
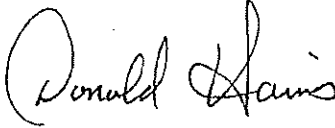


FINAL APPLICATION

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

Name of District: Bloomfield Public Schools		
Name of Grant Contact: Ellen Stoltz, Ph.D.		
Phone: 860-769-4214	Fax: 860-769-4215	Email: estoltz@blmfld.org
Address of Grant Contact: 1133 Blue Hills Ave. Bloomfield, CT 06002		
Name of Superintendent: James Thompson, Ed.D.		
Signature of Superintendent:  Date: 7/25/2012		
Name of Board Chair: Donald F. Harris		
Signature of Board Chair: 		
Date: 7/27/2012		
Please indicate if plan approved by local board of education: <u>N*</u> Date of Approval: _____ <i>*District Accountability Plan (see Attachment) was approved by BOE on May 8, 2012. Bloomfield's Alliance District Plan will be submitted for approval at first BOE meeting for the 2012-2013 school year.</i>		
If not, please indicate date at which plan will be presented to local board of education: <u>Sept. 11, 2012</u>		
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.		

Section I: Overall District Improvement Strategy

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

The district's overall approach toward improving student performance and closing the achievement gap begins by acknowledging that our students need to compete at a much higher level in order to succeed in a fast-paced global society. Current test results show a significant gap, specifically in reading, between the achievement of our students and students statewide. To ensure our students graduate from the Bloomfield Public Schools ready to excel in college and career, it is urgent that we raise expectations for academic performance. We believe that specific actions of adults will close this gap, ensuring progress for every child in every classroom. This means that every adult is accountable and responsible to implement best practices in leadership, curriculum, instruction, and assessment, school climate, and parent engagement to benefit our students' readiness for college and career.

Our overall approach to elevate student achievement is apparent in our new Theory of Action:

"The Bloomfield Schools will successfully implement a comprehensive and collaborative accountability system characterized by data-supported planning and decision-making practices at every level, leading to adult work that will be strengthened throughout the district. As a result, learning for all students will substantially improve and be sustained over time."

Adapted from the work of the State Department of Education, Bloomfield's Theory of Action reflects our belief that strengthening systems closest to the teacher and student will significantly increase student learning. Improving systems, such as data teams, curriculum and instruction, school culture and climate, and parent and community engagement is a critical organizational change that will help to achieve our goals.

In combination with our existing reforms, the key reform initiatives selected by the State are critical levers in transforming our schools. Successful accomplishment of this work will increase achievement for every student, which defines the expected outcome of our theory of action.

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.

The rationale for the selection of the district's prioritized reform initiatives is derived from the research on instruction and leadership, as well as the 2012 CMT/CAPT results of Bloomfield's existing reform initiatives. The research on best practices showcases the value and effect of:

- (1) extended opportunities to master targeted content;
- (2) focused school leadership on achievement (Hattie, 2009).

The pattern of student needs is reflected in analyzing historical and current results of the CMT/CAPT and the Climate and Satisfaction Survey, providing a clear picture of the district's achievement, climate, and leadership challenges.

Specifically, analysis of CMT/CAPT and the Benchmark Assessments and DRA-2 results identified the instructional needs of individual students as well as more global areas of concern across grade levels.

Anecdotal and observational evidence combined with the Climate and Satisfaction survey results indicated the need to create a more positive school climate and to engage parents and the community in more meaningful ways. Subsequently, the district identified six high leverage reform initiatives that will have a substantial impact to raise student achievement and to close the achievement gap:

1. Additional learning time across all district schools (Existing/**Alliance**)
2. District Capacity building through Leadership and Talent Development (**Alliance**)
3. Redesign and strengthen Bloomfield's Curriculum, Instruction and Assessment to align with Connecticut's Common Core State Standards (Existing/**Alliance**)
4. Implement a system of Holistic Accountability (Existing)
5. Create a positive school climate in all district schools (Existing)
6. Enhance parent and community engagement across the district (Existing)

The existing initiatives are the culmination of a year-long effort to identify and implement evidence-based practices that impact instruction and student learning. The selected reform initiatives will expand our current extended day program and assist us to develop our leadership capacity.

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?

Holistic Accountability serves as the monitoring mechanism for the entire reform plan. This systematic process is a sequential method used to measure the progress and success of the four priority goals of the District Accountability Plan and now, the reform initiatives of the Alliance District Grant. Data teams are responsible to identify the data points needed to analyze and synthesize student performance data at every level of the district. Instructional and school level data teams are already established in all seven schools, as is the District Data Team.

The system is tiered as follows:

1. Instructional data teams that track student progress through formative and summative assessment data to inform changes in instruction at the classroom level;
2. School data teams that track student progress at the grade and school level;
3. District data team that tracks student achievement, climate, and parent and community engagement data at the district level

All data teams use data to base any changes in practice.

