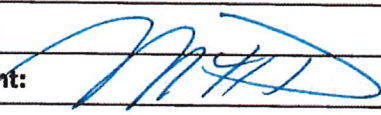
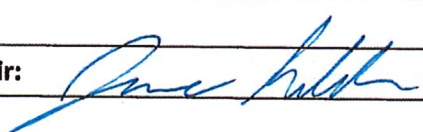


2017-18 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2017-18 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

Local Education Agency:	
Derby Public Schools	
FY 2018 Alliance District Allocation:	FY 2018 PSD Allocation (if applicable):
\$1,036,699	\$803,778
Contact Person:	Contact Title:
Mark G. Izzo	Business Manager
Telephone:	E-mail Address:
203-446-3933	mizzo@derbyps.org
Name of Superintendent:	
Dr. Matthew J. Conway, Jr.	
Signature of Superintendent: 	Date:
	3/20/18
Name of Board Chair:	Local Board Approval of Plan (Yes/No):
James Gildea	Yes
Signature of Board Chair: 	Date:
	3/21/18

2017-18 ALLIANCE DISTRICT (AD)/PRIORITY SCHOOL DISTRICT (PSD) APPLICATION

District Name: Derby

I. Talent Priorities

Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an “X” beside the district’s 2017-18 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

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

Step 2: Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Instructional Coaching: The district will provide job-embedded PD at DMS, Bradley and Irving School (shared elementary position) with a dedicated Instructional Coach to support the implementation of literacy and math curriculum.</p> <p>The district will support lead literacy and lead special education individuals to lead our k-3 literacy work to reduce the achievement gap between our special education and regular education students. There will be a specific focus on 3rd grade.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math . Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math.</p>

1.2.	<p>Professional Learning: The district will provide professional development aligned to and driven by teacher needs and district and state initiatives. Professional development will be dedicated towards improved teacher practice with data collection, alignment to NGSS science and social studies standards, technology integration, behavior interventions, and special education accommodations.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math.</p> <p>100% of new teachers will participate in a collaborative partnership with an assigned school-based TEAM mentor teacher to improve classroom practice within the context of the teacher's own students, subject, grade level, curriculum requirements and school and district goals. 100% of teachers will participate 3.5 days of district-planned professional development in support of improved teaching and learning.</p>
1.3.	<p>Teacher Evaluation and Retention of Top Talent: The district will support the Teacher Evaluation process with fidelity in an effort to use multiple, standards-based measures of performance, promote professional judgment and consistency, and foster dialogue about student learning.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math . Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math. 100% of district administrators and teachers will utilize My Learning Plan to evaluate educator effectiveness, using metrics from student learning, teacher performance and practice, parent feedback and school-wide student learning or student feedback.</p>

Step 3: Directions: Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Instructional coach (Krieness)	1.1	1.0 FTE (DMS)	\$ 72,000
TEAM Mentors / Coordinator	1.2	Stipend of \$500 for 10 mentors / \$5K for coordinator	\$ 10,000
Lead Literacy and Special Ed Teachers	1.2	Stipend for Lead Literacy; Lead SPED teacher (NEW)	\$ 26,050
100: Personnel Services - Salaries Subtotal:			\$ 108,050
200: Personnel Services - Benefits			
Lead SPED Teacher	1.2	New position benefits paid by grant	\$ 9,000
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ 9,000
300: Purchased Professional and Technical Services			
Professional development	1.2	Staff PD provided by outside consultants (CREC- NGSS Science & Social Studies, Vinny Madera-Math Teacher training, State	\$ 8,000
Substitute teachers for staff PD	1.2	Kelly Services substitutes to fill in for staff PD days	\$ 35,000
Teacher Evaluation Management software	1.3	Frontline	\$ 4,500
300: Purchased Professional and Technical Services Subtotal:			\$ 47,500
400: Purchased Property Services			
			\$ -
			\$ -
			\$ -
400: Purchased Property Services Subtotal:			\$ -
500: Other Purchased Services			
			\$ -
			\$ -

			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
			\$	-
			\$	-
			\$	-
800: Other Objects Subtotal:			\$	-
TALENT SUB-TOTAL:			\$	164,550

