on improving the individual abilities of each administrator to diagnose an instructional episode with great clarity and precision against a common standard of performance. The administrative union is supporting this modification in job description. We are partnering with ReVision Learning Partnership to develop the diagnostic skill of our administrators while also helping ~~them to create instructional improvement prescriptions that will be delivered via a coaching approach.~~ The expected outcome from this initiative is to have all our administrative team spending more time in classrooms supporting teacher growth and development with the ultimate goal of improved student learning and mastery of content. To this end, we are working to calibrate each administrator's ability to recognize teacher behaviors that either enhance or impede student learning and to work with each teacher to build capacity around a common set of research-based instructional practices. This approach includes all aspects of the instructional delivery process from lesson planning, to instructional delivery, to formative and summative assessment of student progress. Currently, our principals and assistant principals engage in this kind of work but in a far less informed manner and with far less inter-rater agreement and reliability. Consequently, this initiative will build the overall capacity of each administrator in a manner that will realize a degree of sustainability that we have not as yet achieved within the district.

Teacher and Administrator Talent Development:

External Academic Coaches: PD/Teacher Enhancement

As noted, Danbury High School is experiencing a substantial number of academic challenges. Teachers have repeatedly indicated that they are feeling ill equipped to address the needs of our students who are English Language Learners. They are also concerned about the lack of work ethic that is being demonstrated by a significant percentage of students and the increased failure rates. There is an expected increase in rigor that will be driven by the Common Core State Standards and teachers are concerned about how their planning, instruction and assessment will need to change to address the CCSS.

All of these issues are contributing factors in the increasing concern expressed by our teachers that they are not as capable of meeting the academic needs of our students as they once felt they were.

We will be requesting that William Howe from the Connecticut State Department of Education partner with Danbury to implement a training initiative on cultural sensitivity and multicultural awareness to assist our staff in developing and deeper understanding of the nature of our students and the challenges they face. Further, we will request guidance on specific instructional and motivational enhancement strategies that our educators can implement in support of our students and their academic, emotional and social development.

Additionally, a key component of our new Teacher Evaluation/Professional Development Plan will be a focus on the enhancement of all members of our Bilingual and ESL staff. Further, we envision using these specially trained and certified staff to support the professional growth, understanding and

development of all other certified staff with regard to the best educational practices for English Language Learners. Therefore, a major emphasis will be placed on increasing the professional talents, skills and capabilities of all members of our Bilingual/ESL Department.

This issue is also exacerbated by somewhat of a disconnection in the overall alignment of instruction between the middle and high school levels. The experiential nature of middle school education in our district abuts a very different experience for students when they become freshmen. This represents another challenge that needs to be overcome.

Consequently, we intend to work in a continuing manner with external consultants that can serve as imbedded professional developers/coaches for our secondary teachers in the core academic areas. These coaches will work to help align the actual teaching that occurs at the classroom level while also helping to enhance our teachers' collective ability to meet the changing needs of our student population.

The following represent areas of focused training:

- Effective Lesson Design and Planning Strategies
- Best Practices for Instructional Delivery and Increased Student Engagement
- Designing and Implementing High Quality Critical and Creative Thinking Questions
- Providing Diagnostic/Prescriptive Feedback to Students
- Techniques for Teaching to the Common Core State Standards
- Enhanced Use of Student Achievement Data

Coaching/Training sessions will be presented individually and in small group settings based upon the identified needs of the participants. District Curriculum Administrators and the Associate Principal for Instruction will help guide the implementation of this component in conjunction with the Deputy Superintendent.

SIOP Coaches

A second major area of intervention is at the adult performance level. As previously noted, our district believes that a high leverage instructional improvement strategy is to be found in the ongoing development of a teacher's planning, delivery and assessment skills.

To this end, we propose to augment our district's multi-year investment in the Sheltered Instruction Observation Protocol (SIOP) training initiative through the addition of SIOP coaches at the secondary level. Many of our secondary level teachers have indicated that they struggle teaching the English Language Learners (ELLs) in their classes. They note that while the SIOP training has helped them to understand how to modify their planning to include language acquisition objectives, there is still a significant need to help them modify their actual teaching to meet the unique needs of ELL students.

Compounding this problem is the fact that a five-year profile of our ELL students reflects increased poverty. [See table below]

Percent of English Language Learners receiving Free/Reduced Lunch	
2008	68%

2009	69%
2010	75%
2011	78%
2012	82%

Further, our Bilingual Reception Center has been reporting an increase in the frequency of students arriving in our country with interrupted and/or very little schooling.

This challenge is amplified by the dynamic nature of the teaching and learning process. Consequently, the need to have real-time coaching during the actual teaching episode coupled with support before and after a given lesson is imperative. Although we have spent in the vicinity of \$100,000 on SIOP we believe that our outcome expectations will not be achieved without this additional level of embedded and ongoing professional development.

It is important to note that the areas of focused training indicated below are intentionally directly aligned to the coaching and small group training sessions that are going to be implemented for all identified teachers via our planned coaching initiative. However, they will be modified according to the SIOP training model developed by the Center for Applied Linguistics. For example, when the lesson planning training/coaching sessions are implemented teachers will learn how to create two objectives for each lesson. The first objective will be derived from the district's curriculum while the second objective will entail a "language acquisition" objective, which is a fundamental component of the SIOP model.

- Effective SIOP Lesson Design and Planning Strategies
- Best Practices for Instructional Delivery and Increased Student Engagement for English Language Learners
- Designing and Implementing High Quality Critical and Creative Thinking Questions
- Providing Diagnostic/Prescriptive Feedback to Students
- Techniques for Teaching to the Common Core State Standards
- Enhanced Use of Student Achievement Data

Supporting the SIOP Teachers: Planning the Coaching Component

The following describes the process for coaching a group of teachers who have participated in the SIOP Model professional development initiative and need to work together to implement the model in their classrooms. These SIOP Model teams are composed of teachers who work at Danbury High School.

The coach will play an essential role in the SIOP Model implementation process by providing stability and consistency to this professional development experience. The coach's encouragement and support will help teachers develop and maintain fidelity to the model throughout the school year.

The coach will work with other educators in the school and district to plan professional development sessions and follow-up activities.

Because real change takes time, both teachers and coach should view SIOP implementation as a multi-year undertaking.

A 3-year structure for the "SIOP Coaching Component" at Danbury High School is provided below.

The SIOP Coach will,

Year One:

- Form a small team of 4 to 6 SIOP trained teachers who will support each other in implementing it during the year. Preferably, 2 or more members of the team will teach the same subject so that they can plan together and share materials;
- Participate in or lead SIOP Model professional development workshops;
- Convene the team regularly to practice and discuss techniques related to the SIOP features so that teachers feel they are being supported in their implementation of the SIOP Model;
- Observe the team members' classes several times during the school year to guide the teachers ~~and to identify their successes and challenges;~~
- Lead the teachers in sharing lesson plans and planning together;
- Use the SIOP rating scale or checklist to guide discussion of the teachers' progress toward competency in SIOP Model teaching;
- Discuss with other faculty members the successes of SIOP implementation. Examples: a "SIOP Minute" during faculty meetings; handouts; posting on the school website or bulletin;
- Agree to work with the team for 3 years to ensure consistency in SIOP implementation and team building;
- Keep records and create data files to help demonstrate the effectiveness of SIOP Model teaching.

Year Two:

- Form additional SIOP Model teams, each coordinated by a member of the Year One team;
- Conduct a series of SIOP professional development workshops for other members of the school faculty;
- Continue to observe in the SIOP teachers' classrooms;
- Lead SIOP teachers in developing skills for peer coaching;
- Compile successful lesson plans into binders or post them on the school website for internal circulation;
- Collect and analyze data on student achievement.

Year Three:

- Conduct SIOP Model professional development for teachers in other schools in the middle schools;
- Develop a district-wide support system for SIOP Model teachers, that could include, study groups, teaching teams, and lesson plan sharing, materials creation opportunities, among other activities;
- Continue to collect data on student achievement and analyze results;
- Publish research results and materials developed by members of the teaching teams;
- Design action research projects in which various teaching techniques or methods are tried out.

The following is taken from a compendium of research and supports the district's approach to instruction for English Language Learners.

The achievement gap between English language learners and their English-proficient peers in U.S. schools is persistent and well documented (California Department of Education, 2004; Lee, Grigg, & Donahue, 2007; Siegel, 2002). Research shows that among in-school factors that contribute to student achievement, teachers have the biggest impact. Given this, it is imperative that all teachers know how to make academic content comprehensible to learners who are not yet proficient in English. One promising approach to improve the academic performance of English language learners is the

SIOP (Sheltered Instruction Observation Protocol) Model, an empirically tested, research-based model of sheltered instruction developed by researchers at California State University, Long Beach, and the Center for Applied Linguistics under the auspices of the National Center for Research on Education, Diversity & Excellence (Echevarria, Vogt, & Short, 2008). The SIOP Model is a lesson planning and delivery system that incorporates best practices for teaching academic English and provides teachers with a coherent approach for improving the achievement of their students. Using strategies and techniques that make academic content comprehensible to students, teachers present curricular content concepts that are aligned with state standards. While doing so, teachers are developing students' academic English skills across the four domains—reading, writing, listening, and speaking—in addition to building their academic vocabulary.

Incorporating the SIOP Model into Existing School Programs and Reform Initiatives

The SIOP Model is based on effective instructional practices that have been scientifically validated and found to be effective over time. Features such as teaching to objectives, focusing on vocabulary development, explaining academic tasks in a clear fashion, explicitly teaching and using learning strategies, asking higher order questions, grouping students to achieve differentiated instruction, and assessing student comprehension are but a few aspects of the SIOP Model that are found in virtually every other approach to teaching and learning. Thus, the SIOP Model offers a way to consolidate the features of effective instruction into one instrument, making it compatible with a variety of methods and approaches associated with current reform efforts.

What is the SIOP Model?

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that attend to the academic and linguistic needs of English learners.

Criteria for the selection of the "Sheltered Instruction Observation Protocol (SIOP)"

The decision making process for selecting appropriate staff development topics and activities is driven by the needs of students, staff, and accountability requirements.

Since the education of English Language Learners (ELL's) is now clearly a shared responsibility of ESL, bilingual, and mainstream staff, it is imperative that all teachers and administrators have a common language and pedagogical approach to their education.

The following were the criteria used to select the SIOP as a professional development activity for all:

Research-based

Useful to ESL, bilingual, and mainstream teachers

Effective for ALL regular education students and essential for ELL's

Observable

Middle School Mathematics Coach

In a similar manner, we have a need to expand our middle school instructional coaching model. Currently we have a Literacy Coach that services our two middle schools in grades 6-8. She has been with the district for three years. A three-year trend analysis suggests that the intervention is gaining traction and helping to raise student achievement. [See table below]

Reading Percent Proficient or Above			
Year	Grade 6	Grade 7	Grade 8

2009	75.9	79.5	75.5
2011	80.2	81.9	83

Writing Percent Proficient or Above			
Year	Grade 6	Grade 7	Grade 8
2009	74.8	69.9	77.9
2011	78.6	74.8	80.7

However, our performance in mathematics reflects almost the opposite trend line.
[See table below]

Mathematics Percent Proficient or Above			
Year	Grade 6	Grade 7	Grade 8
2009	89.5	83.8	81.7
2011	84.6	82.7	85.4

Consequently, we need to build upon our middle school instructional coaching model through the addition of a coach to work with teachers and administrators in the area of mathematics.

The same type of training/coaching focus areas will be addressed in the mathematics coaching initiative as with the previously referenced coaching and small group training activities in order to promote greater vertical and horizontal instructional alignment.

Teacher Evaluation/Professional Development Plans and Instructional Enhancement Cadre Substitutes

Teacher Evaluation/Professional Development Plans

The district will be implementing the new Teacher Evaluation/Professional Development Plan per state requirement. Simply having a new plan does not ensure high quality implementation. In order to ensure that this plan is effectively implemented, there is a need to provide training resources over a period of years.