The performance targets used to gauge student success are based in the District Performance Index (DPI) for the next five school years. This overall index is comprised of the individual School Performance Index and the performance index for sub-groups. The specific DPI targets for Bloomfield are displayed in the chart below:

Connecticut Academic Performance Test

Bloomfield - District Performance Indicators

	(2009-10)	(2010-11)	(2011-12)	3 yr Avg	Targeted Annual Increase to close gap by 2024	2013	2014	2015	2016	2017
District Performance Index (DPI)	54.6	54.6	62.0	57.1	2.2	64.2 (±4.3)	66.4(±5.0)	68.6(±5.5)	70.8(±5.9)	73(±3.5)
DPI: Students with Disabilities	39.8	32.6	27.6	33.3	5.0	32.6 (±6.1)	37.6(±5.0)	42.6(±4.8)	47.6(±5.5)	52.6(±7.9)
DPI: Eligible for Free or Reduced Price Lunch	52.0	50.4	56.1	52.8	2.7	58.8 (±2.9)	61.5(±3.8)	64.2(±4.6)	66.9(±5.4)	69.6(±4.3)
DPI: Black	54.5	54.5	62.9	57.3	2.1	65 (±4.8)	67.1(±5.5)	69.2(±5.9)	71.3(±6.3)	73.4(±3.3)
DPI: Hispanic										
DPI: English Language Learners										
DPI Subject: Reading	56.2	54.9	63.7	58.3	2.0	65.7 (±4.8)	67.7(±5.4)	69.7(±5.8)	71.7(±6.1)	73.7(±3.2)
DPI Subject: Mathematics	43.0	44.2	52.1	46.4	3.0	55.1 (±4.9)	58.1(±5.9)	61.1(±6.7)	64.1(±7.4)	67.1(±4.7)
DPI Subject: Writing	68.2	70.8	74.7	71.2	1.1	75.8 (±3.3)	76.9(±3.5)	78(±3.7)	79.1(±3.8)	80.2(±1.7)
DPI Subject: Science	53.9	54.2	61.1	56.4	2.2	63.3 (±4.1)	65.5(±4.8)	67.7(±5.3)	69.9(±5.8)	72.1(±3.5)

Confidence intervals, presented as (±X.X), represent 1 standard deviation based on the 5 preceding years of Performance Indices. Achieved Performance Indices are expected to fall within 1 standard deviation of projected achievement.

Connecticut Mastery Test

Bloomfield - District Performance Indicators

	(2009-10)	(2010-11)	(2011-12)	3 yr Avg	STDev	Targeted Annual Increase to close gap by 2024	2013	2014	2015	2016	2017
District Performance Index (DPI)	71.0	71.1	75.0	72.4	2.3	1.1	76.1 (±2.3)	77.2(±2.6)	78.3(±2.9)	79.4(±2.8)	80.5(±1.7)
DPI: Students with Disabilities	42.8	38.4	39.7	40.3	2.3	4.0	43.7 (±2.3)	47.7(±2.5)	51.7(±3.6)	55.7(±5.5)	59.7(±6.3)
DPI: Eligible for Free or Reduced Price Lunch	68.1	67.3	72.2	69.2	2.6	1.3	73.5 (±2.6)	74.8(±3.0)	76.1(±3.3)	77.4(±3.4)	78.7(±2.1)
DPI: Black	71.1	71.0	74.9	72.3	2.2	1.1	76 (±2.2)	77.1(±2.6)	78.2(±2.8)	79.3(±2.8)	80.4(±1.7)
DPI: Hispanic	66.8	65.2	69.1	67.0	2.0	1.6	70.7 (±2)	72.3(±2.4)	73.9(±2.9)	75.5(±3.3)	77.1(±2.5)
DPI: English Language Learners			50.0	50.0	0.0	3.2	53.2 (±0)	56.4(±2.3)	59.6(±3.2)	62.8(±4.1)	66(±5.1)
DPI Subject: Reading	65.0	65.3	72.7	67.7	4.4	1.3	74 (±4.4)	75.3(±4.8)	76.6(±4.9)	77.9(±4.4)	79.2(±2.1)
DPI Subject: Mathematics	75.8	74.8	76.8	75.8	1.0	0.9	77.7 (±1)	78.6(±1.3)	79.5(±1.5)	80.4(±1.8)	81.3(±1.4)
DPI Subject: Writing	75.5	77.1	78.9	77.2	1.7	0.8	79.7 (±1.7)	80.5(±1.9)	81.3(±2.0)	82.1(±1.6)	82.9(±1.3)
DPI Subject: Science	61.1	61.3	60.9	61.1	0.2	2.3	63.2 (±0.2)	65.5(±1.1)	67.8(±2.0)	70.1(±2.9)	72.4(±3.6)

Confidence intervals, presented as (±X.X), represent 1 standard deviation based on the 5 preceding years of Performance Indices. Achieved Performance Indices are expected to fall within 1 standard deviation of projected achievement.

The metrics in place to measure student progress quarterly are based in the results of the Common Formative Assessments, Benchmark Assessments, and Performance Tasks. The metrics used to monitor and assess progress using the Benchmark Assessment are based on the percentage of mastery for each strand objective in reading comprehension and mathematics. A component of the system of Holistic Accountability, teachers present to school wide data teams evidence of student progress using rubrics and scoring guides for Common Formative Assessments and Performance Tasks.

The CMT and CAPT performance targets are:

1. 5% point annual increase in student performing At or Above Goal in reading in grades 3-8;
2. 6% point annual increase in grade 10 as measured by Bloomfield's performance with reference to that of the state;
3. 10% point reduction is expected in achievement gaps between Bloomfield and the state in grades 3-8 and grade 10 in reading and math To improve the DPI of student subgroups

Individual student performance data is analyzed weekly by instructional data teams, class and grade level data is reviewed bi-weekly by school data teams, and grade and school data is analyzed monthly by the District Data Team. This level of implementation monitoring enables teachers, Principals, and district leaders to track progress made toward the target and to adjust instructional practice efficiently and effectively. Data disaggregated from the Teacher Evaluation System will also be used to monitor progress of teachers in planning for instruction, delivering instruction, classroom management, and using assessments.