II. 2017-18 Academic Priorities

Derby

Step 1: Place an "X" beside the district's 2017-18 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input type="checkbox"/>	Common Core-aligned curriculum	<input type="checkbox"/>	Full-day kindergarten
<input type="checkbox"/>	Assessment systems	<input checked="" type="checkbox"/>	Pre-Kindergarten
<input checked="" type="checkbox"/>	Supports for special populations (eg., EL, SPED)	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Instructional technology
<input type="checkbox"/>	College and career access	<input checked="" type="checkbox"/>	Other: <u>Extended Day Learning</u>
<input checked="" type="checkbox"/>	Alternative/transitional programs	<input type="checkbox"/>	

Step 2: Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Academic Priorities:	Aligned SMART Goals:
<p>2.1. Universal Pre-Kindergarten Program: The district will support a high quality early childhood program for 3-4 year olds at Little Raiders University (LRU). The program will include (3) Certified Preschool Teachers and paraprofessionals in the Pre-K program; one (1) teacher and one (1) paraprofessional will be funded by the Alliance and PSD grants respectively. Teachers will work with the Director (partially funded by AD grant) to develop and implement a pre-k program that provides a balance of social and academic skill development ensuring children are ready for Kindergarten. Program is aligned with the district calendar (183 days + 4 week universal extended school year summer program). The district will offer an early childhood pre-K summer program.</p> <p>Preschool teachers will receive training on HighScope preschool curriculum to support the acquisition of language and literacy skills. Teachers will also receive training on Ages & Stages and formative assessments. (funded by PDG grant).</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math. The district will increase the enrollment of 3-4 year old students who come from low income families from 26 students in SY2016-17 to 34 students in SY2017 - 2018. The district will increase the percentage of kindergarten students who graduated from Little Raiders University (LRU) and score proficient or above on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) from 53.3% in 2017- 2018 BOY, to 68.3% in 2017-2018 EOY.</p>

2.2.	<p>Alternative/Transitional Programs: Derby Public Schools will engage in a joint venture with IPP INSTITUTE OF PROFESSIONAL PRACTICE to provide a Tier 3 intervention program, RAISE Academy, located at Derby High School. Behavioral supports and individualized/group counseling will be provided. Students will be enrolled for a minimum of one year</p> <p>Advanced Manufacturing Program: Derby Public Schools, in partnership with Housatonic and Asnuntuck Community Colleges and in concert with state government, regional economic development leadership, and the private sector, will establish a system of academic and advanced manufacturing technology education courses designed specifically to introduce youth to the field of advanced manufacturing and enhance both retention and expansion of industry and to provide viable, long-term career opportunities for our youth. The new advanced manufacturing center will provide orientation, assessment, academic development, quality assurance systems, engineering drawing and mathematics, and core and advanced manufacturing technology education directed to the needs of the student population and the requirements of the employer community.</p> <p>Our efforts will be monitored and evaluated continuously, both internally by district and High School Leadership, and externally, to insure higher academic attainment in mathematics and reading; increased number of students participating in CTE courses and increased CTE skill attainment; increased graduation rate; increased employment and matriculation into postsecondary education. In addition we will be working with private sector developers for the expansion and eventual replication of those program components that function most effectively and result in enhanced employment skills sets for our youth as new entrants to the workforce. Long-term goals would be to offer this opportunity and training to other men and women in Derby and the surrounding communities. The program will be monitored through the high school administration and CTE Instructors in partnership with Housatonic Community College "College Connections" and Advanced Manufacturing administration and staff.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math.</p> <p>A maximum of 20 students will be enrolled in the 2017-2018 SY. The program will be designed and implemented in partnership with the Institute for Professional Practice.</p> <p>The High School 4 Year Adjusted Cohort Graduation Rate will increase from 77.7% to 79.0% by the end of SY 2017-18.</p>
2.3.	<p>SRBI/Academic Interventions and Support Special Populations (SPED): The District will continue to support and utilize common intervention programs to support learning and advance the use of technology (Edgenuity ILPs, Lexia, IXL Math, Naviance, Pearson).</p> <p>Targeted Tier II and Tier III intervention will be provided by qualified staff, this will include push-in as well, pull-out services and Extended Day programs. Interventionists will also develop specific curriculum to assist classroom teachers. Students will have access to more age-appropriate, high-interest/low-readability books in the library.</p> <p>A transitional class will be used to provide a remedial and intensive recovery instructional model to students not meeting EOY kindergarten benchmarks.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math.</p> <p>By June 2018, 100% of students attending the Transitional Program at Irving will score proficient or above on the Grade 1 EOY DIBELS benchmark.</p>

Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to academic strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Director, Teacher & Para to support Pre-K program (Conway, Mandolfo & TBD)	2.1	0.75 FTE Director (AD); 2.0 FTE Paraeducator (PSD) for Pre-K program	\$ 67,000	\$ 32,000
Pre-K Summer School Program	2.1	4.0 FTE teacher and 4.0 FTE paraeducator	\$ -	\$ 12,000

Intervention teacher - ELA (Langworth)	2.3	ELA Intervention work @ DHS	\$	59,000	
Intervention tutors (reading/math) - McEnerney, Pavelus & Ferro)	2.3	Irving School	\$	40,000	
Paraeducators (Queen & Feola)	2.3	Bradley School	\$	30,000	
1:1 Paraeducator (TBD)	2.3	@ DMS (1/18 - 6/18)	\$	10,000	
STEAM teacher (Bev)	2.3	STEAM teacher @ DMS	\$	68,000	
Transitional/Provisional Teacher at Irving (between K & 1) Marrandino	2.3	Transitional teacher to support students who require additional time to meet next grade curriculum			\$ 72,000
Resource Teacher (V. Rossi)	2.3	Bradley School (1/18 - 6/18)			\$ 27,000
Director - Curriculum, Instruction & Assessment TBD	2.3	Position to supervise/support curriculum, instruction and assessment district wide- 2/18-6/18 NEW			\$ 62,500
Math Coach (TBD)	2.3	Work with Bradley School classroom teachers to review math assessment data and develop/implement best practices and	\$	30,000	
RAISE Academy	2.2	Additional teachers (teaching a 6th period) for students			\$ 48,000
Extended Day After School program - Irving	2.3	Program will host maximum of 125 students			\$ 40,000
100: Personnel Services - Salaries Subtotal:			\$	304,000	\$ 293,500
200: Personnel Services - Benefits					
Director - Curriculum, Instruction & Assessment ; Math Coach; Resource	2.3	New position benefits paid by grant	\$	-	\$ 45,000
			\$	-	\$ -
			\$	-	\$ -
200: Personnel Services - Benefits Subtotal:			\$	-	\$ 45,000
300: Purchased Professional and Technical Services					
RAISE Academy	2.2	RAISE Academy program as administered by the Institute of Professional Practices (IPPI); staff stipends for 6th periods	\$	318,500	\$ -
			\$	-	\$ -
			\$	-	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$	318,500	\$ -
400: Purchased Property Services					
					\$ -
			\$	-	\$ -
			\$	-	\$ -
400: Purchased Property Services Subtotal:			\$	-	\$ -
500: Other Purchased Services					

Amplify/DIBELS	2.3	DHS digital library; 9-12 site license	\$ -	\$ 11,000
Edgenuity	2.3	DHS digital library; 9-12 site license	\$ -	\$ 25,000
Explore Learning	2.3	Reflex site license - Bradley & Irving	\$ -	\$ 6,000
IXL Licenses	2.3	Site license - Bradley, Irving & DMS	\$ -	\$ 5,000
Learning A-Z	2.3	Raz Kids and Learning A-Z licenses; Bradley & Irving	\$ -	\$ 10,500
Lexia	2.3	Lexia Reading Core - Bradley & Irving	\$ -	\$ 8,500
NWEA	2.3	Web based MAP for science, math and reading	\$ -	\$ 12,000
Pre-K Summer School	2.3	Transportation and Student Services (IPPI)	\$ -	\$ 14,000
Pearson	2.3	Pearson Licenses	\$ -	\$ 10,000
500: Other Purchased Services Subtotal:			\$ -	\$ 102,000
600: Supplies				
Instructional Supplies	2.3	DMS/DHS/Bradley/Irving/LRU		\$ 29,578
NGSS	2.3	Next Generation Science Standards Curriculum Units (K-11) and required materials/supplies for high school labs and	\$ 9,649	\$ 25,600
STEAM materials - DMS	2.3	STEAM materials for robotics	\$ -	\$ 7,500
DMS Math Workbooks	2.3	"Eureka" math workbooks - 360 total	\$ -	\$ 20,000
Library books - elementary	2.3	Supplement existing circulation with biographies, high interest/low readability books and bilingual books	\$ -	\$ 10,000
600: Supplies Subtotal:			\$ 9,649	\$ 92,678
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
ACADEMICS SUB-TOTAL:			\$ 632,149	\$ 533,178