The district adheres to the concept of Circular Thinking with regard to our developmental efforts. The three key components reflect interplay between Teacher Evaluation, Professional Development and School/District Improvement. The district views the Teacher Evaluation Process as a reflective experience facilitated by self-reflection and reflection aided by one or more colleagues. Via this process, a given staff member identifies his/her strengths and areas in need of enhancement. Areas of strength are labeled and discussed so they occur proactively and not at a subconscious level. Areas in need of refinement serve as the basis of a personal needs assessment that informs professional development. Consequently, professional development is directly connected to the reflective process of teacher evaluation.

Professional development activities are thus directly related to the skill development of the given teacher. In and of itself, this relationship does little to improve student performance. It is only when

the third element is added that the potential for enhancing student learning can be realized. When teacher reflection is coupled with the development of the professional with an eye to school and district improvement, the true power of circular thinking can become a reality. This is the nature of the district's efforts with regard to Talent Development. Talent Development is a means to an end and that end point is increased student performance.

In order to facilitate this process, a Teacher Evaluation/Professional Development Task Force has been created and has spent the past year working on a plan to make manifest the district's vision. This approach is at the very core of our belief statements.

We are working to transition from a partial realization of our vision to a complete realization of our vision. This work began a number of years ago when the district started to employ fulltime literacy and numeracy coaches, technology teacher leaders, and initiated a yearlong training series on Cognitive Coaching. We also implemented small Professional Learning Communities, conducted Book Studies, created formal Peer Coaching and Action Research components of our existing Teacher Evaluation/Professional Development Plan and began the process of Administrative Retreats designed to promote greater degrees of educator reflection leading to more focused and sustained training and development initiatives.

We will continue to move in the direction of more role-specific and individualized professional development using our job-embedded coaching approach, PLCs, book studies, administrative retreats, inter-rater agreement/reliability calibration for all administrators, SIOP and Cognitive Coaching and the relationship between reflection, development and enhancement leading to increased levels of student achievement.

We have also implemented the SIOP model of training as a direct outgrowth of our teacher evaluation progress as well as introducing the concept of Executive Coaching for some of our principals.

Consequently, the transition from a one size fits all brand of professional development to a job-embedded, evaluation-informed approach is well underway.

Further, our union leadership at the teacher and the administrator levels are fully in sync with this concept. The leaders of the two unions have been active participants in our ongoing transformation efforts.

It is our intention to provide general "awareness sessions" in January, February, and May that will provide information on our most recent developmental efforts and an associated timeline for full implementation of the new plans. We will have our new evaluation guide completed, at least in draft form, by the end of the school year and this material will be reviewed and discussed with all certified staff members before they leave for the summer. In August, this material will again serve as the basis for a daylong professional development session leading into the pilot year of implementation.

Concurrent to this effort, our administrators will continue their participation in our multiyear series on effective teacher evaluation practices.

The district will be contracting with ReVision Learning to serve as external trainers and performance validators to ensure that all of our administrators are able to conduct highly effective instructional observations. All of the school-based and district-wide administrators will be engaging in this multi-year initiative to foster inter-rater reliability and a greater calibration of observation and evaluation skills and subsequent feedback to teachers throughout the administrative ranks. Further, the training will promote the development and implementation of a common professional language based upon performance rubrics.

Lastly, the training will also include enhancing the ability of each evaluator to create and provide high quality prescriptive feedback to all teachers in order to guide the improvement of their professional practice.

As part of the overall effort to increase teacher efficacy, teachers and administrators will need time to engage in professional conversations around the topics of using student work and other forms of data to diagnose learning deficits, create instructional interventions to address identified deficits and share research-based best practices.

Professional developers will be needed to help facilitate training sessions, materials will be needed to support the implementation of all training activities and substitutes will be required to allow teachers to meet in data team and grade level/department meetings. While the district is already providing resources to support this work, the Alliance District funding will be used to increase the frequency of the sessions and the quality of external trainers/facilitators.

The training program has been developed through ongoing conversations with ReVision Learning Partnership, LLC. The following modules will serve as the basis of the multi-year training initiative:

Phase One - Content/Procedure: Pre-assessment of each administrator's current level of proficiency with regarding to conducting high quality observations, developing effective evaluation language, providing oral and written feedback and related support

Phase Two - Content/Procedure: Three-Day calibration and observation training module for 21 contact hours in order to build greater inter-rater agreements and inter-rater reliability

Phase Three - Content/Procedure: Individual debriefing for each administrator regarding personal assessment of his/her current level of evaluation performance capability and to begin to identify areas of refinement and growth

Phase Four - Content/Procedure: 14 hour retreat to establish individual goals and the development of individual growth plans and to build individual leadership profiles

Phase Five - Content/Procedure: Individual coaching to develop and strengthen each administrator's evaluation skills and abilities

Ongoing/continuing support to be determined at the conclusion of Phase Five

Instructional Enhancement Cadre Substitutes

The district has engaged in a pilot approach to the development of small professional learning communities (PLCs) in the area of literacy development. These pilots have been well received by teachers and principals and they report that they are in a better position to implement the district's curriculum and related assessments once they complete their participation in a given PLC.

However, teachers have been very concerned, as have principals, that there will be a break in instructional continuity when they leave their schools to participate in the PLCs. Each PLC typically runs for many weeks so teachers plan on being away from their classes once a week for a marking period.

Consequently, a pilot approach was developed last year in which a number of substitutes were trained in the district's literacy delivery model. These substitutes covered the classes of teachers participating in the PLCs. In doing so, the concern with instructional continuity was addressed since the substitutes were able to follow each teacher's lesson plans for reading and writing instruction.

The district seeks to expand this successful pilot through the training and use of Instructional Enhancement Cadre Substitutes.

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

Danbury will be using a two-part process to address Narrative Question 3. First, we will use Performance Target Metrics (See Appendix A) to benchmark and track increases in student achievement for all students as well the accelerated performance of students who are in traditionally underachieving subgroups.

Secondly, an adult action monitoring process will be used to benchmark and track improvements in instructional and administrative efficacy (See below)

A hierarchical monitoring process has been recently put into effect. This initiative was piloted this year and proved to be successful. The process includes a series of traditional practices combined with some newer approaches. Specifically, the following monitoring actions will be used to ensure fidelity of implementation coupled with individual and group accountability:

- Traditional monitoring by the principals to include lesson and unit plan reviews, routine classroom visits, and the specified monitoring actions associated with the implementation of the new Teacher Evaluation Plan. At the secondary level, the Department Heads will also be involved in formative observations. This process will be expanded using the SIOP implementation guide with those teachers who have been trained in SIOP.
- Once the new Teacher Evaluation Plan is completed, we will be able to calibrate the actual proficiency level of each certified educator. This will be accomplished through a rubric-based model of performance evaluation. For each domain and expected adult behavior, there will be an associated series of proficiency levels indicating the exact level at which a given educator is performing with regard to the referenced behavior. It is our intent to provide metrics on the number of staff members who are performing at each level with an annual expectation for improvement. Therefore, we will adopt a performance evaluation model that is based on a

hierarchy of proficiency levels similar to the five levels of the CMT or CAPT. Each year we will expect to see each educator move up in his/her level of performance on the given behavior(s) which are the identified area(s) for growth. As we implement this process, we will be able to benchmark a given educator, grade level, department and school, as well as the district as a whole.

- Each school has Instructional Data Teams and a School Data Team in place. The Deputy Superintendent will meet with each principal, each month to review progress based on all available data for a given month. This will aid in the overall monitoring of the district's enhancement efforts and provide formative data that can inform in-course modifications to the school and district improvement plans. Therefore, principals will be providing statistical information on a formative basis that will be continuously reviewed. Data Rounds and the metrics that are articulated in each school's Outcome Achievement Plan will also serve to illustrate the degree of progress at any given time.
- The district has a District Data Team in place that schedules all schools to make instructional presentations each year to the team. The Superintendent and Deputy Superintendent co-chair this team.
- The Board of Education has established The District Enhancement Collaborative that is an instructional monitoring group comprised of teachers, principals, central office administrators and Board of Education members. The Alliance District Initiative will become part of the routine monitoring aspects of this group.
- An Instructional Review Team has been newly created to conduct instructional reviews at selected schools. This process was piloted this past school year. The reviews were conducted over two to three days multiple times this year at each participating school. Every classroom was visited and an audit was conducted based upon the school instructional improvement plan. To date, four elementary schools have undergone Instructional Reviews and all teachers at the high school who have been trained in SIOP as part of the pilot. The district will continue to implement the Instructional Review process as a comprehensive monitoring and accountability tool in conjunction with the Alliance District Initiative. Given that the district has two schools who have been identified as Review Schools and they are our two high schools (Danbury High School and The Alternative Center for Education) we will allocate at least 10 review days for these two high schools with a team of 16 administrators/department heads serving as audit team members.
- Aggregated information on the progress of all Alliance District Initiative components will be review with the Board of Education on an ongoing basis during regular board meetings. This action will help to increase accountability and will become part of the public record.

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

The district has a history of leveraging many funding sources to support the ongoing development of our instructional program. We have been aggressive with regard to writing competitive grants and using multiple funding sources to drive our priority initiatives.

To this end, we have obtained a renewal Nellie Mae Grant to support our improvement efforts at the high school level. In a similar fashion we were awarded a Math and Science Partnership Grant to

support coaching initiatives in the STEM (science, technology, engineering and mathematics) areas.

We have also blended Title I, Title II and Title III entitlement funds with general fund budget funds to support our improvement plans.

We continue to use Priority School District Grant funds and Accountability Grant funds to support the previously mentioned improvement efforts.

For example, we have used PSDG funds blended with general fund budget revenue to support the current level of full-day kindergarten programming. We have used Title III funding to drive our current SIOF training initiatives. We have used this funding stream to cover the entire cost associated with the Center for Applied Linguistics training program.

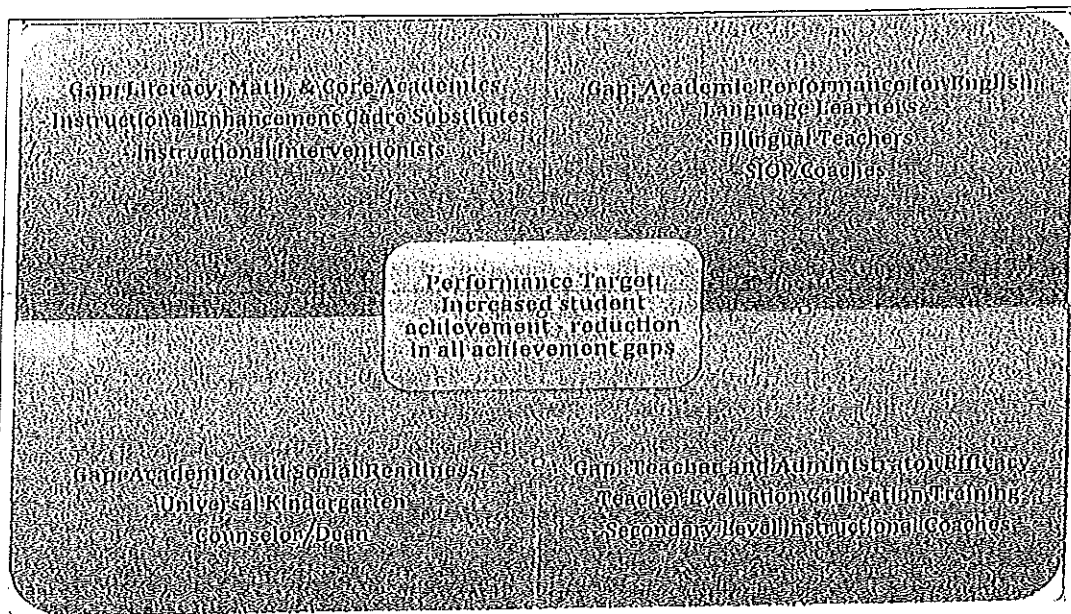
We have also used Title III funds to cover the funds associated with employing a number of FTEs of our current bilingual/ESL staff.