The metrics in place to quantify leadership skills include the new Administrators' Evaluation System and the annual Climate and Satisfaction Survey. This data is in electronic form, enabling evaluators to readily analyze leadership trends and needs. The purpose of regular review is to monitor our success in implementing professional development to ensure our leadership and school climate goals are achieved. As the Administrator Evaluation system is new, we will be establishing specific performance targets after the baseline is collected. The data from the Climate and Satisfaction Survey reveals that 83% of students believe their school is safe and 72% feel that they receive excellent instruction. Using this metric, the district expects to meet the target of 95% in all criteria that promote a positive school climate within 5 years.

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)?

Bloomfield Public Schools aligns and coordinates all its resources to support our six major initiatives. Funds from Title I and the School Improvement Grant directly support the professional development for our key reforms. Title III-Part A funds through the CREC Consortium are also used to support professional development for teachers. Grant funds are sought only if the focus of the funder aligns with district priorities.

One example of the district's coordination of funding sources is the manner in which the district and our community partners support additional learning time and enrichment activities. The Town of Bloomfield's Youth Services and Leisure Services offer in-kind services that support afterschool enrichment activities. Local organizations, such as the Bloomfield Education Foundation, fund teacher-initiated requests that target student needs. Additionally, the district reaches out to local businesses in order to support workforce/internship development. Finally, Bloomfield Public Schools is fortunate to have philanthropists who support interdisciplinary learning opportunities. Ultimately, all funds support the goals of the District Accountability Plan (DAP).

5. 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.

The Town and Schools of Bloomfield are committed to closing the achievement gap, increasing the rigor of the curriculum, and improving district wide leadership. The district consulted with our community constituents by forming Bloomfield's Stakeholders in January 2012 and reconvening to gather additional input into the DAP in April 2012. The Stakeholders represent diverse community, parent, and educational perspectives and include the Mayor, members of the Town Council and Board of Education, Police Chief, Town Manager, and interested parents. The input of our Stakeholders created the foundation of the Bloomfield Schools' Vision Statement, which focuses on creating high-performing schools with a positive climate and meaningful parent and community engagement. The development of the Alliance District Grant shares the same focus and action plan as the Bloomfield DAP, which has been vetted by every Stakeholder and approved by the Bloomfield Board of Education. The Board of Education has been formally notified of the application process for this Alliance Grant and will be provided with a copy when finalized and accepted. The Board of education members recognize the alignment between the goals of the Alliance District Plan and the DAP.

In addition to seeking input and feedback from our community members, the District also included input toward the DAP from representatives of the Bloomfield Education Association (BEA), the union representing certified teachers, and the Bloomfield Administrators' Association (BAA), the union representing certified administrators. Presidents of both unions are receiving copies of the Alliance District Plan and have also been made aware of the alignment between the Alliance Grant and the DAP. Representatives from the teacher and administrator forces participated in the development of the DAP, by identifying the priorities, developing goals, creating action steps, and selecting measurements to monitor the progress of the goals. All teachers and administrators were informed of the DAP through school-based sessions, enabling staff to ask questions and provide feedback for the next edition of the quarterly document.

Additional Learning Time

New or Existing Reform? New Existing

Overview: The Bloomfield Public Schools seeks to expand its Extended Day/Extended Year program by increasing the number of days throughout the school year and summer that students practice skills in their identified areas of need. The second year of Extended Day program begins October 22, 2012 and continues through March 15, 2013, adding 60 minutes of daily instruction to the regular school day for students in grades 3-8. Utilizing the results of Benchmark Assessments in Reading Comprehension and Mathematics, students will engage in data-driven instruction designed to improve skills in areas of diagnosed concern and enrich skills in areas of strength.

An existing reform entitled Extended Day/Extended Year, Additional Learning Time is selected as one of three improvement strategies funded by Alliance funds due to its success in raising student achievement. Analysis of the 2012 CMT data in grades 3-8 reveals considerable progress in Reading, Mathematics, and Writing, attributable in part to the focused small-group instructional time added to the regular school day. The 2012 CMT District Summary demonstrates the following increases:

- 7.7 percentage points for students At or Above Proficiency in Reading;
- 8.9 percentage points for students At or Above Goal in Reading;
- 7.0 percentage points for students At or Above Goal in Writing;
- 2.5 percentage points for students At or above Proficiency in Math;
- 3.3 percentage points for students At or Above Goal in Math;

Additional Learning Time coordinates with the Early Start program, providing summer instruction for five weeks to students Below Goal. Early Start receives funding from an existing source internal to the district. The curriculum for Extended Day and Early Start is designed and implemented using Benchmark Assessment data to inform instruction in order to target areas of need in Reading Comprehension and Mathematics.

