

Allocations

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
LEA		\$1,218,472.00		\$619,185.00		\$14,804.00		\$30,286.00	\$1,882,747.00
Total		\$1,218,472.00		\$619,185.00		\$14,804.00		\$30,286.00	\$1,882,747.00

Talent

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

<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

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Talent Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with	Sample: 1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018

the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1 (or #2 or #3) - Embedded Literacy Coaching**" ...

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 CORE DISTRICT PRIORITY 1 and 2-Instructional Coaching: The district will provide job-embedded content-specific coaching at DMS and Bradley School with a dedicated Instructional Coach to support the implementation of literacy and math curriculum. 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. Rationale: Content & Instructional coaches will work together to support the district core reading and math programs as well as model lessons and analyze assessment data. They will ensure

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math.

that the district level plan for literacy and math is implemented with fidelity at the school level, and that teachers receive support when necessary.

1.2 CORE DISTRICT PRIORITY 1 and 2 - Professional Learning: The district will provide professional development for elementary teachers aligned to and driven by teacher and student needs, and district and state initiatives. Professional development will be dedicated towards improved teacher practice with data collection, alignment to standards, technology integration, behavior interventions, and special education instruction and interventions. Technical Assistance and job embedded professional development will be provided through CT CK3LI initiative (Hill for Literacy, Literacy How), ReadCONN, and the CT State Systemic Improvement Plan (SSIP). PD will be a blend of on-site, in classroom modeling, and off-site and include vertical teams. Rationale: Professional development will continue to build the capacity of our teachers to instruct using a student centered, personalized and standards based learning environment.

1.3 Teacher Evaluation and Retention of Top Talent: The district will support the Teacher Evaluation process using My Learning Plan with fidelity in an effort to use multiple, standards-based measures of performance, promote professional judgment and consistency, and foster dialogue about student learning. The district will provide oversight and support for improved teaching and learning through the new Director of Curriculum, Instruction and Assessment position. Rationale: Teachers and administrators will focus on improving student achievement by using an ongoing cycle of feedback and classroom visitations that promote teacher reflection and improved practice.

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math. 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.

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 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.

Academics

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 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 checked="" 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"/> Alternative/transitional programs
<input type="checkbox"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Academic Priorities:

Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1 (or #2 or #3) - Embedded Literacy Coaching**" ...

2.1 CORE DISTRICT PRIORITY 1 and 2 - 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

Aligned SMART Goals:

Sample: 2.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. The district will increase the enrollment of 3-4 year old students who come from low income families from 49 students in SY2017-18 to 54

grants respectively. Preschool teachers will work with the Director (partially funded by AD grant) to develop and implement a high-quality Pre-K program that provides a balance of social and academic skill development, ensuring children are ready for Kindergarten. The 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. Preschool teachers will receive training on High Scope , a research-based preschool curriculum, to support the acquisition of oral language and literacy skills. The HighScope Curriculum integrates social-emotional learning content with other academic areas and gives children daily opportunities to practice skills such as emotional self-regulation and problem-solving. Teachers will also receive training on Ages & Stages and formative assessments. (funded by Pre-School Development Grant / PDG). Rationale: A high quality preschool program will ensure children have access to the opportunities that promote academic and social/emotional success, provide early interventions, and support kindergarten readiness.

students in SY2018 - 2019.

2.2 Alternative/Transitional Programs: RAISE Academy: Derby will engage in a joint venture with IPP INSTITUTE OF PROFESSIONAL PRACTICE to provide a Tier 3 intervention program for students in Grades 7-12 who need an alternative school program. Behavioral supports and individualized/group counseling will be provided. Students will be enrolled for a minimum of one year with the intent to keep students enrolled and on-track for graduation. Rationale: By providing a continuum of academic, social and behavioral services, resources and programs, students will have access to a high-quality, in-district alternative program and remain on track for high school graduation.

A maximum of 20 students will be enrolled in RAISE during SY 2018-2019 . The program will be designed and implemented in partnership with the Institute for Professional Practice. In alignment with ESSA goal targets, the High School Four-Year Adjusted Cohort Graduation Rate will increase from 76.3% in 2015 -2016 to 80.4% in 2018-2019. In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to

54.6% in 2018-19 for math.