We have used the Accountability Grant for literacy improvement to support instructional interventionists at a number of schools. This funding stream has been blended with general fund budget money.

We have been using Nellie Mac funding at the secondary level to begin our training initiative designed to enhance the teacher evaluation skills of our administrators. This initiative has been coupled with local professional development funding.

Consequently, our approach is a blended funding model in which we have worked to leverage a number of funding sources in support of our priority improvement areas.

The following graphic is a symbolic representation of the key initiatives that will be used in support of our efforts to raise the achievement levels of all students while targeting the closing of all achievement gaps. Each of the illustrated initiatives will be accomplished via this blended funding model. This will allow us to sustain the efforts beyond the life of the Alliance District Initiative.



It is important to note that the Danbury Board of Education has agreed, in principle, to the idea of a shared expenditure burden so that at the end of the proposed five-year lifespan of the Alliance District Initiative, 50% of the cost of the entire model will be funded by the general fund budget. The full execution of this concept will be predicated upon the prevailing fiscal climate at the time when the Alliance District Initiative state funding ends.

Shared Funding Plan to Support the Maintenance of the Identified Improvement Initiatives

Note: "Recurring costs" reference those costs associated with maintaining staff positions ~ those initiatives that are not in this category include Teacher Evaluation/PD Training and PD/Teacher Enhancement Coaching

Year	All Day K	Grant Funding	Recurring costs including All Day K	50% Phase In to BOE
2012-13	350,000	1,700,000	1,475,000	
2013-14	245,000	1,700,000	1,725,000	740,000
2014-15	420,000	1,700,000	2,145,000	862,000
2015-16		1,700,000	2,145,000	1,072,500
2016-17		1,700,000	2,145,000	1,072,500

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

5.

The following groups were solicited for their input:

- The Danbury Board of Education – supportive of the overall approach and particularly sensitive to closing gaps for selected subgroups of students and the long-term funding capabilities

- The district's Administrative Council comprised of all administrators – supportive of the overall direction of the proposal with specific advocacy for key initiatives positioned at a given administrators leadership level (K-5, 6-8, 9-12, district-wide)
- The City-Wide PTO comprised of the leadership from each school's PTO – supportive of any initiative to enhance the instructional opportunities of subgroups of children and to provide additional support at the individual school level for targeted students with particular emphasis on Full-Day Kindergarten
- Teacher Union Representatives– overall support for the direction of the proposal with a cautionary note on the amount of time teachers may be away from instruction for training purposes
- Administrative Union Representatives – overall support for the direction of the proposal and training support for administrators with regard to teacher evaluation
- A variety of teachers at the elementary, middle and high school levels – particularly supportive of increased staff and training/coaching
- Western Connecticut State University – particularly supportive of the components that provided for adult growth and development
- Municipal leadership including the Mayor and Director of Finance – supportive of the overall concept and interventions
- The CSDE staff assigned to monitor the district as a District In Need of Improvement – indicated that the project initiatives were well positioned with regard to raising student achievement and closing identified instructional gaps
- Head Start Leadership – highly supportive of the early childhood intervention component

B. Key District Initiatives

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

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

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

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

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
 - **Years of Implementation:** Indicate the anticipated length of the proposed initiative.
-

Key District Initiative

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

New or Existing Reform? New Existing - Expansion

NOTE: This initiative is drawn from the menu of reform options provided in this application (Increased Time)

Overview: Universal Full-Day Kindergarten - Danbury currently implements one full-day kindergarten class in each elementary school that has a kindergarten population. All other kindergarten classes are half-day programs. The only exception to this model is found at our inter-district Western Connecticut Academy for International Studies magnet school, which has universal full-day kindergarten as part of its CSDE approved operations plan.

A sample of the increased reading achievement levels found between our full-day kindergarten programs compared to our half-day kindergarten programs illustrates the efficacy of a full-day program:

School	Half-Day Program DRA Scores	Full-Day Program DRA Scores
Morris Street School	32.6	56.5
Ellsworth Avenue School	38.2	54.8
South Street School	63.4	94.7
Stadley Rough School	30.3	45.7
Shelter Rock School	55.4	68.4

Consequently, the district seeks to increase the number of full-day kindergarten programs within the district until universal full-day kindergarten programming is realized in all schools throughout the district. The full-day kindergarten programming will reflect increased time to implement developmentally appropriate practices designed to enhance the social, emotional and academic skills and attributes of students.

Five Year Strategies and Implementation Steps:

Year One: 2012-2013 – Phase One add five schools

Year Two: 2013-2014 – Phase Two add three schools

Year Three: 2014-2015 – Phase Three add three schools

The district will provide all appropriate furniture and equipment to each newly opened full-day kindergarten classroom. Additionally, the district will supply all other necessary instructional supplies and materials for each newly opened full-day kindergarten classroom.

Year 1 Implementation Steps Description:

Year One 2012-2013 – Phase One: Park Avenue School, Great Plain School, Pembroke School, Hayestown Avenue School, Morris Street School (Please note: these schools were selected because of available space to accommodate the additional kindergarten programs. During the course of the next two years, district leadership will work with the principals of the remaining school to identify/create space to accommodate all additional full-day kindergarten classrooms)

Year Two 2013-2014 – Phase Two: South Street School, Ellsworth Avenue School, King Street School

Year Three 2014-2015 – Phase Three: Shelter Rock School, Stadley Rough School, Mill Ridge Primary School (universal full-day kindergarten achieved throughout the district)

Years of Implementation:

Year 2

Year 3 to achieve full implementation -- implementation will continue on a permanent basis from this point forward

Year 4

Year 5

New or Existing Reform? New Existing - Expansion

NOTE: This initiative is drawn from the menu of reform options provided in this application (Increased Time)

Overview: Increasing achievement for all students and closing the ELL gap via three key strategies:

Strategy 1. Instructional Interventionists (Please note that Strategy 1. is designed to address the learning needs of ALL students. While this includes English Language Learners, it also addresses all other subgroups of students and is not exclusively designed to address the needs of ELLs in isolation)

As previously noted, one of our elementary schools piloted a tutoring intervention that increased the amount of literacy instruction to students via an Instructional Interventionist model of supplemental learning time. The supplemental time was provided before, during and after the regular school day.

When selected students were provided with this service during the school day it was in lieu of their participation in special subject area classes such as art and music. Students were never pulled from the same special subject area class for an extended period of time. Rather, they were rotated among the special area classes so as to not lose the benefit gained from participating in those classes.

Consequently, participating students received a "double, triple or quadruple dose" of instruction in literacy. Students were selected based upon their performance on the Developmental Reading Test, the district's End Of Unit Literacy Assessments and their performance on the CMT, where applicable. As previously illustrated, this pilot program facilitated increased achievement levels during the pilot project.

The district seeks to increase the saturation of this approach to additional elementary schools and to our secondary schools to address the academic needs of identified students in the literacy and mathematics areas. It should be noted that while this strategy is designed to address all students who need supplemental instructional in literacy, our English Language Learners will clearly be a primary target group for this initiative.

Strategy 2. Increased Staffing of Bilingual Teachers As previously noted, the district's largest achievement gap is found with our English Language Learners. Our student population is becoming increasingly poorer. Many of these students are English Language Learners. Consequently, their families do not have the available income to provide them with supplemental tutoring. There is also the associated challenge that our mainstream academic teachers have in addressing the unique needs of this population. While we have engaged in the SIOP training program, there is a continuing need to provide expert instruction by certified bilingual teachers.

The district is seeking to reduce the student to teacher ratio within this population by providing one additional bilingual education teacher at the elementary, middle and high school levels.

In the recent past, we have magnetized the district and created an elementary school that serves as a Spanish language magnet school for those students/families who wish to avail themselves of this option. We have done the same thing at the middle school level. However, there is a need to provide more teachers who are capable of meeting the unique needs of these students. A recent demographic review reveals that we are in need of an additional ELL teacher at Stadley Rough Elementary School, an additional ELL teacher at Rogers Park Middle School and an additional ELL teacher at Danbury High School to increase our ability to provide direct services to our Hispanic student population. The new bilingual teachers will participate in SIOP training.

Strategy 3. Middle School Mathematics Coach (Please note, as with Strategy 1, Strategy 3 is designed to address the learning needs of ALL students which, again, includes English Language Learners. However, while we have found that many of our ELLs actually have the mathematical skills to solve problems, there is a clear learning obstacle with those non-English proficient students who had not yet developed the language capabilities to be able to read math word problems in English. Therefore, while they may actually know how to do the math computation to solve a given problem, they do not have enough command of the English language to allow them to use the problem-solving skills they possess. Consequently, this strategy will again place a greater emphasis on helping teachers to develop the skills necessary to support our English Language Learners). The Mathematics Coach will also participate in SIOP training. The district currently employs a full-time literacy coach at the middle school level and her work has helped to improve our performance in reading and writing. We seek to add a full-time mathematics coach at the middle school level to complement the work of our full-time literacy coach.

Five Year Strategies and Implementation Steps for Instructional Interventionists:

The nature of this initiative is to provide immediate academic support to students who are identified as being in need of supplemental instruction. Consequently, this is not an initiative that can be phased-in. Rather, all instructional interventionists will start providing academic support to students at the beginning of the school year.

They will work for four days each week for approximately 110 days per year. These days will be "front loaded" beginning immediately in September and leading up to the CMTs and CAPT. Since these two assessments are the primary tools that will be used to determine the degree to which the achievement gaps are closing and the associated determination of the degree to which all students are increasing their academic performance, it is wise to provide the most amount of support prior to the testing window.

Newly hired interventionists will be provided with training to assume their tutoring and small group instructional roles.

16 of the interventionists will then be assigned to selected schools at the elementary level as determined by a review of student outcome achievement data. 8 interventionists will be assigned to the two middle schools at five per each school and the remaining 10 will be assigned to the high school and the alternative high school.

Targeted students will be assessed on a frequent basis to determine growth and the data from these assessments will also be used to inform additional instructional efforts.

The role of the interventionists will be to provide one-to-one or small group tutoring instruction to identified students. This approach will serve as Tier Two SRBI interventions. At the elementary level they will work with those students who have decoding, fluency and comprehension needs in literacy. The students with whom the interventionists will work will be identified based upon the outcomes from the Developmental Reading Assessment, the Developmental Spelling Assessment and other formative literacy assessments. The certified Language Arts Specialist in each participating school will assign the interventionists on a flexible group basis. The participating schools have been identified via CMT results and the results from local formative assessments. They are also among the most economically challenged schools in the district as determined by the Free/Reduced Lunch count. Growth and success of this initiative will be measured on the CMT, CAPT and local common formative assessments. The overall goal will be to move those students who are scoring at the Below Basic level to at least the Basic level and preferably to Proficient. At this time, we have found that this approach is the best fit for our district with regard to increased student achievement, cost effectiveness and instructional efficiency.

At the secondary level the interventionists will be assigned to reinforce either literacy or math skills. One group of interventionists will therefore work with students exclusively in the area of mathematics. The instructional emphasis will be on mathematical concepts as they relate to the Common Core State Standards. These interventionists will be selected via an arrangement with Western Connecticut State University involving students in the Masters of Arts Program. Math major will serve as the pool from which the math interventionists will be drawn. The reading interventionists will be selected in a similar manner based upon their work and concentration in literacy. At the secondary level, emphasis will be placed upon writing and, again, the areas of focus reflected in the Common Core State Standards.

Four interventionists will be allocated to each of our two middle schools and the remaining 10 will be allocated to the high school. They will be placed with students based upon input from our reading, English and mathematics teachers, our Literacy Coach, our principals and our district-wide Humanities and STEM Curriculum Administrators. Our secondary Department Heads for the referenced content areas will formally assign the interventionists and monitor their performance. Student outcome achievement data from the CMT and CAPT assessments as well as the district's common formative assessments will be used to initially identify participating students and the ongoing CPAs and individualized assessments will be used to inform decisions regarding continuation or modification of programming.