Five Year Strategies and Implementation Steps:

- Monitor program implementation data to meet performance targets by analyzing and synthesizing matched cohort data for students attending Additional Learning Time programs
- Raise expectations for academic performance by integrating identified areas of curricular and instructional focus with existing school-sponsored and community-sponsored enrichment activities
- Create and monitor mechanisms to promote feedback from students and parents on program quality by improving communication on results to parents, Stakeholders, and the broader community
- Increase the number of students participating in Additional Learning Time by establishing participation incentives that align with the overall program goals and theme.

Year 1 Implementation Steps Description:

- Identify students needing additional instruction by analyzing results of common formative assessments, Benchmark Assessments, and the CMT/CAPT
- Develop a targeted Common Core State Standards-based program of curriculum, instruction, and assessment particular to extended learning time that focuses on specific strand objectives identified as areas of need in student performance
- Create educational environments and competitive academic expectations by hiring certified instructional staff skilled in effective teaching strategies, data-driven instruction, and assessment to lead extended day and extended year programming.

Years of Implementation:

- ✓ Year 2
 - ✓ Year 3
 - ✓ Year 4
 - ✓ Year 5
-

Leadership and Talent Development

New or Existing Reform?

New

Existing

Overview: The Bloomfield Public Schools seeks to develop and expand its leadership capacity across the district. Using a proven coaching model, the Office of Talent Development and Human Resources will oversee the Leadership Academies to serve three target groups: Principals, Teachers, and Parents. Each Academy will develop the skills and knowledge that support the district goals and objectives to improve student performance. The three academies will be supervised by the Manager of Leadership and Talent Development. The role of the Manager will be to implement a comprehensive talent development plan that:

- prepares administrator, teacher and parents to implement scientifically research-based powerful practices;
- utilizes the Connecticut Accountability for Learning (CALI) framework.

The purpose of the Principals' Academy is to develop effective instructional leadership throughout the district. The Principals' Academy has five skill areas of focus: teacher supervision and evaluation, effective instruction, Rigorous Curriculum Design, assessment and use of data, and interpersonal relations. One-on-one coaching from an experienced educational leader will be the key component in conjunction with relevant professional development.

The purpose of the Teachers' Academy is to cultivate future district leaders by identifying and supporting existing teacher leaders and talented instructional staff with leadership qualities. The Teacher Leader Academy will focus on five areas: effective instruction, lesson design and implementation, peer coaching and mentoring, curriculum development, and the use of data to inform instruction. By investing in the district's teachers, we will distribute opportunities for leadership, build capacity and sustain the reform effort.

The purpose of the Parent Leadership Academy is to develop parent leaders who will partner with the school system to implement the Joyce Epstein School, Family and Community Engagement, a research-based parent involvement model. This Academy will provide workshops on parent leadership, parent compacts, and long-term support for continued parent participation in the reform effort.

By developing a comprehensive Leadership and Talent Development program focused on building in-house leadership capacity of administrators, teacher and parents to improve student performance, the district will ensure continuity of the current results-based reform implementation. With the new Administrators and Teachers Evaluation Systems in draft form, Richard Lemmons is currently assisting Principals to calibrate the evaluation rubrics developed in collaboration with Kim Marshall. This electronic evaluation instrument is the first step in developing a performance management system linking student achievement, teacher and administrator practice, and professional development.

Five Year Strategies and Implementation Steps:

- Align all resources, action-planning, and professional development to the 2012-2015 District Accountability Plan
- Establish differentiated professional development based on a staff career leader model
- Identify future educational leaders among instructional staff to recruit and cultivate internal talent
- Recruit parent and community leaders from all schools to implement Parent Academy
- Establish and institute systemically the Leadership Academy model where successful leaders become mentors for developing leaders
- Monitor and evaluate impact of each academy on adult practices and student achievement.

Year 1 Implementation Steps Description:

- Identify qualifications for the Manager of the Leadership and Talent Development Initiative to hire a manager for the Leadership and Talent Development initiative
- Assess and review professional development needs of current school leaders through a Needs Assessment
- Identify potential leaders within instructional staff to include in the Teacher Leader Academy
- Establish a program of internal and external professional development for all constituents based on needs assessment
- Provide one-to-one coaching support to school leaders.

Years of Implementation:

- ✓ Year 2
 - ✓ Year 3
 - ✓ Year 4
 - ✓ Year 5
-

Strengthen Bloomfield's Curriculum, Instruction and Assessment to align with Connecticut's Common Core State Standards

New or Existing Reform? New Existing

Overview: The Bloomfield Public Schools has invested resources and professional development to ensure all educators are equipped to lead and implement new instructional practices in light of the rigor of the Common Core State Standards. Through a system of coordinated professional development workshops entitled Powerful Practices, Pre-K-Grade 12 teachers and administrators are learning how to:

1. develop a rigorous curriculum
2. utilize Effective Teaching Strategies to increase student engagement and collaboration
3. create Common Formative Assessments and Performance Tasks
4. use data from assessments as part of Holistic Accountability.

Teachers and administrators are currently working in grade level teams to augment the CSDE Rigorous Curriculum Design template in preparation for full implementation of the curriculum in school year 2013-2014. A critical linchpin of this process is the ability to access and use performance data to inform instruction.