III. 2017-18 Culture and Climate Priorities

Derby

Step 1: Place an "X" beside the district's 2017-18 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2017-18 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input checked="" type="checkbox"/>	Graduation/dropout prevention/on-track for graduation
<input checked="" type="checkbox"/>	Suspension rate	<input type="checkbox"/>	Family engagement
<input checked="" type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: <u>PBIS</u>

Step 2: Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Wrap Around Services/Suspension Rate: The district will support a Social Worker/School Counselor to provide after hours social/emotional counseling services and dropout intervention for our most at-risk students.	In alignment with the DPI, the HS 4 year adjusted graduation rate will increase from 76.3% in SY 2015-16 to 77% in SY 2016-17. 100% of students attending the secondary Alternative Education RAISE program will receive individual and/or group counseling during the scheduled program times. 100% of students in Grades 6-12 identified as "At Risk" by the school based Pupil Personnel Team based on chronic absenteeism, 3 or more suspensions, off-track for graduation, or 2 or more F's will have a home visit made by the After Hours School Counselor/Social Worker.
3.2.	Behavior Intervention & Supports: The District continues to support PBIS in all schools. The District Support staffing high school, middle school, and elementary school with a climate monitor/specialist to support students and the administration with behavior interventions. The district will hold a Convocation (8/26/17) to provide a focus on a behavior response and intervention plan. The district will also support the Grade 5 to 6 transition with a combined Bradley/Irving School overnight trip to Nature's Classroom where students will live and learn together, to develop a sense of community, confidence in themselves, and an appreciation for others that carries over to the school community. DMS partnering with CSDE Turnaround Office and Dr. Regina Hopkins to provide climate technical support around Restorative Practices for students and staff in Grades 6 through 8 beginning spring of 2018, as well as developing a roll-out plan for all other grade levels in subsequent years.	In alignment with the DPI, the district's chronic absenteeism rate will decrease from 12.8% in SY2016-2017 to 12.2% in SY2017-2018. The district's Out of School Suspensions will decrease by 10% from 145 days in SY2016-2017 to 130 days in SY2017 - 2018. The district's In School Suspension rate will decrease by 10% from 137 days in SY2016-2017 to 123 days in SY2017-2018.

3.3.	<p>Chronic Absenteeism/Attendance: The district supports schools in reducing chronic absenteeism by providing a support staff to develop strategies to reduce absenteeism by:</p> <p>A. Recognizing Good and Improved Attendance (at assemblies and quarterly recognition celebrations)</p> <p>B. Engaging Students and Parents (determine root causes for attendance issues through home visits, referrals to community based services, and before/after school programs)</p> <p>C. Monitoring Attendance Data and Practice (utilize Powerschool to track absentee rates, hold weekly attendance data team meetings, provide weekly feedback to students with Tier II and Tier III attendance status, celebrate students and classrooms with 100% attendance)</p> <p>D. Providing Personalized Early Outreach (go to parents where they are ---at home/work/events--- discuss importance of attendance, develop compacts and agreements, provide community based resources as needed)</p> <p>E. Developing Programmatic Response to Barriers</p>	In alignment with the DPI, the district's chronic absenteeism rate will decrease from 12.8% in SY2016-2017 to 12.2% in SY2017-2018.
------	--	---

Step 3: Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to culture and climate strategies outlined in Step 2; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
Social worker/counselor (NEW)	3.1	Part-time, after hours position (4 hours/day) - will service DMS & DHS population	\$ -	\$ 26,000
Truancy Support staff (Bowers)	3.3	Irving	\$ -	\$ 20,000
Climate Monitor staff (Crite/McCullough)	3.3	DHS / DMS	\$ 26,000	\$ 26,000
Climate Specialist (TBD)	3.3	Bradley		\$ 7,500
100: Personnel Services - Salaries Subtotal:			\$ 26,000	\$ 79,500
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Renewal fee for SWIS accounts for all district schools (PBISApps).	3.3	SWIS licenses allow schools to collect and analyze student office referral data.	\$ -	\$ 2,000
Nature's Classroom	3.2	Funds will be provided to offset the cost of the end-of-year grade field trip. The Nature's Classroom field trip helps to	\$ 5,000	\$ 5,000
			\$ -	\$ -