All interventionists will participate in training on the LAS Links and a version of SIOP training conducted by the districts. The CSDE sponsored CALI two-day training initiative on working with and support ELLs will be provided for the secondary interventionists.

Emphasis will also be placed on the developmental levels of English Language Learners as they learn to speak and communicate in another language.

This initiative is relatively low cost. It will be funded at approximately \$10,000 per interventionist. This amount can be phased into the district's operating budget at the conclusion of the Alliance District Grant funding cycle. We have a long history of partnering with the University of Bridgeport and Western Connecticut State University using an internship approach in which university students serve as interns/interventionists within our district. We have also found that promising teacher candidates who are not yet hired by our district wish to serve in an interventionist capacity so they can demonstrate their instructional skills and abilities. Consequently, we do not believe that there will be a dearth of qualified candidates to serve in this role.

Five Year Strategies and Implementation Steps for Increased Bilingual Teachers:

The nature of this initiative is to provide immediate academic support to English Language Learners who are Spanish-speaking students. Consequently, as with the previous initiative, this is not an initiative that can be phased-in. Rather, it is our intent, pending approval of this application to immediately hire three Spanish Bilingual teachers.

All newly hired teachers participate in the district's now teacher training program. They will also be paired with a mentor and provided with the necessary guidance and direction from the appropriate principals and from the Curriculum Administrator for Bilingual Education.

Five Year Strategies and Implementation Steps for Middle School Mathematics Coach:

Year One 2012 – 2013: Provide a middle school math coach to all math teachers in grades 6 - 8

Year Two 2013 – 2017: Continue the middle school math coaching role and build the position into the district's regular operating budget by 2017

Year 1 Implementation Steps Description for Instructional Interventionists:

As noted above, this initiative will be fully implemented in year one with all subsequent years following the same protocol including training in SIOP.

Year 1 Implementation Steps Description for Increased Bilingual Teachers:

As noted above, this initiative will be fully implemented in year one and continuing for all subsequent years including training in SIOP.

Year 1 Implementation Steps Description for Middle School Mathematics Coach:

- Hire a middle school math coach
- Orient coach in the district's instructional model and train in SIOP
- Implement coaching activities
- Maintain ongoing debriefing sessions with coach
- Monitor degree of improvement for all participating teachers
- Implement ongoing professional development sessions for groups of teachers that are based upon instructional deficits identified by the coach that are reflected in the professional practices of more than one teacher

Years of Implementation for all three strategies:

Year 2

Year 3

Year 4

X Year 5 – this initiative will be implemented each year for five years beginning in September 2012

New or Existing Reform? New Existing

NOTE: This initiative is not drawn from the menu of reform options provided in this application (Increased Time)

Overview; Counselor/Dean of Students – As previously noted, there is a significant failure rate at Danbury High School coupled with an unacceptable number of students with 19 or more unexcused absences.

A survey was conducted which involved the entire faculty requesting information on why this undesirable pattern of student behavior was being seen. The results of the survey were surprising. Only approximately 25% of the reason for the problematic student behavior was attributed to a lack of academic skills while the remaining 75% was attributed to limited motivation and a general lack of concern with regard to attending school and graduating on time.

Clearly, there is a need to provide a strategic intervention that is targeted at the ninth grade level. The nature of the challenge would be addressed best via a counseling approach as opposed to a disciplinary approach. Therefore, the concept of a Counselor/Dean of Students was created to help address the problems with student motivation and attendance.

It is important to note that there is a large enrollment of students for each existing counselor, which precludes their redeployment to address the articulated concerns.

Five Year Strategies and Implementation Steps:

Again, as with the previous initiative, the nature of this initiative is to provide immediate counseling support to Freshmen students via the counseling dean. Again, this is not an initiative that can be phased-in. The Counselor/Dean of Students will be hired pending approval of this application in September and will remain in place permanently or until the problem is ameliorated.

Year 1 Implementation Steps Description:

Hire the Counselor/Dean of Students
Provide a comprehensive orientation
Identify students with needs best addressed via this intervention
Fully implement the approach and monitor to determine efficacy and potential modifications/adjustments to the approach

Years of Implementation:

Year 2

Year 3

Year 4

Year 5 - this initiative will be implemented each year for five years beginning in September 2012 or until the concern is eradicated

New or Existing Reform? New Existing - Expansion

NOTE: This initiative is drawn from the menu of reform options provided in this application (Talent Development)

Overview: Teacher and Administrator Talent Development – There has been an increase in the number of students living in poverty in Danbury. Many of these students are also English Language Learners. Additionally, the district recently reduced the number of academic tracks at the high school while also implementing new and far more rigorous curriculum in 50 different instructional areas. Consequently, our teachers are reporting that they are challenged to meet the instructional needs of many of our students. The district has worked for a number of years with a part-time math coach provided by Education Connection. This effort has helped to raise our math scores at the secondary level and we seek to expand this successful concept into the other core academic areas at the high school level.

Further, while we have conducted extensive SIOP training we have not provided imbedded coaching to support the implementation of the SIOP strategies.

This aspect of our overall enhancement effort would be to provide embedded coaching via external coaches at the high school level in the core academic areas and to all teachers who have or will be trained in the SIOP model.

Five Year Strategies and Implementation Steps:

Year One 2012 – 2013: Provide coaches to Grade Nine core academic teachers and to all SIOP trained teachers

Year Two 2013 – 2014: Expand coaching in the core academic areas to teachers in Grade Ten while continuing the SIOP coaching

Year Three 2014 – 2015: Expand coaching in the core academic areas to teachers in Grade Eleven while continuing the SIOP coaching

Year Four 2015 – 2016: Expand coaching in the core academic areas to teachers in Grade Twelve while continuing the SIOP coaching

Year Five 2016 – 2017: The external coaching provided to high school teachers and to SIOP trained teachers will be phased out since it is the district's belief that we will have build capacity by this point in time.

Year 1 Implementation Steps Description:

- Identify external coaches for core academic areas and SIOP trained teachers
- Orient all coaches in the district's instructional model
- Implement coaching activities
- Maintain ongoing debriefing sessions with all coaches
- Monitor degree of improvement for all participating teachers
- Implement ongoing professional development sessions for groups of teachers that are based upon instructional deficits identified by the coaches that are reflected in the professional practices of more than one teacher

Years of Implementation:

Year 2

Year 3

Year 4

Year 5 this initiative will be implemented each year for five years beginning in September 2012 however, none of the referenced coaching positions in this initiative will become a permanent position within the district at the end of the grant period

New or Existing Reform? New Existing

NOTE: This initiative is drawn from the menu of reform options provided in this application (Teacher Evaluation)

Overview: Teacher and Administrator Talent Development – The district has developed a initial professional relationship with ReVision Learning Partnership. Through this collaboration, all of the district's administrators have gone through an assessment process to determine their current level of proficiency with regard to their observation, documentation, conferencing and evaluation skills. The district seeks to extend this recent development into a long-range training initiative designed to build substantial capacity within the administrative ranks in the area of teacher evaluation.

Five Year Strategies and Implementation Steps:

Year One 2012-2013: Contract with ReVision Learning Partnership to provide a multi-year training initiative for all of the district's administrators on effective evaluation strategies. Implement
Year Two 2013-2014: Providing continuing coaching and administrative support, as needed

Year 1 Implementation Steps Description:

- Conduct Pre-Assessment of all administrators (completed June 2012)
- Align findings to the Robert Marzano Evaluation Model
- Individual debriefing with each administrator and initial placement along a proficiency continuum
- Five day Calibration and Observation Institute: Implementation of training series on effective observation and data capturing
- Creation of individual growth plans for each administrator based upon the results of the Calibration and Observation Institute
- 16 Hour Retreat on CSDE Common Leadership Indicators
- Continued individual support for administrators (year one and year two)

Years of Implementation:

- Year 2 to achieve full implementation including necessary individual coaching
- Year 3
- Year 4
- Year 5

New or Existing Reform? New Existing

NOTE: This initiative is drawn from the menu of reform options provided in this application (Reading)

Overview: Reading Enhancement – The district has engaged in a pilot initiative to create small learning academies on the topic of reading enhancement at the elementary grade levels with a focus on K-3. Through this pilot, Professional Learning Communities (PLCs) were created to explore the viability of full-day training sessions for elementary teachers. The pilots focused on the district's Balanced Literacy model, which is based, in part, upon the Columbia Readers and Writers Workshop approach. The work of other leading literacy researchers has been used to inform the development and implementation of this approach.

As noted, teachers and principals who participated in the pilots were extremely supportive of the concept and felt that the sessions were highly valuable and supported their ongoing development. However, they were concerned about leaving their classrooms and having them covered by a per diem substitute.

This component of the Alliance District initiative will allow the district to train a cadre of high quality substitutes in the district's literacy delivery model and related strategies. Consequently, when teachers are participating in the PLCs, the trained substitutes can continue to implement our literacy program. Our regular classroom teachers will still complete the lesson plans but the substitutes will be trained to implement the plans.

Five Year Strategies and Implementation Steps:

Year One 2012-2013: Training for the first cohort of Cadre Substitutes will be conducted and the first cohort of elementary teachers will participate in the PLC initiative

Year Two 2013-2014: Training for the second cohort of Cadre Substitutes will be conducted if necessary due to possible attrition of previously trained substitutes and the second cohort of elementary teachers will participate in the PLC initiative

Year Three 2014-2015: Training for additional Cadre Substitutes will be conducted as necessary due to possible attrition of previously trained substitutes and the third cohort of elementary teachers will participate in the PLC initiative

Year Four 2015-2016: Training for the fourth cohort of elementary teachers will participate in the PLC initiative

Year Five 2016-2017: Training for the fifth and last cohort of elementary teachers will participate in the PLC initiative

Year 1 Implementation Steps Description:

- Identify Cadre Substitutes in accordance with the district's hiring protocol
- Providing training to Cadre Substitutes on the district's Balanced Literacy Model
- Identify the first cohort of elementary teachers to participate in the PLC initiative
- Concurrently, develop the curriculum for the PLC
- Schedule the PLC dates and make all logistical arrangements
- Create an assessment instrument to measure the efficacy of the PLC
- Implement the PLC
- Provide coaching to PLC participants via each school's Language Arts Specialist as they work to implement the new literacy strategies
- Evaluate the effectiveness of the initiative using the assessment instrument

Years of Implementation:

Year 2

Year 3

Year 4

X Year 5 to achieve full implementation

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier One	List of Schools in Tier One	Classification Criteria for schools in Tier One	District Approach to Supporting Schools in Tier One
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	<ul style="list-style-type: none"> - Academy for International Studies Magnet School - Great Plain Elementary School 	<p>These schools have either achieved AYP for the past three years or a combination of AYP and Safe Harbor for the past three years</p>	<p>Leadership:</p> <ul style="list-style-type: none"> - Monthly meetings with Deputy Superintendent - Participation in the Teacher Evaluation Training Series <p>Instruction/Teaching:</p> <ul style="list-style-type: none"> - Participation in the district's regularly scheduled professional development sessions - Language Arts/Mathematics specialists provided - Specialists participation in bimonthly department meetings for content professional development - Participation in Professional Learning Communities (projected 12-13: new teachers; grades 4-5 numeracy, grades full day K and gr 2 literacy. Interns provide release time for PLCs.) <p>Effective Use of Time:</p> <ul style="list-style-type: none"> - Supplemental tutoring may be provided pending funding <p>Curriculum:</p> <ul style="list-style-type: none"> - Schools will follow the district's adopted curriculum and associated common formative and summative assessments - Specialists participation in bimonthly department meetings for curricula development - Monthly K-5 and 6-12 focused vertical alignment meetings