The impact on student learning to support the continuation of this initiative is based on the increase in percentage of students performing At or Above Goal on the CMTs, CAPT, and thrice-yearly Benchmark Assessments. Student data to validate the preliminary work on increasing the rigor of the curriculum to align with the Common Core Standards was made available after the first cycle of the Benchmark Assessments conducted September 2012. A sample of this data is displayed below by comparing matched cohort data from Cycle I 2011 to Cycle I 2012 reveals the following data highlights:

Fall 2011 DRP Level				Fall 2012 DRP Level					
2011 Grade	Count	%	Cumulative Percent	2012 Grade	Count	%	Cumulative Percent		
4	Goal	22	21.4	21.4	5	Goal	17	16.5	16.5
	Proficient	19	18.4	39.8		Proficient	23	22.3	38.8
	Basic	62	60.2	100.0		Basic	63	61.2	100.0
	Total	103	100.0			Total	103	100.0	
5	Goal	14	15.9	15.9	6	Goal	29	33.0	33.0
	Proficient	20	22.7	38.6		Proficient	21	23.9	56.8
	Basic	54	61.4	100.0		Basic	38	43.2	100.0
	Total	88	100.0			Total	88	100.0	
6	Goal	26	25.0	25.0	7	Goal	44	44.0	44.0
	Proficient	36	36.0	61.0		Proficient	22	22.0	66.0
	Basic	39	39.0	100.0		Basic	34	34.0	100.0
	Total	100	100.0			Total	100	100.0	
7	Goal	44	33.3	33.3	8	Goal	36	27.3	27.3
	Proficient	34	25.8	59.1		Proficient	36	27.3	54.5
	Basic	54	40.9	100.0		Basic	60	45.5	100.0
	Total	132	100.0			Total	132	100.0	

Teacher use of performance data for every student in every classroom has almost tripled, with 76 Active Users and 746 log-ins in PerformancePlus for November 2011 and 188 Active Users with 3519 PerformancePlus log-ins in May 2012. As a result of this resource, teachers are requesting differentiated professional development. To create alignment among all reform initiatives and monitoring of our progress along the way, the Holistic Accountability System will require data teams to monitor the progress of students. Consequently, the expansion of this existing reform is relevant in monitoring student progress to achieve our goals.

Part of this investment to strengthen curriculum, instruction, and assessment includes the expansion of the Office of Instructional Leadership to include the Department of Assessment, Evaluation and Research. The purpose of this department is to raise student achievement by implementing a system of standards-based formative assessments. The work of the department includes the analysis and synthesis of a variety of student performance data to drive instruction.

Since the establishment of the Department of Assessment, Evaluation and Research in September 2011, a significant impact on adult practices has been evidenced in student achievement, the results of the Climate and Satisfaction Survey, and the usage data from PerformancePlus. To ensure the department works effectively and efficiently in managing the increased use of data, the district requires highly-skilled technical support. To this end, the district seeks to augment current staffing with a Data Entry Specialist and Student Data Coordinator by combining funds from the Alliance Grant with existing general budget resources.

Areas of focus for the expansion of the Office of Assessment, Evaluation and Research include:

- Implementing data dashboards for each student that will be accessed by parents to engage parents as partners in their child's education
- Creating a Common Formative Assessment (CFA) electronic warehouse aligned to the curriculum and the Common Core State Standards
- Creating a feedback loop between the new electronic Teacher Evaluation System, professional development, and student performance data
- Training teachers to use CFAs, Benchmark Assessment, and CMT/CAPT data to inform instruction
- Developing and implementing the transition plan from CMT/CAPT to the Smarter Balance Assessment Consortium
- Expanding Benchmark Assessment implementation for grades K-2 and grades 9-12
- Refining Climate and Satisfaction Survey instruments to sustain this reform initiative.

Five Year Strategies and Implementation Steps:

- Refine the five-year plan for the further integration of the Office of Assessment, Evaluation, and Research in the support of :
 - the system of Holistic Accountability
 - the district's curriculum and instruction
 - parent and community engagement priority for the district
 - the Teacher Evaluation process
- Ensure continuous improvement through teacher input, feedback from participation in professional development, and the results of needs assessments
- Monitor and evaluate the effectiveness of the Office of Assessment, Evaluation and Research.

Year 1 Implementation Steps Description:

- Hire a Data Entry Specialist to support the expansion of data use across the district
- Expand the role of the current Student Data Coordinator to include school-based data support, professional development on use of data for teachers, and student performance reporting.

Years of Implementation:

- ✓ Year 2
 - ✓ Year 3
 - ✓ Year 4
 - ✓ Year 5
-

System of Holistic Accountability

New or Existing Reform? New Existing

Overview: One existing reform the district selects to continue is utilizing the three-tiered system of holistic accountability. Holistic Accountability is a key component of the multi-year district wide program of professional learning within school-based collaborative team environment. Data to support the success of this existing initiative includes Benchmark Assessment results, CMT/CAPT results, and the annual Climate and Satisfaction Survey in 2011 and 2012.