2.3 CORE DISTRICT PRIORITY 2-SRBI/Academic Interventions and Support Special Populations (SPED): Under the director of the Director of Curriculum, Instruction and Assessment, the district will continue to support and utilize common intervention programs at all schools to support learning and advance the use of technology (Edgenuity ILPs, Lexia, IXL Math, Naviance, Pearson). Targeted Tier II and Tier III intervention will be provided by qualified staff including paraeducators, tutors, and interventionists, using a push-in and pull-out model, during the school day and extended day programs. Teachers will use data from these programs to develop individualized, instructional targets which respond to specific student challenges. Technical Assistance will be provided through CT CK3LI initiative (Hill for Literacy, Literacy How), ReadCONN, and the CT State Systemic Improvement Plan (SSIP). The district will support programming for science, technology, engineering, and math at DMS with expose students to STEM and giving them opportunities to explore STEM-related concepts, to drive engagement, and create enrichment experiences. A transitional class will be used to provide a remedial and intensive recovery instructional model to students not meeting EOY kindergarten benchmarks to help students meet proficiency targets. Rationale: By providing students with high-quality, research based interventions that are linked to individual student needs, learning outcomes will improve.

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math. By June 2019, 100% of students attending the Transitional Program at Irving will score at or above proficient on the Grade K or Grade 1 EOY DIBELS, as identified by their 2019-2020 recommended grade placement.

Climate

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

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1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

<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"/> PBIS Other

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Climate Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with	Sample: 3.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018

the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1 (or #2 or #3) - Embedded Literacy Coaching**" ...

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 CORE DISTRICT PRIORITY 3-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 (8/26/18) 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

In alignment with the ESSA Goal Targets, the district's chronic absenteeism rate will decrease from 12.8% in SY2016-2017 to 11.6% in SY2018-2019. The district's Out of School Suspensions will decrease by 10% from 145 days in SY2016-2017 to 130 days in SY2018 - 2019. The district's In School Suspension rate will decrease by 10% from 137 days in SY2016-2017 to 123 days in SY2017-2018.

community. A DMS partnering with CSDE Turnaround Office 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 to support culturally responsive practices while building a positive climate. Rationale: Restorative approaches create more effective student-adult relationships, and build healthy school communities.

3.2 CORE DISTRICT PRIORITY 3- Chronic Absenteeism/Attendance: Through the creation of a cross-functional District Attendance Team, the district supports schools in reducing chronic absenteeism by providing a support staff to develop strategies to reduce absenteeism by: Recognizing Good and Improved Attendance; Engaging Students and Parents to determine root causes for attendance issues; Monitoring Attendance Data and Practice; Providing Personalized Early Outreach. By using a tiered system of supports aligned to student/family needs, we will be able to increase student attendance, decrease chronic absenteeism and promote positive home-school partnerships. Rationale: Regular school attendance promotes academic, social, emotional, and behavioral success. Students who are chronically absent are at greater risk for lower achievement, engaging in risky behaviors, and potential for becoming off-track for graduation.

3.3 CORE DISTRICT PRIORITY 3- Wrap Around Services/Suspension Rate School Counselor: The district will support a school social worker to provide after hours social/emotional counseling services and drop out intervention for our most at risk students. Rationale: Embedding supports and wraparound services has helped students and families become connected to the school and the community, and participate in their

In alignment with the ESSA Goal Targets, the district's chronic absenteeism rate will decrease from 12.8% in SY2016-2017 to 11.6% in SY2018-2019.

In alignment with ESSA goal targets, the High School Four-Year Adjusted Cohort Graduation Rate will increase from 76.3% in 2015 -2016 to 80.4% in 2018-2019. In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model,

learning. The after hours counseling ensures our most at-risk and potentially disengaged students remain in school and on track for graduation.

the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math.

Operations

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- | | |
|---|--|
| <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 |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. 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 quarterly progress monitoring.

Operations Priorities:	Aligned SMART Goals:
Sample: 1.1 Embedded Literacy Coaching - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle,	Sample: 4.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018 -19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from

ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.

42.9 in 2016-17 to 49.3 in 2018-19.

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1 (or #2 or #3) - Embedded Literacy Coaching**" ...

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

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 SY2018-2019 Rationale: The 1:1 laptop program has increased student technology use; allowed for more student-centered collaboration and project-based instruction; greater student engagement; and the

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math. 100% of students in Grades K-12 will utilize a laptop for intervention/enrichment and to extend learning time inside

use of a blended learning model.

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 an online student enrollment process to streamline the school registration process which will remove the burden of paper forms, redundancy, and document copies. Families will meet with F/T registrar who will facilitate scheduling a school-based orientation to ensure positive transitions for new students. Rationale: The online registration process will keep families informed about their application progress, reduce confusion about where/how to register multiple children attending different school locations, and eliminate language barriers for families, while minimizing the manual information input by school secretaries.

By June 2019, 100% of newly enrolled students will register for school using InfoSnap Power School Registration Portal. In alignment with the DPI, the district's chronic absenteeism rate will decrease from 12.8% in SY 2016-2017 to 11.6% in SY 2018-2019.