			<p>Use of Data:</p> <ul style="list-style-type: none"> - Participation in the Instructional Data Team model and the School Data Team model <p>School Environment:</p> <ul style="list-style-type: none"> - Maintain support via the district's anti-bullying policy and associated strategies <p>Family and Community:</p> <ul style="list-style-type: none"> - Maintain all current communication vehicles including School Messenger and Parent Portal when opened
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Tier Two	List of Schools in Tier Two	Classification Criteria for schools in Tier Two	District Approach to Supporting Schools in Tier Two
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<ul style="list-style-type: none"> - Ellsworth Avenue Elementary School (ELL) - Hayestown Avenue Elementary School (HA) - King Street Primary School (KSP) - King Street Intermediate School (KSI) - Mill Ridge Primary School (MRP) - Park Avenue School (PA) - Shelter Rock School (SHR) - Pembroke Elementary School (PE) 	<p>These schools have made AYP or Safe Harbor two of the past three years</p>	<p>Leadership:</p> <p>All of the supports as the highest tier one schools plus: More frequent visits from the literacy, mathematics, science, ESL and Bilingual and special education central office administrators Focus determined by School's Outcome Achievement Plan.</p> <p>Principal Monthly meetings with Literacy Team: PE, STR, ELL (projected 2012-13); MRP, KSI, KSP, SHR (projected 2013-14)</p> <p>Principal Monthly meetings with Curriculum Team: RP</p> <p>Principal Monthly meetings with ESL Director: (projected 12-13: STR, HA, RP; projected 13-14: ELL, SS, BV)</p>

	<ul style="list-style-type: none"> - Morris Street School (MS) - South Street Elementary School (SS) - Stadley Rough School (STR) - Broadview Middle School (BV) - Rogers Park Middle School (RP) 		<p>Instruction/Teaching:</p> <div style="border: 1px solid black; padding: 5px;"> <p>All of the supports as the highest tier one schools plus: The option of participating in the Instructional Review Process, and/or increased job-embedded professional development, and/or instructional coaches, and/or SIOP coaches and/or additional bilingual staff</p> <p>Professional Learning Community meetings for targeted schools based on numeracy needs (projected 2012-13: SS, ELL, PE)</p> <p>Numeracy Interns to work under direction of Math Specialists to provide math support to identified students: (projected 12-13: PE, ELL)</p> <p>RP, BV, ELL, SS, HA, MS: 4 interventionists per building. Elementary focus: literacy; Middle School: literacy & numeracy</p> <p>Math Coach (projected 12-13 1FTE shared between BV & RP)</p> <p>HA, SS, ELL, PA: resources for embedded professional development with Teacher's College consultant</p> <p>Additional ESL/Bilingual Teacher: RP</p> </div> <p>Effective Use of Time:</p> <div style="border: 1px solid black; padding: 5px;"> <p>All of the supports as the highest tier one schools plus: Increased summer school time, and/or supplemental instructional tutoring</p> <p>Block Scheduling: RP</p> </div> <p>Curriculum:</p> <div style="border: 1px solid black; padding: 5px;"> <p>All of the supports as the highest tier one schools plus: Differentiated support by curriculum administrators and instructional specialists</p> </div>
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			<p>Use of Data: All of the supports as the highest tier one schools plus: Availability of additional onsite coaching by the district's administrator for assessment and data</p> <p>Interns: Provide release for elementary grade level data meetings. Increased opportunities for these tiered schools (projected 2012-13)</p> <p>School Environment: All of the supports as the highest tier one schools plus: Preferential consideration for supplemental training on school climate and anti-bullying strategies</p> <p>School Climate Advocate: RP, BV (projected Aug-Sept)</p> <p>Family and Community: All of the supports as the highest tier one schools plus: Preferential consideration for supplemental parent outreach and engagement funding</p>
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Tier Three	List of Schools in Tier Three	Classification Criteria for schools in Tier Three	District Approach to Supporting Schools in Tier Three
<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<ul style="list-style-type: none"> - Danbury High School - Alternative Center for Excellence (ACE) 	<p>These schools have been identified as Review Schools by the CSDE</p>	<p>Leadership: <input type="text" value="See Phase Two form"/></p> <p>Instruction/Teaching: <input type="text" value="See Phase Two form"/></p> <p>Effective Use of Time: <input type="text" value="See Phase Two form"/></p> <p>Curriculum: <input type="text" value="See Phase Two form"/></p> <p>Use of Data: <input type="text" value="See Phase Two form"/></p>

			<p>School Environment: <input type="text" value="See Phase Two form"/></p> <p>Family and Community: <input type="text" value="See Phase Two form"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>
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B. Interventions in Low Performing Schools

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

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

Focus School:	Grades Served:	# of Students:
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <input type="text"/>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <input type="text"/>		
Performance Targets¹		
<p>a. How will the district measure the success of the intervention?</p> <input type="text"/>		
<p>b. How will the district monitor school progress?</p> <input type="text"/>		
Areas of School Redesign		
<p>What actions will the district and school take to ensure:</p>		
<p>a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?</p> <input type="text"/>		
<p>b. That teachers are effective and able to deliver high-quality instruction?</p> <input type="text"/>		
<p>c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?</p> <input type="text"/>		
<p>d. That a strong instructional program is in place, one which is based on student needs and</p>		

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

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

- e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?

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

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

Funding

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

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

2. Phase II: Subset of other low performing schools (2013-14 School Year)

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools

- Please list the subset of low performing schools that will be part of the Phase II cohort.

Danbury High School
Alternative Center for Excellence

Data Examination

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?

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

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

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

The district will also work with the high school Department Heads. There is a department head for each of the following areas: ELL and World Language, English, Mathematics, Science and Social Studies. These individuals work closely with the district level curriculum administrators. All of these individuals will partner with the

teachers and administrators from both schools as they engage in the School and Instructional Data Team sessions.

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

Diagnosis

- What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)

Analysis of CAPT scores

Analysis of AP scores

Analysis of SAT scores

Analysis of common formative assessments

Data collected from the multi-day yearlong Instructional Review Process that reviews the state of instructional practice, curriculum quality and fidelity of implementation, the use of data by all appropriate individuals and the effective use of time.

Data collected from a survey that was administered to staff and parents illustrating their thoughts regarding the school climate and degree to which effective partnerships have been established with parents and the community. This survey was conducted during the 2011-2012 school year and a follow-up survey will be implemented, as necessary.

- Which person(s) will be responsible for conducting the needs assessments?

While the needs assessment process will engage the services of a wide range of individuals, the Deputy Superintendent will have overall responsibility for the implementation and analysis of the needs assessment. He will lead a team that is representative of the staff, parents, Governance Councils, district administrators and Board of Education representatives.

Goal Setting

- How will you provide support for schools in the goal-setting process?

The district has a robust process for goal setting that is vertically and horizontally aligned. The Board of Education sets its goals in conjunction with the Superintendent.

The Board of Education is currently in the process of updating its most recent five-year goals document. The Connecticut Association of Boards of Education, via the Lighthouse Training Initiative, is supporting this effort. This is a multi-year training program designed to build capacity within the Board and to engender a shared sense of purpose and commitment. The Superintendent has aligned his goals to this effort and will make all necessary modifications pending the completion of the training series and the finalization of the Five-Year Plan.

The Deputy Superintendent aligns his goals with those of the Superintendents. All principals and central office administrators align their goals to those of the Deputy Superintendent. All staff members align their goals to those of their respective principal and central office curriculum administrator.

This process is conducted annually and each school submits an Outcome Achievement Plan in October that undergoes a formal review process. Once the plan is approved it is published.

The district's Theory of Action, Belief Statements and Vision Statement serve to inform this process. The plans are continuously monitored by each school's Leadership Team and by the district's Data Team (The Danbury Enhancement Collaborative aka TDEC) on a routine basis. Feedback is provided on an ongoing basis.

The plans are considered "living documents" and can be modified at will according to the changing needs of each school. The plans are submitted electronically, which supports ease of modification.

Intervention Selection

- What are the criteria you will use to select appropriate interventions for low performing schools?

All improvement initiatives in the district are always identified and adopted in conjunction with a thorough review of current educational research. Each school's Leadership Team in conjunction with the District Data Team will review and monitor the review, selection, and implementation of all improvement initiatives.

Many of the improvement initiatives that are currently underway have proven to be very successful such as the strategic use of data and standards-based curricula. These initiatives will continue while the district maintains its practice of constantly reviewing the most current educational research and literature on best instructional and leadership practices.

A large part of the enhancement process will focus on the improvement of adult professional behaviors. This process will be tightly aligned with the soon-to-be adopted Teacher Evaluation and Professional Development Plan.

- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?

The District Data Team and the team conducting the Instructional Review will review all interventions. ALL interventions will also need to be approved via the district's formal review protocol.

The interventions that are being used currently were selected based upon the most current educational research available at the time and all new interventions will be based upon the most current educational research. Our latest CAPT scores indicate substantial growth in targeted areas. This suggests that our ongoing improvement efforts are well positioned.

We have had difficulty obtaining the resources necessary to allow us to fully implement the desired initiatives. Consequently, in Danbury, it has been less about not knowing what to implement and more about having the resources to support the implementation of what we know we have to do to address student achievement and improvement in adult professional behaviors.

Planning for Implementation

- How will you support schools in the development of comprehensive implementation plans?

As previously noted, there is a comprehensive support process in place that promotes vertical and horizontal alignment of all improvement plans throughout the district. This process includes technical support from the central office curriculum administrators and senior administration.

Additionally, the process also has a feedback component so that the development of each plan reflects an iterative process. This process ensures the successful completion and eventual approval of each plan.

Monitoring

- How will you monitor schools to ensure that interventions are implemented?

The district maintains an ongoing monitoring and accountability process that promotes "fidelity of implementation" throughout the school system. This is a multifaceted process.

The Deputy Superintendent meets with each principal each month in a private meeting to review progress to date and to help plan next steps. These meetings are based upon the ongoing implementation of each school's Outcome Achievement Plan. This process will continue as one of many monitoring tools and supports.

The Danbury Enhancement Collaborative (TDEC) serves as the District Data Team, which is charged with the continuous monitoring of all school improvement plans. This group includes Board of Education members and the Superintendent and Deputy Superintendent as well as teachers and administrators. This process will continue including requiring formal annual presentations before the group by all appropriate schools with their Leadership Teams.

As previously noted, the district has been piloting the concept of Instructional Reviews. This model will be continued and expanded to support the ongoing monitoring of all interventions.

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

- How will you monitor schools to ensure that interventions lead to increases in student achievement?

The process articulated above will be used to address this question, as well as the previous question. However, in addition to this process, particular emphasis will be placed upon the monitoring of formative assessments via the school and instructional data teams.

Each school's principal will guide this monitoring. Further, the district's administrator in charge of testing and assessment will continuously monitor student achievement outcome data to assist in determining the degree to which the interventions are having the desired effect and to help in the identification of additional supportive actions that need to be taken to assist each school in achieving its goals.

Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

September 2012: Overview of the charge and related performance expectations with all staff in each identified school and needs assessment/survey implementation

October – November 2012: Implementation of the iterative process of plan development based upon a comprehensive review and longitudinal analysis of student outcome data, performance as measured by the SPI, graduation rates, and subgroup performance, Board of Education priorities and feedback from staff and parents

December 2012: Public review of the draft plans by stakeholders to include staff, parents, students representatives, School Governance Council, and The Danbury Enhancement Collaborative (District Data Team)

January - February 2013: Finalization of draft plans including budget review and the incorporation of selected components into the local budget and other funding sources, as appropriate

March 2013: Submission of draft plans to the Board of Education for review and tentative approval

April 2013: Publication of the Board-approved/adopted plans

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
 2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
 3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
 - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2012-13 in electronic format only)*
- Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).*
4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance District Application for State Education
Cost Sharing Funds 2012-2013

THE APPLICANT: Salvatore Pascarella HEREBY ASSURES THAT:
Danbury Board of Education
(insert Agency/School/CBO Name)

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

applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

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

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

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

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

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

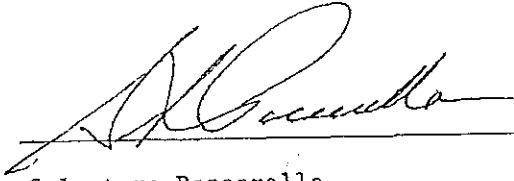
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders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

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

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

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

Superintendent Signature:



Name: *(typed)*

Salvatore Pascarella

Title: *(typed)*

Superintendent

Date:

August 2, 2012

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. Universal full Day Kindergarten	Personnel and Benefits	\$350,000	Existing Kindergarten at 5 schools	\$540,000	\$890,000
2. Instructional Interventionists, bilingual teachers, Middle School Math Coach	Personnel and Benefits	\$620,000	University of Bridgeport Interns, Existing staff	\$2,298,111	\$2,918,111
3. Counselor/Dean of Students	Personnel and Benefits	\$80,000	N/A	\$0	\$80,000
4. Teacher and Administration Talent Development	Personnel and Benefits and Professional Services	346,559	Existing Staff Members	\$119,024	\$465,583
5. Teacher and Administration Talent Development	Professional Services	\$150,000	N/A	\$0	\$150,000
6. Reading Enhancement	Personnel	\$150,000	Existing Staff Members	\$74,000	\$224,000
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
	Total	\$1,696,559		\$3,031,135	\$4,727,694

2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	63.00	\$1,110,000
Personal Services-Benefits	0.00	\$370,000
Purchased Professional Services	0.00	\$216,559
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	63.00	\$1,696,559

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$1,110,000	\$1,110,000	\$1,110,000	\$1,110,000
Personal Services-Benefits	\$370,000	\$370,000	\$370,000	\$370,000
Purchased Professional Services	\$216,559	\$216,559	\$216,559	\$216,559
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$1,696,559	\$1,696,559	\$1,696,559	\$1,696,559

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	N/A
Personal Services-Benefits	0.00	\$0	N/A
Purchased Professional Services	0.00	\$0	N/A
Purchased Property	0.00	\$0	N/A
Other Purchased Professional Services	0.00	\$0	N/A
Supplies	0.00	\$0	N/A
Property	0.00	\$0	N/A
Other Objects	0.00	\$0	N/A
Total	0.00	\$0	N/A

4. Budget for Total Alliance District Funding

District: Danbury

Town Code: 34

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13) Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	\$1,110,000
200	Personal Services/Employee Benefits	\$370,000
400	Purchased Property Services	\$216,559
600	Supplies	\$0
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$1,696,559

CODE		
100	63 Personnel Positios	\$1,110,000
400	Flynn ReVision Learning	\$150,000
	Educational Consulting	66,559
	Education Connection	<u>\$216,559</u>
	Total	

Extended Grad Rate Perf Target 2013 ELL	Extended Grad Rate Perf Target 2014 ELL	Extended Grad Rate Perf Target 2015 ELL	Extended Grad Rate Perf Target 2016 ELL
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79.9	85.3	90.7	96
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80	85.4	90.8	96
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Appendix A:
Student Performance Target Metrics

The performance targets will be measured through the district's hierarchical monitoring system as defined below:

- Instructional Data Teams: Analyze data at the student and subgroup level. Teams meet bi-weekly to monthly depending on the school.
- School Data Teams: Analyze data at the school level including subgroups. Teams meet monthly.
- Instructional Review Team: Analyzes data at a school and district level including subgroups. Team meets weekly
- District Data Team: Analyzes data at a district level including subgroups. Team meets monthly

Danbury is committed to using Data at a deep level to improve learning. The District Administrator for Special Projects and Data Analysis provides disaggregated data to Data teams at all levels, facilitates data analysis and is responsible for analyzing data using multiple factors as well as overall district analysis. This position works with building and district wide administrators to analyze data and the impact of intervention/changes that have been made.

Overview:

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

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

- Year One: 2% increase for the following subgroups: Total, Asian, White, 3% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
 - Year Two: 3% increase for the following subgroups: Total, Asian, White, 6% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
 - Year Three: 5% increase for the following subgroups: Total, Asian, White, 10% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
 - Year Four: 7% increase for the following subgroups: Total, Asian, White, 14% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
 - Year Five: 9% increase for the following subgroups: Total, Asian, White, 18% increase for the following subgroups: Black, Hispanic, ELL, FRL, Sped
- No goals were set for subgroups of less than 10 students.

SPI Goals based on 2009-2012 Results: SPI Goals set to move to a minimum of 50% of the difference between baseline data and the target of 85%. Schools/subgroups already meeting the 80% mark or above have goals set to move them beyond that mark by 2016. See separate Danbury excel spreadsheet.

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

Developmental Reading Assessment Goals: K-5

Subgroups: Total, Asian, White, Black, Hispanic

	Total Goal	Total Goal	Total Goal	Total Goal	Total Goal	Asian 12-13	Asian 13-14	Asian 14-15	Asian 15-16	Asian 16-17	White 12-13	White 13-14	White 14-15	White 15-16	White 16-17	Black 12-13	Black 13-14	Black 14-15	Black 15-16	Black 16-17	Hisp 12-13	Hisp 13-14	Hisp 14-15	Hisp 15-16	Hisp 16-17
K Half Day	46.7	47.7	49.7	51.7	53.7	48.2	49.2	51.2	54.6	66.6	59.5	60.6	62.6	57.3	59.3	60.1	63.1	67.1	60.2	64.2	29.2	32.2	36.2	50	54
K Full Day	48.9	49.9	51.9	76	78	60.8	61.8	63.8	76	78	71	72	74	57.3	59.3	53.3	56.3	60.3	72.8	76.8	39	42	46	50	54
Grade 1	54.7	55.7	57.7	59.7	61.7	58.1	59.1	61.1	64.6	66.6	68.2	69.2	71.2	64.1	66.1	64.9	67.9	71.9	60.2	64.2	42.4	45.4	49.4	40.2	44.2
Grade 2	57.5	58.5	60.5	62.5	64.5	62	63	65	65.7	67.7	80.7	81.7	83.7	72.1	74.1	68.1	71.1	75.1	74	78	47	50	54	59	62
Grade 3	59.6	60.6	62.6	64.6	66.6	67.7	68.7	70.7	81.4	83.4	76.4	77.4	79.4	72.5	74.5	68.5	71.5	75.5	79.7	83.7	47.7	50.7	54.7	58.7	62.7
Grade 4	69.6	70.6	72.6	74.6	76.6	62	63	65	100.3	102.3	95.3	96.3	98.3	84.6	86.6	80.6	83.6	87.6	74	78	56.6	59.6	63.6	67.6	71.6
Grade 5	67.7	68.7	70.7	72.7	74.7	68.2	69.2	71.2	95.2	87.2	80.2	81.2	83.2	81.9	83.9	77.9	80.9	84.9	80.2	84.2	56.7	59.7	63.7	67.7	71.7

Subgroups: ELL, FRL, SPED

	ELL 12-13	ELL 13-14	ELL 14-15	ELL 15-16	ELL 16-17	FRL 12-13	FRL 13-14	FRL 14-15	FRL 15-16	FRL 16-17	SPED 12-13	SPED 13-14	SPED 14-15	SPED 15-16	SPED 16-17
K Half Day	32.5	35.5	39.5	52.7	56.7	34.6	37.6	41.6	34.6	37.6	16.3	19.3	23.3	23.4	27.4
K Full Day	41.7	44.7	48.7	43.5	47.5	41	44	48	41	44	12.4	15.4	19.4	27.3	31.3
Grade 1	42.8	45.8	49.8	53.8	57.8	46.1	49.1	53.1	46.1	49.1	20.1	23.1	27.1	31.1	35.1
Grade 2	28.1	31.1	35.1	39.1	43.1	47.3	50.3	54.3	47.3	50.3	25.7	28.7	32.7	36.7	40.7
Grade 3	24.8	27.8	31.8	35.8	39.8	49.7	52.7	56.7	49.7	52.7	9.8	12.8	16.8	20.8	24.8
Grade 4	28.3	31.3	35.3	39.3	43.3	57.8	60.8	64.8	57.8	60.8	18.4	21.4	25.4	29.4	33.4
Grade 5	23.5	26.5	30.5	34.5	38.5	57.5	60.5	64.5	57.5	60.5	20.2	23.2	27.2	31.2	35.2

Course Exam Goals for Danbury High School:

The use of exam data for goal setting was done to focus on student understanding of content while removing the subjectivity of other grading factors that you would find in data points such as course passing rates. We understand that not all students excel in test taking and at the district level we exam exam passing rates in combination with course passing rates and attendance.

Course Exam Goals: Subgroups: Total, Asian and White

	Total Goal 12- 13	Total Goal 13- 14	Total Goal 14- 15	Total Goal 15- 16	Total Goal 16- 17	Asian Goal 12- 13	Asian Goal 13- 14	Asian Goal 14- 15	Asian Goal 15- 16	Asian Goal 16- 17	White Goal 12- 13	White Goal 13- 14	White Goal 14- 15	White Goal 15- 16	White Goal 16- 17
PRE ALGEBRA BILINGUAL SPANISH S1	7	8	10	12.0	14.0			5						7.0	9.0
PRE ALGEBRA BIL SPANISH S2	18.3	19.3	21.3	23.3	25.3			5						7.0	9.0
PRE ALGEBRA G9 S1	51.6	52.6	54.6	56.6	58.6			0	90.3	92.3	46.1	47.1	49.1	51.1	53.1
PRE ALGEBRA G9 S2	54.2	55.2	57.2	59.2	61.2			0	57.0	59.0	64.9	65.9	67.9	69.9	71.9
PREALGEBRA S1	54	55	57	59.0	61.0				73.7	75.7				40.3	42.3
PRE ALGEBRA S2	24.2	25.2	27.2	29.2	31.2				7.0	9.0				47.0	49.0
ALG 1 G9 S1	70.8	71.8	73.8	75.8	77.8	79.8	80.8	82.8	84.8	86.8	72.3	73.3	75.3	77.3	79.3
ALGEBRA 1 G9 S2	53.8	54.8	56.8	58.8	60.8	74.2	75.2	77.2	79.2	81.2	51.1	52.1	54.1	56.1	58.1
ALGEBRA 1 S1	51	52	54	56.0	58.0	42	43	45	47.0	49.0	58.4	59.4	61.4	63.4	65.4
ALGEBRA 1 S2	45.6	46.6	48.6	50.6	52.6	68.7	69.7	71.7	73.7	75.7	48.2	49.2	51.2	53.2	55.2
ALGEBRA 1 BILINGUAL SPANISH S1	6.2	7.2	9.2	11.2	13.2										
ALGEBRA 1 BILINGUAL SPANISH S2	23.6	24.6	26.6	28.6	30.6										
ALGEBRA 2 S1	51.9	52.9	54.9	56.9	58.9	67.5	68.5	70.5	72.5	74.5	59.1	60.1	62.1	64.1	66.1
ALGEBRA 2 S2	60.4	61.4	63.4	65.4	67.4	69.7	70.7	72.7	74.7	76.7	65.9	66.9	68.9	70.9	72.9
STATS AND DATA S1	86	87	89	91.0	93.0				87.0	89.0	85.1	86.1	88.1	90.1	92.1
STATS AND DATA S2	85.3	86.3	88.3	90.3	92.3				87.0	89.0	92	93	95	97.0	99.0
BIOLOGY G9 S1	53	54	56	58.0	60.0	57.2	58.2	60.2	62.2	64.2	66.5	67.5	69.5	71.5	73.5
BIOLOGY G9 S2	39	40	42	44.0	46.0	45.3	46.3	48.3	50.3	52.3	48.3	49.3	51.3	53.3	55.3
BIOLOGY S1	61.1	62.1	64.1	66.1	68.1	70.4	71.4	73.4	75.4	77.4	63.7	64.7	66.7	68.7	70.7
BIOLOGY S2	41.6	42.6	44.6	46.6	48.6	30.6	31.6	33.6	35.6	37.6	59.9	60.9	62.9	64.9	66.9
CHEMISTRY S1	56.2	57.2	59.2	61.2	63.2	63.5	64.5	66.5	68.5	70.5	64.9	65.9	67.9	69.9	71.9