A sample of this data that typifies the focus on every classroom is displayed here:

Reading Benchmark Assessments: Reading Comprehension/Degrees of Reading Power, Spring 2012 Cycle 3 Grade 3 Reading Results

SCHOOL: Metacomel

TEACHER: XXXXXXXXXX

NUMBER OF STUDENTS TESTED		% OF STUDENTS MASTERING READING COMP. STRANDS / OBJECTIVES															AVG RC SCORE TOTAL	AVG DRP RAW SCORE	AVG ERP UNIT SCORE P-70	AVG COMPOSITE READING SCORE	AVG READING LEVEL		
																						A	B
TOTAL	15	66.7	33.3	13.3	53.3	60.0	66.7	60.0	66.7	63.3	28.7	40.0	13.3	20.0	53.3	28.7	66.7	5.9	60.0	36.6	49.5	62.7	2.9
		Maximum Score Possible:															12	100%	36	93	100	5	
AT/ABOVE GOAL (MASTERY)		AT/ABOVE PROFICIENT		ADVANCED LEVEL 5		GOAL LEVEL 4		PROFICIENT LEVEL 3		BASIC LEVEL 2		BELOW BASIC LEVEL 1		NUMBER OF STUDENTS NOT TESTED ONE OR BOTH TESTS									
#	%	#	%	#	%	#	%	#	%	#	%	#	%										
4	26.7%	11	73.3%	0	0.0%	4	26.7%	7	46.7%	2	13.3%	2	13.3%	0									

READING COMPREHENSION STRANDS AND OBJECTIVES:

- | | | | |
|---|-------------------------------|-----------------------------------|--|
| A. Forming a General Understanding | B. Developing Interpretation | C. Making Reader/Text Connections | D. Examining the Content and Structure |
| A1. Main Idea/Theme | B1. Structure/Organization | C1. Making Connections | D1. Analyze/Evaluate Author's Craft |
| A2. Characters, Settings, Problems, Events, Relationships and Details | B2. Author's Purpose | C2. Personal Response to Text | D2. Extend/Evaluate Text |
| A3. Summarize Events/Ideas | B3. Draw/Support a Conclusion | | D3. Awareness of Customs/Beliefs |
| A4. Make a Prediction | | | |
| A5. Context Clues | | | |

Composite Reading Score = 50% DRP Weighted Raw Score + 50% Reading Comprehension Total Score

The Office of School Improvement and Intervention has invested significantly in professional development for all instructional and leadership staff, which commenced in May 2011. As part of the focus on raising student achievement through targeted instruction, Principals and teacher leaders participated with recognized leaders in how to use Data-Driven Decision Making (DDDM) to increase student achievement. Teacher leaders and principals learned to select and use data as part of the data team process at the instructional and school level. Teachers and administrators were selected to participate in the District Data Team for the purpose of identifying our collective vision, establishing goals and priorities to attain the vision, and set an action plan to increase student achievement as an outcome of each priority. As a result, the District Accountability Plan was developed and now in process of implementation, along with Common Formative Assessments (CFAs) to monitor student progress, and training in data analysis to inform instruction.

Five Year Strategies and Implementation Steps:

- Monitor fidelity of implementation using student progress data, teacher evaluation data, and classroom within the construct of the Instructional, School, and District Data Team model
- Target professional development to teachers by analyzing and synthesizing data from the teacher evaluation, student performance, and walkthrough protocols
- Assess and report quarterly the efficacy of the Holistic Accountability system through the District Accountability Plan presentation to the Board of Education, Stakeholders, and community.

Year 1 Implementation Steps Description:

- Identify key teaching staff within each school building, along with the principal, to lead the implementation of the Holistic Accountability system through targeted, job-embedded professional development
- Turnkey workshop information through teacher leaders and principals
- Ensure fidelity of implementation by providing the resources for continuous support and review of effective practice.
- Assess and report quarterly the efficacy of the Holistic Accountability system through the District Accountability Plan presentation to the Board of Education, Stakeholders, and community.

Years of Implementation:

- ✓ Year 2
- ✓ Year 3
- ✓ Year 4
- ✓ Year 5

New or Existing Reform?

New

Existing

Create a Positive School Climate in all District Schools

Overview: Creating a positive school climate for Bloomfield schools began May 2011 by assessing and analyzing the perceptions of students, staff and families about the Bloomfield Schools through the first annual Climate and Satisfaction Survey. The 2010-2011 survey results, indicating that 68.3% of the 1360 respondents were satisfied with their experience in the Bloomfield school system informed the development of an action plan for the upcoming 2011-2012 school year. The section on school climate described below is a component of the District Accountability Plan and is designed to promote respect, trust, and caring relationships among every member of the school community.

Components of the school and district climate plan include:

- Providing opportunities for continuous social growth through participation in afterschool-based enrichment activities
- Improving teacher, parent and community communication by redesigning the school and district website
- Developing a "hotline" and email address for parents or students for feedback and input, guaranteeing a personalized response within 48 hours.

Just as assessment informs instruction in the classroom, the annual Climate and Satisfaction Survey serves as the mechanism by which we evaluate the plan's effectiveness and adjust and refine the practices for the coming school year.

Climate and Satisfaction Survey Results: 2011 and 2012 Comparison

Question	Year Number		% Responding		
	2011	2012	Agree	Disagree	
Adults at this school handle bullying effectively.	378	691	81.7%	18.3%	
			33.9%	90.6%	9.4%
My child can get extra help at school, when needed.	402	718	86.1%	13.9%	
			35.2%	93.7%	6.3%
Students are challenged by the curriculum at this school.	416	743	77.4%	22.6%	
			36.4%	89.0%	11.0%
Students receive a quality education at this school.	413	730	86.2%	13.8%	
			35.8%	94.1%	5.9%

Five Year Strategies and Implementation Steps:

- Implement and assess the longitudinal data from the Climate and Satisfaction Survey to target areas of concern and maintain areas of strength
- Create school-based plans to improve school climate based on data
- Align district and school resources to support initiatives and practices that support a positive school climate
- Monitor the implementation and success of school-level plans through continued administration of Climate and Satisfaction Surveys.