300: Purchased Professional and Technical Services Subtotal:			\$ 5,000	\$ 7,000
400: Purchased Property Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
PBIS Supplies	3.2	School store, events, signage, PD	\$ -	\$ 25,000
Class Act Council Supplies	3.2	Events, Signage, Promotion	\$ 2,000	
				\$ -
600: Supplies Subtotal:			\$ 2,000	\$ 25,000
700: Property				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
700: Property Subtotal:			\$ -	\$ -
800: Other Objects				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ -
CULTURE AND CLIMATE SUB-TOTAL:			\$ 33,000	\$ 111,500

IV. 2017-18 Operations Priorities

Derby

Step 1: Place an “X” beside the district’s 2017-18 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.

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

Step 2: Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district operations strategies and identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to 2017-18 progress monitoring.

Operations Priorities:		Aligned SMART Goals:
4.1.	Technology Integration: The District supports the advancement of use of technology PK-12 to include the deployment of a 1:1 laptop program that truly bridges the digital divide by providing 100% connectivity both inside and outside the classroom. The district will continue to provide this service to ensure students have extended learning time opportunities. The district will continue to employ an additional Help Desk Technician to support the 1:1 laptop program and will employ part-time summer tech student interns to provide support with making sure all laptops and other computers are ready for deployment and use for SY 2017-2018 .	In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math . Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math. 100% of students in Grades K-12 will utilize a laptop for intervention/enrichment and to extend learning time inside and outside of the classroom. 100% of all student-issued laptops will be repaired, reimaged, and ready for distribution to start the SY 2018-2019
4.2.	Student Enrollment Process: The district will support a new, online student enrollment process to streamline the school registration process which will remove the burden of paper forms, redundancy, and document copies. This will keep families informed about their application progress, reduce confusion, and eliminate language barriers for families, while minimizing the manual information input by school secretaries.	In alignment with the DPI, the district's chronic absenteeism rate will decrease from 12.8% in SY 2016-2017 to 12.2% in SY 2017-2018. By June 2018, 100% of newly enrolled students will register for school using Power School.

4.3.	<p>Extended Learning Time: The district will support an Extended Day/After School Program at Irving School which will serve approximately 125 students enrolled in grades 1-5. The program will offer a strong balance of academics (intervention/enrichment) and cultural activities to support and strengthen the overall development of young people.</p>	<p>In alignment with ESSA goal targets, the District Performance Index (DPI) will increase from 59.1% in 2016-17 to 60.3% in 2017-18 for English Language Arts (ELA) and from 51.9% in 2016-17 to 53.7% in 2017-18 for math . Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 47.9% in 2017-18 for ELA and from 46.3% in 2016-17 to 50.4% in 2017-18 for math. 100% of students participating in the Extended Learning Program will meet or exceed their individual DIBELS growth targets on the 2017-2018 EOY administration.</p>
------	--	---

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

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
100: Personnel Services - Salaries				
IT Technician (1.0 FTE) and IT Manager (0.3 FTE)	4.1	Staffing required to support 1:1 program	\$ -	\$ 65,000
			\$ -	\$ -
			\$ -	\$ -
100: Personnel Services - Salaries Subtotal:			\$ -	\$ 65,000
200: Personnel Services - Benefits				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
200: Personnel Services - Benefits Subtotal:			\$ -	\$ -
300: Purchased Professional and Technical Services				
Power School	4.2	On-line registration process - Central office	\$ -	\$ 8,200
			\$ -	\$ -
			\$ -	\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -	\$ 8,200
400: Purchased Property Services				