	Total Goal 12-13	Total Goal 13-14	Total Goal 14-15	Total Goal 15-16	Total Goal 16-17	Asian Goal 12-13	Asian Goal 13-14	Asian Goal 14-15	Asian Goal 15-16	Asian Goal 16-17	White Goal 12-13	White Goal 13-14	White Goal 14-15	White Goal 15-16	White Goal 16-17
CHEMISTRY S2	46.7	47.7	49.7	51.7	53.7	39.8	40.8	42.8	44.8	46.8	54.6	55.6	57.6	59.6	61.6
GEOMETRY G9 S1	92	93	95	97.0	99.0				87.0	89.0	92.3	93.3	95.3	97.3	99.3
GEOMETRY G9 S2	68	69	71	73.0	75.0				40.3	42.3	68.7	69.7	71.7	73.7	75.7
GEOMETRY S1	58.7	57.7	59.7	61.7	63.7	71.2	72.2	74.2	76.2	78.2	62.7	63.7	65.7	67.7	69.7
GEOMETRY S2	42.8	43.8	45.3	47.3	49.3	55.8	56.8	58.8	60.8	62.8	43.8	44.8	46.8	48.8	50.8
CIVICS	82	83	85	87.0	89.0		0	0	100.0	100.0	78.9	79.9	81.9	83.9	85.9
ENGLISH 1 G9 S1	43.4	44.4	46.4	48.4	50.4	44.9	45.9	47.9	49.9	51.9	80.9	81.9	83.9	85.9	87.9
ENGLISH 1 G9 S2	70.6	71.6	73.6	75.6	77.6	83	84	86	88.0	90.0	78.5	79.3	81.3	83.3	85.3
ENGLISH 1 S1	83.8	84.8	86.8	88.8	90.8				100.0	100.0				90.3	92.3
ENGLISH 1 S2	65.6	66.6	68.6	70.6	72.6				100.0	100.0				57.0	59.0
ENGLISH 2 S1	43.8	44.8	46.8	48.8	50.8	56.2	57.2	59.2	61.2	63.2	53.4	54.4	56.4	58.4	60.4
ENGLISH 2 S2	46.4	47.4	49.4	51.4	53.4	56.2	57.2	59.2	61.2	63.2	61	62	64	66.0	68.0
ENGLISH 3 S1	56.8	57.8	59.8	61.8	63.8	59.9	60.9	62.9	64.9	66.9	71.2	72.2	74.2	76.2	78.2
ENGLISH 3 S2	67.9	68.9	70.9	72.9	74.9	77	78	80	82.0	84.0	78.7	79.7	81.7	83.7	85.7
ENGLISH 4 S1	41.7	42.7	44.7	46.7	48.7	42	43	45	47.0	49.0	52	53	55	57.0	59.0
ENGLISH 4 S2	77.9	78.9	80.9	82.9	84.9	65.6	66.6	68.6	70.6	72.6	84.2	85.2	87.2	89.2	91.2
MODERN WORLD S1	84.8	85.8	87.8	89.8	91.8	85.3	86.3	88.3	90.3	92.3	88.3	89.3	91.3	93.3	95.3
MODERN WORLD S2	80.6	81.6	83.6	85.6	87.6	98	99	101	100.0	100.0	88.2	89.2	91.2	93.2	95.2
TRANSITIONAL ENGLISH S1	31.2	32.2	34.2	36.2	38.2		0	0	57.0	59.0		0	0	29.2	31.2
TRANSITIONAL ENGLISH S2	46.7	47.7	49.7	51.7	53.7		0	0	73.7	75.7		0	0	32.0	34.0
US HISTORY S1	53.6	54.6	56.6	58.6	60.6	54	55	57	59.0	61.0	56.1	57.1	59.1	61.1	63.1
US HISTORY S2	70.4	71.4	73.4	75.4	77.4	68.7	69.7	71.7	73.7	75.7	75.8	76.8	78.8	80.8	82.8
US HISTORY BIL PORTUGUESE S1	72	73	75	77.0	79.0				7.0	9.0				90.3	92.3
US HISTORY BIL PORTUGUESE S2	55.8	56.8	58.8	60.8	62.8				7.0	9.0				73.7	75.7
US HISTORY BIL SPANISH S1	54.1	55.1	57.1	59.1	61.1				7.0	9.0				7.0	9.0
US HISTORY BIL SPANISH S2	18.2	19.2	21.2	23.2	25.2				7.0	9.0				7.0	9.0

	Total Goal 12-13	Total Goal 13-14	Total Goal 14-15	Total Goal 15-16	Total Goal 16-17	Asian Goal 12-13	Asian Goal 13-14	Asian Goal 14-15	Asian Goal 15-16	Asian Goal 16-17	White Goal 12-13	White Goal 13-14	White Goal 14-15	White Goal 15-16	White Goal 16-17
WORLD STUDIES BIL SPANISH S1	82.5	83.5	85.5	87.5	89.5			7.0	9.0	9.0			100.0	100.0	
WORLD STUDIES BIL SPANISH S2	45	46	48	50.0	52.0			7.0	9.0	9.0			57.0	59.0	
WORLD STUDIES G9	49.8	50.8	52.8	54.8	56.8	63.9	64.9	66.9	7.0	9.0	59.9	60.9	62.9	64.9	66.9
WORLD STUDIES G9 S2	76	77	79	81.0	83.0	73.4	74.4	76.4	7.0	9.0	85.6	86.6	88.6	90.6	92.6

Course Exam Goals: Subgroups: Black, Hispanic, ELL

	Black Goal 12-13	Black Goal 13-14	Black Goal 14-15	Black Goal 16-17	Black Goal 17-18	Hispanic Goal 12-13	Hispanic Goal 13-14	Hispanic Goal 14-15	Hispanic Goal 15-16	Hispanic Goal 16-17	ELL Goal 12-13	ELL Goal 13-14	ELL Goal 14-15	ELL Goal 15-16	ELL Goal 16-17
PRE ALGEBRA BILINGUAL SPANISH S1						8.2	11.2	15.2	19.2	23.2	8	11	15	19.0	23.0
PRE ALGEBRA BIL SPANISH S2						20	23	27	31.0	35.0	19.5	22.5	26.5	30.5	34.5
PRE ALGEBRA G9 S1	46.3	49.3	53.3	57.3	61.3	54.6	57.6	61.6	65.6	69.6	48.8	51.8	55.8	59.8	63.8
PRE ALGEBRA G9 S2	36.3	39.3	43.3	47.3	51.3	58.6	61.6	65.6	69.6	73.6	37.6	40.6	44.6	48.6	52.6
PRE ALGEBRA S1				80.7	84.7	56.8	59.8	63.8	67.8	71.8	61.3	64.3	68.3	72.3	76.3
PRE ALGEBRA S2				64.0	68.0	15.5	18.5	22.5	26.5	30.5	10.7	13.7	17.7	21.7	25.7
ALG 1 G9 S1	67.5	70.5	74.5	78.5	82.5	68.2	71.2	75.2	79.2	83.2	50.1	53.1	57.1	61.1	65.1
ALGEBRA 1 G9 S2	59.7	62.7	66.7	70.7	74.7	51.4	54.4	58.4	62.4	66.4	38.3	41.3	45.3	49.3	53.3
ALGEBRA 1 S1	40.5	43.5	47.5	51.5	55.5	51.8	54.8	58.8	62.8	66.8	42	45	49	53.0	57.0
ALGEBRA 1 S2	28	31	35	39.0	43.0	47.6	50.6	54.6	58.6	62.6	52.4	55.4	59.4	63.4	67.4
ALGEBRA 1 BILINGUAL SPANISH S1						7.4	10.4	14.4	18.4	22.4	7.2	10.2	14.2	18.2	22.2
ALGEBRA 1 BILINGUAL SPANISH S2						26.4	29.4	33.4	37.4	41.4	24.6	27.6	31.6	35.6	39.6
ALGEBRA 2 S1	36.3	39.3	43.3	47.3	51.3	45.5	48.5	52.5	56.5	60.5	53	56	60	64.0	68.0
ALGEBRA 2 S2	53	56	60	64.0	68.0	54.3	57.3	61.3	65.3	69.3	63	66	70	74.0	78.0
STATS AND DATA S1				102.9	106.9	83.7	91.7	95.7	99.7	103.7					

	Black Goal 12-13	Black Goal 13-14	Black Goal 14-15	Black Goal 16-17	Black Goal 17-18	Hispanic Goal 12-13	Hispanic Goal 13-14	Hispanic Goal 14-15	Hispanic Goal 15-16	Hispanic Goal 16-17	ELL Goal 12-13	ELL Goal 13-14	ELL Goal 14-15	ELL Goal 15-16	ELL Goal 16-17
STATS AND DATA S2															
BIOLOGY G9 S1	43.3	46.3	50.3	54.3	58.3	40.6	43.6	47.6	51.6	55.6	12.8	15.8	19.8	23.8	27.8
BIOLOGY G9 S2	27.2	30.2	34.2	38.2	42.2	32.1	35.1	39.1	43.1	47.1	7.7	10.7	14.7	18.7	22.7
BIOLOGY S1	56.1	59.1	63.1	67.1	71.1	61.1	64.1	68.1	72.1	76.1	61.2	64.2	68.2	72.2	76.2
BIOLOGY S2	43.4	46.4	50.4	54.4	58.4	33.5	36.5	40.5	44.5	48.5	22.9	25.9	29.9	33.9	37.9
CHEMISTRY S1	46.8	49.8	53.8	57.8	61.8	47.6	50.6	54.6	58.6	62.6	40.8	43.8	47.8	51.8	55.8
CHEMISTRY S2	35.4	38.4	42.4	46.4	50.4	43	46	50	54.0	58.0	36.3	39.3	43.3	47.3	51.3
GEOMETRY G9 S1				100.0	100.0	93.9	96.9	100.0	100.0	100.0	3	6	10		
GEOMETRY G9 S2				100	100	75.7	78.7	82.7	86.7	90.7	3	6	10		
GEOMETRY S1	54.4	57.4	61.4	65.4	69.4	51.1	54.1	58.1	62.1	66.1	44.6	47.6	51.6	55.6	59.6
GEOMETRY S2	34.8	37.8	41.8	45.8	49.8	43.4	46.4	50.4	54.4	58.4	53.7	56.7	60.7	64.7	68.7
CIVICS	95.9	98.9	100	100.0	100.0	76.7	79.7	83.7	87.7	91.7	71	74	78	82.0	86.0
ENGLISH 1 G9 S1	35.1	38.1	42.1	46.1	50.1	38.8	41.8	45.8	49.8	53.8	12.8	15.8	19.8	23.8	27.8
ENGLISH 1 G9 S2	63.4	66.4	70.4	74.4	78.4	65.4	68.4	72.4	76.4	80.4	35.6	38.6	42.6	46.6	50.6
ENGLISH 1 S1				100.0	100.0				76.5	80.5					
ENGLISH 1 S2				99.7	100.0				64.0	68.0					
ENGLISH 2 S1	28.4	31.4	35.4	39.4	43.4	39.6	42.6	46.6	50.6	54.6	11.8	14.8	18.8	22.8	26.8
ENGLISH 2 S2	33.4	36.4	40.4	44.4	48.4	38.2	41.2	45.2	49.2	53.2	15.1	18.1	22.1	26.1	30.1
ENGLISH 3 S1	40.8	43.8	47.8	51.8	55.8	51.2	54.2	58.2	62.2	66.2	28	31	35	39.0	43.0
ENGLISH 3 S2	66.2	69.2	73.2	77.2	81.2	58.3	61.3	65.3	69.3	73.3	46.3	49.3	53.3	57.3	61.3
ENGLISH 4 S1	24.6	27.6	31.6	35.6	39.6	41	44	48	52.0	56.0	8.3	11.3	15.3	19.3	23.3
ENGLISH 4 S2	79.3	82.3	86.3	90.3	94.3	73.1	76.1	80.1	84.1	88.1	61.8	64.8	68.8	72.8	76.8
MODERN WORLD S1	83.4	86.4	90.4	94.4	98.4	83	86	90	94.0	98.0	76.7	79.7	83.7	87.7	91.7
MODERN WORLD S2	85.1	88.1	92.1	96.1	100.0	70.5	73.5	77.5	81.5	85.5	57.5	60.5	64.5	68.5	72.5
TRANSITIONAL ENGLISH S1						30.3	33.3	37.3	41.3	45.3	26.3	29.3	33.3	37.3	41.3
TRANSITIONAL ENGLISH S2						48.5	51.5	55.5	59.5	63.5	42.5	45.5	49.5	53.5	57.5
US HISTORY S1	61.3	64.3	68.3	72.3	76.3	49.9	52.9	56.9	60.9	64.9	34.1	37.1	41.1	45.1	49.1
US HISTORY S2	69.7	72.7	76.7	80.7	84.7	67.6	70.6	74.6	78.6	82.6	57	60	64	68.0	72.0