Year 1 Implementation Steps Description:

- Develop and implement a climate survey that can provide information on target areas to improve school climate
- Utilize survey data as part of the District Data Team in developing action plans
- Construct metrics for interim probes of progress in improving the climate.

Years of Implementation:

- ✓ Year 2
- ✓ Year 3
- ✓ Year 4
- ✓ Year 5

Enhance Parent and Community Engagement

New or Existing Reform? New Existing

Overview: The Bloomfield Public Schools is partnering with consultants from the Connecticut State Department of Education to implement a coordinated process for enhancing parent and community engagement. Through this partnership, the district adopted the Joyce Epstein School, Family and Community Engagement model, which defines six types of parent involvement, serving as the roadmap to improvement. The six types are:

1. Parenting to help all families establish home environments to support children as students;
2. Communicating to design effective forms of school-to-home and home-to-school communications about school programs and children's progress;
3. Volunteering to recruit and organize parent help and support;
4. Learning at home to provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making to include parent in school decision, developing parent leaders and representatives;
6. Collaborating with community to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Three additional opportunities to enhance parent and community engagement include (1) implementation of the Bloomfield High School Governance Council, which is part of the transformation model in the School Improvement Grant; (2) implementation of the "How Welcoming is Your School" campaign, which establishes school and central office committees to review the appearance and procedures promoting a welcoming environment; and (3) constructing a new system of communication through weekly and monthly newsletters, parent-friendly website, and participatory activities at the schools. A sample of this data is displayed below:

Climate and Satisfaction Survey Results: 2011 and 2012 Comparison

Question	Year	Number	% Responding		
			Agree	Disagree	
I feel welcome at my child's school.	2011	406	20.1%	95.8%	4.2%
	2012	763	37.4%	97.5%	2.1%
I have been to the school for Open House,	2011	406	20.1%	94.8%	5.2%
	2012	762	37.3%	95.9%	2.5%

Five Year Strategies and Implementation Steps: Avenues for increasing communication include:

- Continue Weekly Leadership Bulletin that is shared with Board of Education, Town Council, and system administrators
- Distribute district wide newsletters posted on the website
- Redesign website to promote user-friendliness and effective communication
- Explain district initiatives directly to parents through presentations at monthly PTO meetings
- Provide various avenues for feedback or comment via designated email and phone
- Elicit parent participation in an after-school program steering committee.

Year 1 Implementation Steps Description:

- Hire School/Family/Community Liaisons for schools without Family Resource Aids
- Implement and monitor the Joyce Epstein School, Family and Community Engagement model
- Continue to implement the annual Climate and Satisfaction Survey, analyze results and adjust school-based implementation strategy based on analysis
- Link Parent Academy (Leadership and Talent Development Initiative) with implementation of Joyce Epstein School, Family and Community Engagement model and Parent Compacts
- Provide quarterly report to members of the Board of Education and Stakeholders on the efficacy of this key reform initiative as part of the District Accountability Plan.

Years of Implementation:

- ✓ Year 2
 - ✓ Year 3
 - ✓ Year 4
 - ✓ Year 5
-

Section II: Differentiated School Interventions

A. Tiered Approach to School Improvement

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<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>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<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. DPI:72</p>	<p>Laurel Elementary School</p> <p>Metacomet Elementary Schools</p> <p>Carmen Arace Intermediate School</p> <p>Carmen Arace Middle School</p> <p>Global Experience Magnet School</p>	<p>Assessment Data, such as District Performance Index, Sub-group Performance Index, Teacher Evaluation Data, DRA-2; CMT, CAPT, MAS, Benchmark Assessments</p> <p>Climate Data</p> <p>Classroom Observation/Walkthrough Data</p>	<p>Leadership: The focus of the district is to nurture the development of instructional leadership. In order to support this goal, the district will provide professional development in the use of data-based decision-making, curriculum design and implementation, proper classroom observation and walkthrough procedures, and the use and calibration of the new teacher evaluation protocols.</p> <p>Instruction/Teaching: The 2011-2012 school year was year one of a multi-year transformation with the implementation of researched-based teaching strategies. The 2011-2012 school year included the first round of Teacher Leaders involved in workshops on Powerful Practices. These practices include Effective Teaching Strategies, Holistic accountability through Tiered Levels of Data Teams, and Rigorous Curriculum Design for the Common Core State Standards.</p>