4.3 CORE DISTRICT PRIORITY 1 and 2 - 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/programming to support and strengthen the overall development of young people. Rationale: The extended learning opportunities will provide services and supports our students wouldn't have access to in the community. This programming will include a blend of academic and extracurricular components in a safe, structured environment.

In alignment with ESSA goal targets, the District Performance Index (DPI) for English Language Arts (ELA) will increase from 59.1 in 2016-17 to 61.5% in 2018-19, and will increase in mathematics from 51.9% in 2016-17 to 55.5% in 2018-2019. Under the Smarter Balanced Growth Model, the Average Percentage of Target Achieved will improve from 43.6% in 2016-17 to 52.3% in 2018-19 for ELA and from 46.3% in 2016-17 to 54.6% in 2018-19 for math.

Related Documents

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants

Required Documents

Type	Document Template	Document/Link
ESSA Milestones [Upload at least 1 document(s)]	N/A	 Derby ESSA Milestones

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev
0 - Alliance District Grant

Object	Total
100 - Personal Services > Salaries	\$862,300.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$345,000.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$0.00
600 - Supplies	\$11,172.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$1,218,472.00
Allocation	\$1,218,472.00
Remaining	\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

100 - Personal Services > Salaries - \$862,300.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1.0 FTE District Director of Curriculum, Instruction and Assessment to support the integration, development, and evaluation of the district's curriculum and instructional programming PK-12.
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3 Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$150,000.00"/>	
Line Item Total:	<input type="text" value="\$150,000.00"/>	
Object:	100 - Personal Services > Salaries	Under the direction and guidance of Director of Curriculum, Instruction and Assessment, 2.0 FTE literacy coach at Bradley and DMS to provide job-embedded coaching to classroom teachers
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	

Cost:	\$149,000.00	
Line Item Total:	\$149,000.00	
Object:	100 - Personal Services > Salaries	Early Childhood Director (0.75 FTE) to support LRU Pre-K program
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Little Raiders University (037-0111)	
Quantity:	1.00	
Cost:	\$81,000.00	
Line Item Total:	\$81,000.00	
Object:	100 - Personal Services > Salaries	Lead Literacy Teacher - Under the direction and guidance of Director of Curriculum, Instruction and Assessment, 1.0 FTE Lead teacher split between Bradley/Irving/DMS to support ReadCONN at Irving, Bradley, and DMS
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$72,000.00	
Line Item Total:	\$72,000.00	

Object:	100 - Personal Services > Salaries	1.0 FTE teacher @ DMS to establish a new Academic Learning Center for special education support
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2 Academics Goal 2.3	
LEA / School:	Derby Middle School (037-5011)	
Quantity:	1.00	
Cost:	\$69,000.00	
Line Item Total:	\$69,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Reading Intervention teacher @ DHS
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby High School (037-6111)	
Quantity:	1.00	
Cost:	\$61,800.00	
Line Item Total:	\$61,800.00	
Object:	100 - Personal Services > Salaries	District Business Manager (0.5 FTE) to support grants and partnership funding
Purpose:	01 - Public School Activities	

Focus Area:	Non-reform	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$59,000.00	
Line Item Total:	\$59,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE teacher at DMS to expand science, technology and math opportunities for Grades 6-8
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby Middle School (037-5011)	
Quantity:	1.00	
Cost:	\$52,000.00	
Line Item Total:	\$52,000.00	
Object:	100 - Personal Services > Salaries	3.0 FTE Reading Intervention tutors for SRBI @ Irving
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Irving School (037-0411)	

Quantity:	1.00	
Cost:	\$49,000.00	
Line Item Total:	\$49,000.00	
Object:	100 - Personal Services > Salaries	2.0 FTE Paraeducators to support academic interventions in the general education setting @ Bradley
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Bradley School (037-0611)	
Quantity:	1.00	
Cost:	\$40,000.00	
Line Item Total:	\$40,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE District-wide truancy support coordinator to provide attendance monitoring and reduce chronic absenteeism
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2 Climate Goal 3.3	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$30,000.00	

Line Item Total:	\$30,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Climate monitor @ DHS to reduce out-of-school suspensions and support Restorative Practices program
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Derby High School (037-6111)	
Quantity:	1.00	
Cost:	\$27,000.00	
Line Item Total:	\$27,000.00	
Object:	100 - Personal Services > Salaries	District data specialist (0.5 FTE) to support Director of Curriculum, Instruction & Assessment
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2 Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$17,500.00	
Line Item Total:	\$17,500.00	

Object:	100 - Personal Services > Salaries	1.0 TEAM facilitator stipend for new teacher program
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.2	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	