US HISTORY BIL PORTUGUESE S1	Black Goal 12-13	Black Goal 13-14	Black Goal 14-15	Black Goal 15-16	Black Goal 17-18	Hispanic Goal 12-13	Hispanic Goal 13-14	Hispanic Goal 14-15	Hispanic Goal 15-16	Hispanic Goal 16-17	Hispanic Goal 17-18	ELL Goal 12-13	ELL Goal 13-14	ELL Goal 14-15	ELL Goal 15-16	ELL Goal 16-17
US HISTORY BIL PORTUGUESE S2									80.7	84.7		73	76	80	84.0	88.0
US HISTORY BIL SPANISH S1						55.8	58.8	62.8	47.3	51.3		53	56	60	64.0	68.0
US HISTORY BIL SPANISH S2						19.7	22.7	26.7	66.8	70.8		54.4	57.4	61.4	65.4	69.4
WORLD STUDIES BIL SPANISH S1						83	86	90	30.7	34.7		19.4	22.4	26.4	30.4	34.4
WORLD STUDIES BIL SPANISH S2						45.9	48.9	52.9	94.0	98.0		83.2	86.2	90.2	94.2	98.2
WORLD STUDIES G9	42.5	45.6	49.6	53.6	57.6	40.8	43.8	47.8	56.9	60.9		46.6	49.6	53.6	57.6	61.6
WORLD STUDIES G9 S2	63.4	66.4	70.4	74.4	78.4	74.8	77.8	81.8	51.8	55.8		15.2	18.2	22.2	26.2	30.2
									85.8	89.8		47.2	50.2	54.2	58.2	62.2

Course Exam Goals: Subgroups: FRL and Sped

PRE ALGEBRA BILINGUAL SPANISH S1	FRL Goal 12-13	FRL Goal 13-14	FRL Goal 14-15	FRL Goal 15-16	FRL Goal 16-17	Sped Goal 12-13	Sped Goal 13-14	Sped Goal 14-15	Sped Goal 15-17	Sped Goal 17-18						
PRE ALGEBRA BIL SPANISH S2	7.5	10.5	14.5	18.5	22.5											
PRE ALGEBRA G9 S1	19.5	22.5	26.5	30.5	34.5											
PRE ALGEBRA G9 S2	49.2	52.2	56.2	60.2	64.2	38.6	36.6	40.6	44.6	48.6						
PRE ALGEBRA S1	51.4	54.4	58.4	62.4	66.4	77.3	80.3	84.3	88.3	92.3						
PRE ALGEBRA S2	56.3	59.3	63.3	67.3	71.3	36.3	38.3	43.3	47.3	51.3						
ALG 1 G9 S1	17.3	20.3	24.3	28.3	32.3	23	26	30	34.0	38.0						
ALG 1 G9 S2	68.5	71.5	75.5	79.5	83.5	78	81	85	89.0	93.0						
ALGEBRA 1 S1	50.8	53.8	57.8	61.8	65.8	48.5	51.5	55.5	59.5	63.5						
ALGEBRA 1 S2	49.9	52.9	56.9	60.9	64.9	56.1	59.1	63.1	67.1	71.1						
	47.1	50.1	54.1	58.1	62.1	44	47	51	55.0	59.0						

	FRL Goal 12-13	FRL Goal 13-14	FRL Goal 14-15	FRL Goal 15-16	FRL Goal 16-17	Sped Goal 12- 13	Sped Goal 13- 14	Sped Goal 14- 15	Sped Goal 16- 17	Sped Goal 17- 18
ALGERIA 1 BILINGUAL SPANISH S1	5.9	8.9	12.9	16.9	20.9					
ALGERIA 1 BILINGUAL SPANISH S2	32.7	35.7	39.7	43.7	47.7					
ALGERIA 2 S1	39.4	42.4	46.4	50.4	54.4	23	26	30	34.0	38.0
ALGERIA 2 S2	53.3	56.3	60.3	64.3	68.3	47.4	49.4	54.4	58.4	62.4
STATS AND DATA S1	84.5	87.5	91.5	95.5	99.5					
STATS AND DATA S2	81.6	84.6	88.6	92.6	96.6					
BIOLOGY G9 S1	42.1	45.1	49.1	53.1	57.1	39	42	46	50.0	54.0
BIOLOGY G9 S2	30.6	32.6	37.6	41.6	45.6	32.2	35.2	39.2	43.2	47.2
BIOLOGY S1	60.0	63.0	67.0	71.0	75.0	50.2	53.2	57.2	61.2	65.2
BIOLOGY S2	35.6	38.6	42.6	46.6	50.6	29.5	32.5	36.5	40.5	44.5
CHEMISTRY S1	45.3	48.3	52.3	56.3	60.3	33.3	36.3	40.3	44.3	48.3
CHEMISTRY S2	39.9	42.9	46.9	50.9	54.9	15.9	18.9	22.9	26.9	30.9
GEOMETRY G9 S1	84.3	87.3	91.3	95.3	99.3					
GEOMETRY G9 S2	76.3	79.3	83.3	87.3	91.3					
GEOMETRY S1	52.2	55.2	59.2	63.2	67.2	53	56	60	64.0	68.0
GEOMETRY S2	43.8	46.8	50.8	54.8	58.8	30.6	33.6	37.6	41.6	45.6
CIVICS	73.7	76.7	80.7	84.7	88.7					
ENGLISH 1 G9 S1	38	41	45	49.0	53.0	45.9	48.9	52.9	56.9	60.9
ENGLISH 1 G9 S2	63.5	66.5	70.5	74.5	78.5	88.1	91.1	95.1	99.1	100.0
ENGLISH 1 S1	79.5	82.5	86.5	90.5	94.5					
ENGLISH 1 S2	56.8	59.8	63.8	67.8	71.8					
ENGLISH 2 S1	34	37	41	45.0	49.0	27.1	30.1	34.1	38.1	42.1
ENGLISH 2 S2	39.1	42.1	46.1	50.1	54.1	25.6	28.6	32.6	36.6	40.6
ENGLISH 3 S1	51.9	54.9	58.9	62.9	66.9	29.2	32.2	36.2	40.2	44.2
ENGLISH 3 S2	63.2	66.2	70.2	74.2	78.2	62	65	69	73.0	77.0
ENGLISH 4 S1	42.3	45.3	49.3	53.3	57.3	25.2	28.2	32.2	36.2	40.2
ENGLISH 4 S2	79.7	82.7	86.7	90.7	94.7	75	78	82	86.0	90.0

	FRL Goal 12-13	FRL Goal 13-14	FRL Goal 14-15	FRL Goal 15-16	FRL Goal 16-17	Sped Goal 12-13	Sped Goal 13-14	Sped Goal 14-15	Sped Goal 15-17	Sped Goal 16-17	Sped Goal 17-18
MODERN WORLD S1	81.6	84.5	88.6	92.6	96.6	74.1	77.1	81.1	85.1	89.1	
MODERN WORLD S2	75.3	78.3	82.3	86.3	90.3	70.4	73.4	77.4	81.4	85.4	
TRANSITIONAL ENGLISH S1	30.8	33.8	37.8	41.8	45.8						
TRANSITIONAL ENGLISH S2	43	46	50	54.0	58.0						
US HISTORY S1	46.3	49.3	53.3	57.3	61.3	64	67	71	75.0	79.0	
US HISTORY S2	64.2	67.2	71.2	75.2	79.2	50.4	53.4	57.4	61.4	65.4	
US HISTORY BIL PORTUGUESE S1				97.3	100.0						
US HISTORY BIL PORTUGUESE S2				64.0	68.0						
US HISTORY BIL SPANISH S1	57.8	60.8	64.8	68.8	72.8						
US HISTORY BIL SPANISH S2	20.5	23.5	27.5	31.5	35.5						
WORLD STUDIES BIL SPANISH S1	82.7	85.7	89.7	93.7	97.7						
WORLD STUDIES BIL SPANISH S2	46.9	49.9	53.9	57.9	61.9						
WORLD STUDIES G9	39.5	42.5	46.5	50.5	54.5	43.8	46.8	50.8	54.8	58.8	
WORLD STUDIES G9 S2	71.7	74.7	78.7	82.7	86.7	75.3	78.3	82.3	86.3	90.3	

Benchmark	Grade	Total					Asian					White					Black									
		12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17					
Social Studies Benchmark DBQ	Grade 6																									
Social Studies Benchmark DBQ	Grade 7																									
Social Studies Benchmark DBQ	Grade 8																									
Social Studies Benchmark DBQ	World Studies																									
Social Studies Benchmark DBQ	Modern World																									
Social Studies Benchmark DBQ	US History																									
Math Benchmark Assessment	Grade 5																									
Math Benchmark Assessment	Grade 7																									

Benchmark Goals	Grade	Total						Asian			White				Black							
		12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	
Math Benchmark Assessment	Grade 8																					
Math Benchmark Assessment	Grade 9																					
Math Benchmark Assessment	Grade 10																					
Math Benchmark Assessment	Grade 11																					
Science Benchmark Assessment	Grade 6																					
Science Benchmark Assessment	Grade 7																					
Science Benchmark Assessment	Grade 8																					

DHS Attendance: Reduce the number of students with 20 or more unexcused absences

Danbury has the largest HS in the State with a mobility rate of 36 to 39% from MS to HS. Both the size of the DHS and the mobility factor contribute to our challenges regarding attendance. We understand that in order for students to be successful they must attend class regularly. In the 2011-2012 school year the District defined and implemented a system wide attendance policy.

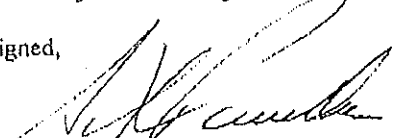
Counselor/Dean of Students		All	W	A	B	H	ELL	FRL	SPED
DHS Number of Students with 20 or more unexcused absences	2011	504	147	21	61	271	158	211	77
Year one goal- Reduce All, White, Asian, Black and Sped by 1%, Hispanic, ELL, FRL by 3%	2012	494	144	17	60	263	153	205	76
Year two goal- Reduce All, White, Asian, Black and Sped by 3%, Hispanic, ELL, FRL by 6%	2013	489	143	204	59	255	149	198	75
Year three goal- Reduce All, White, Asian, Black and Sped by 5%, Hispanic, ELL, FRL by 10%	2014	479	140	20	58	244	142	190	73
Year four goal- Reduce All, White, Asian, Black and Sped by 7%, Hispanic, ELL, FRL by 14%	2015	469	137	19	52	233	136	181	71
Year five goal- Reduce All, White, Asian, Black and Sped by 9%, Hispanic, ELL, FRL by 18%	2016	459	134	15	51	226	132	176	69

Addendum to Danbury Year 1 Alliance District Application

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

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

Signed,


Superintendent of Schools