		<p>Level of Implementation of System of Holistic Accountability (Data teams)</p>	<p>The newly approved Teacher Evaluation tool, which includes student performance measures as part of the evaluation criteria, will support the district effort to develop and maintain quality teachers that excel in data-supported curriculum implementation based on Connecticut's Common Core State Standards.</p> <p>Effective Use of Time:</p> <p>Continue to expand the amount of instructional time for all students in the district with Extended Day and Extended Year (summer instructional programs). Support school-based decisions on scheduling to increase instructional time in reading and math blocks.</p> <p>Curriculum:</p> <p>Continue to build a Rigorous Curriculum Design aligned with the Connecticut's Common Core State Standards (CCSS). The new curriculum will have web-based availability for teachers and will include a warehouse of tested Units of Study aligned to the CSDE Template, sample lesson plans, CFAs, and Performance Tasks..</p> <p>Use of Data:</p> <p>Provide district, school and classroom level professional development and targeted support for data-based decision-making for:</p> <ul style="list-style-type: none"> • District Accountability Plan implementation and monitoring • School Accountability Plan implementation and monitoring • Targeted classroom instruction <p>Use of student performance data and school performance data is integral to the teacher and administrator evolution tools.</p> <p>School Environment:</p> <p>Each School Accountability Plan must include site-based strategies to address the development of a Positive School Climate. Each school will use the results of the annual Climate and Satisfaction Survey to help inform their action steps and monitor their progress towards improving school climate.</p>
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			<p>Family and Community:</p> <p>The Joyce Epstein School, Family and Community Engagement model has been adopted by the district. Key strategies and implementation steps are included in each School Accountability Plan, which includes mechanisms for monitoring of level of implementation.</p>
<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>	<p>Bloomfield High School</p>	<p>Receiving School Improvement Grant (SIG)</p>	<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></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>

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	District Funding Commitment	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	
1. Additional learning time across all district schools	1. Extending number of days per week and number of weeks per academic year of existing after school/ extended day program. 2. Added administrative costs for extending program.	\$82,550	Original number of day and weeks of programming as funded during the 2011-2012 school year	\$120,000	\$202,550
2. District Capacity building through Leadership and Talent Development	58% of salary for Leadership Academy Manager	\$70,000	1. Cost sharing for Leadership Academy Manager 2. Professional Development costs associated with Administrator, Teacher and Parent Academies	\$50,000	\$120,000
3. Implement a system of Holistic Accountability		\$0	Powerful Practices Professional Development, Implementation and monitoring	\$84,850	\$84,850
4. Redesign and strengthen Curriculum, Instruction and Assessment to align with Connecticut's Common Core State Standards	Continue to build and strengthen Assessment Department by: 1. Hire Student Data Coordinator - 100% 2. Augmenting role and duties of Student Data Coordinator to Data Systems Manager - 20%	\$52,000	1. Director of Assessment, Evaluation and Research Salary - 100% 2. 80% of Salary for Data Systems Manager	\$187,000	\$239,000
5. Create a positive school climate in all district schools		\$0	Climate and Satisfaction Survey Implementation Professional Development	\$5,000	\$5,000
6. Enhance parent and community engagement across the district		\$0	- 2 FTE Parent/Community Liaisons Model Implementation of Joyce Epstein Model for Parent, Family and Community Engagement	\$46,650	\$46,650
	Total	\$204,550		\$493,500	\$698,050

2. Key Initiative Budgets for Alliance District Funding

**Reform Initiative: Additional learning time
across all district schools**

Element	Positions	Amount
Personal Services-Salaries	6.40	\$75,550
Part Time Teacher Stipends for After School, Extended Day Program		
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$7,000
Added Admin Cost associated with Grant Management, Transportation, and Food Service impacted by extending program full academic Year-5-days-a-week		
Total	6.40	\$82,550

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$75,000	\$75,000	\$75,000	\$75,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
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	\$7,000	\$7,000	\$7,000	\$7,000
Total	\$82,000	\$82,000	\$82,000	\$82,000

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: District Capacity building through Leadership and Talent Development		
Element	Positions	Amount
Personal Services-Salaries	0.60	\$70,000
.6 FTE - Manager of Leadership and Talent Development		
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
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	0.60	\$70,000

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	\$70,000	\$70,000	\$70,000	\$70,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
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	\$70,000	\$70,000	\$70,000	\$70,000

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Strengthen Curriculum, Instruction and Assessment to Align with Common Core State Standards

Element	Positions	Amount
Personal Services-Salaries	1.20	\$52,000
1 FTE - Data Entry Specialist 2 FTE Data Systems Manager		
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
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	1.20	\$52,000

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	\$52,000	\$52,000	\$52,000	\$52,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
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	\$52,000	\$52,000	\$52,000	\$52,000

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	
Personal Services-Benefits	0.00	\$0	
Purchased Professional Services	0.00	\$0	
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	0.00	\$0	

4. Budget for Total Alliance District Funding

District: Bloonfield Public Schools

Town Code: 11

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	\$197,550
200	Personal Services/Employee Benefits	\$0
400	Purchased Property Services	\$0
600	Supplies	\$0
700	Property	\$0
890	Other Objects	\$7,000
	TOTALS	\$204,550

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Bloomfield Public School - Alliance District
Student Achievement Plan

THE APPLICANT: James Thompson, Ed.D HEREBY ASSURES THAT:
Bloomfield Public School
(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.

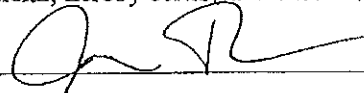
8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders 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)

James Thompson, Ed.D

Title: (typed)

Superintendent of Schools

Date:

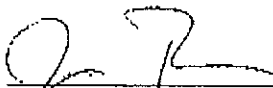
July 26, 2012

Addendum to Bloomfield 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:** The district will 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.
- **Compliance:** The district is responsible for ensuring that its initiatives meet all applicable federal and state regulations, including in the areas of special education, student nutrition, and others.
- The district will work with the CSDE and its partners in an ongoing process of refinement and evolution of Alliance District plans to ensure that all proposed initiatives comport with identified best practices in program design and implementation.

Signed,



Superintendent of Schools