			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
400: Purchased Property Services Subtotal:			\$ -	\$ -
500: Other Purchased Services				
			\$ -	\$ -
			\$ -	\$ -
500: Other Purchased Services Subtotal:			\$ -	\$ -
600: Supplies				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
600: Supplies Subtotal:			\$ -	\$ -
700: Property				
Chromebooks (and carts)	4.1	Purchase five additional carts with 24 Chromebooks apiece for remaining grades 3-5 classrooms at Bradley School	\$ -	\$ 28,200
Chromebooks (and carts)	4.1	Purchase five additional carts with 24 Chromebooks apiece for remaining grades 3-5 classrooms at Irving School		\$ 28,200
Chromebooks	4.1	DMS 1:1 Technology Initiative (6th grade Chromebooks)	\$ -	\$ 20,000
700: Property Subtotal:			\$ -	\$ 76,400
800: Other Objects				
IT - Network Switches	4.1	relied on for curriculum/instruction and is interrupted throughout the day due to inadequate equipment	\$ -	\$ 9,500
			\$ -	\$ -
			\$ -	\$ -
800: Other Objects Subtotal:			\$ -	\$ 9,500
OPERATIONS SUB-TOTAL:			\$ -	\$ 159,100

V. Non-Reform Budget - Optional Section

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

Cost:	Alignment:	Description:	AD Investment:
100: Personnel Services - Salaries			
Business Manager		Business Management (0.5 FTE) - grant/partnership funding	\$ 57,000
			\$ -
100: Personnel Services - Salaries Subtotal:			\$ 57,000
200: Personnel Services - Benefits			
			\$ -
			\$ -
			\$ -
200: Personnel Services - Benefits Subtotal:			\$ -
300: Purchased Professional and Technical Services			
			\$ -
			\$ -
			\$ -
300: Purchased Professional and Technical Services Subtotal:			\$ -
400: Purchased Property Services			
Advanced Manufacturing Center		Complete building alterations - electrical demo, electrical new service, fire alarm, general construction costs	\$ 60,000
			\$ -

			\$	-
400: Purchased Property Services Subtotal:			\$	60,000.00
500: Other Purchased Services				
			\$	-
			\$	-
			\$	-
500: Other Purchased Services Subtotal:			\$	-
600: Supplies				
			\$	-
			\$	-
			\$	-
600: Supplies Subtotal:			\$	-
700: Property				
			\$	-
			\$	-
			\$	-
700: Property Subtotal:			\$	-
800: Other Objects				
Classroom furniture - elementary		Irving/Bradley	\$	50,000
Classroom furniture - secondary		DHS/DMS	\$	40,000
			\$	-
800: Other Objects Subtotal:			\$	90,000
NON-REFORM SUB-TOTAL:			\$	207,000

VI. FY '18 AD and PSD Budget Summary

Derby

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

	Talent AD Costs	Academic AD Costs	Academic PSD Costs	Climate AD Costs	Climate PSD Costs	Operations AD Costs	Operations PSD Costs	Non-Reform AD Costs	TOTAL AD	TOTAL PSD
100: Personnel Services - Salaries	\$ 108,050	\$ 304,000	\$ 293,500	\$ 26,000	\$ 79,500	\$ -	\$ 65,000	\$ 57,000	\$ 495,050	\$ 438,000
200: Personnel Services - Benefits	\$ 9,000	\$ -	\$ 45,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000	\$ 45,000
300: Purchased Professional and Technical Services	\$ 47,500	\$ 318,500	\$ -	\$ 5,000	\$ 7,000	\$ -	\$ 8,200	\$ -	\$ 371,000	\$ 15,200
400: Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	\$ -
500: Other Purchased Services	\$ -	\$ -	\$ 102,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 102,000
600: Supplies	\$ -	\$ 9,649	\$ 92,678	\$ 2,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 11,649	\$ 117,678
700: Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 76,400	\$ -	\$ -	\$ 76,400
800: Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,500	\$ 90,000	\$ 90,000	\$ 9,500
TOTALS:	\$ 164,550	\$ 632,149	\$ 533,178	\$ 33,000	\$ 111,500	\$ -	\$ 159,100	\$ 207,000	\$ 1,036,699	\$ 803,778

STATEMENT OF ASSURANCES

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

PROJECT TITLE: 2017-18 Consolidated Alliance and Priority School District
Application

THE APPLICANT: Dr. Matthew J. Conway, Jr HEREBY ASSURES THAT:
Derby Public Schools
(insert LEA Name)

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

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

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

(b)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies,


patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a

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

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

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

Superintendent Signature:  _____
Name: *(typed)* Dr. Matthew J. Conway, Jr.
Title: *(typed)* Superintendent of Schools
Date: 3/20/18