Total for 100 - Personal Services > Salaries: \$862,300.00

Total for all other Objects: \$356,172.00

Total for all Objects: \$1,218,472.00

Allocation: \$1,218,472.00

Remaining: \$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

300 - Purchased Professional and Technical Services - \$345,000.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	RAISE Academy program as administered by the Institute of Professional Practices (IPPI)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Derby High School (037-6111)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$315,000.00"/>	
Line Item Total:	<input type="text" value="\$315,000.00"/>	
Object:	300 - Purchased Professional and Technical Services	Kelly Services substitutes district-wide to fill in for staff PD days or debriefs after job-embedded coaching
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.1 Talent - Goal 1.2	
LEA / School:	Derby School District (037-000)	

Quantity:	1.00	
Cost:	\$25,000.00	
Line Item Total:	\$25,000.00	
Object:	300 - Purchased Professional and Technical Services	District-wide Teacher Evaluation Management software (Frontline)
Purpose:	01 - Public School Activities	
Focus Area:	Talent - Goal 1.3	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$5,000.00	
Line Item Total:	\$5,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$345,000.00
Total for all other Objects:		\$873,472.00
Total for all Objects:		\$1,218,472.00
Allocation:		\$1,218,472.00
Remaining:		\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

600 - Supplies - \$11,172.00

Budget Detail		Narrative Description
Object:	600 - Supplies	District-wide instructional supplies
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$9,172.00	
Line Item Total:	\$9,172.00	
Object:	600 - Supplies	Class Act Council Supplies (events, signage, postage) at DHS to promote a positive school climate
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Derby High School (037-6111)	
Quantity:	1.00	
Cost:	\$2,000.00	

**Line Item
Total:**

\$2,000.00

Total for 600 - Supplies:

\$11,172.00

Total for all other Objects:

\$1,207,300.00

Total for all Objects:

\$1,218,472.00

Allocation:

\$1,218,472.00

Remaining:

\$0.00

Alliance District Grant Budget Overview

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant

Filter by Location:

Object Purpose	100 - Personal Services > Salaries	300 - Purchased Professional and Technical Services	600 - Supplies	Total
01 - Public School Activities	862,300.00	345,000.00	11,172.00	1,218,472.00
Total	862,300.00	345,000.00	11,172.00	1,218,472.00
			Allocation	1,218,472.00
			Remaining	0.00

**Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev
0 - Priority School District Grant**

Object	Total
100 - Personal Services > Salaries	\$419,394.00
200 - Personal Services > Employee Benefits	\$40,000.00
300 - Purchased Professional and Technical Services	\$10,500.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$102,000.00
600 - Supplies	\$11,291.00
700 - Property	\$36,000.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$619,185.00
Allocation	\$619,185.00
Remaining	\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

100 - Personal Services > Salaries - \$419,394.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1.0 FTE Transitional teacher @ Irving to support students who require additional time to meet next grade curriculum
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Irving School (037-0411)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$75,000.00"/>	
Line Item Total:	<input type="text" value="\$75,000.00"/>	
Object:	100 - Personal Services > Salaries	District IT Network Admin (1.0 FTE) and IT Manager (0.3 FTE) to support 1:1 program
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$72,000.00"/>	

Line Item Total:	\$72,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE SPED Resource Teacher @ Bradley School
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Bradley School (037-0611)	
Quantity:	1.00	
Cost:	\$58,000.00	
Line Item Total:	\$58,000.00	
Object:	100 - Personal Services > Salaries	1.0 FTE School counselor to reduce out-of-school suspensions and support Restorative Practices program
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Derby Middle School (037-5011)	
Quantity:	1.00	
Cost:	\$49,548.00	
Line Item Total:	\$49,548.00	
Object:	100 - Personal Services > Salaries	2.0 FTE Paraeducators for Pre-K program @ LRU

Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Little Raiders University (037-0111)	
Quantity:	2.00	
Cost:	\$17,500.00	
Line Item Total:	\$35,000.00	
Object:	100 - Personal Services > Salaries	0.5 FTE Social worker/counselor - Part-time, after hours position (4 hours/day) - will service DMS & DHS population to address chronic absenteeism and on-track graduation
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Derby School District (037-000)	
Quantity:	1.00	
Cost:	\$28,000.00	
Line Item Total:	\$28,000.00	
Object:	100 - Personal Services > Salaries	Extended day after school program at Irving - 2 days per week, 1.5 hours p/day, up to 125 students (7 teachers, 4 paras, 1 program coordinator, 1 secretary)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	

LEA / School:	Irving School (037-0411)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$25,000.00"/>	
Line Item Total:	<input type="text" value="\$25,000.00"/>	
Object:	100 - Personal Services > Salaries	1.0 FTE Truancy Support - Irving School
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.1	
LEA / School:	Irving School (037-0411)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$21,000.00"/>	
Line Item Total:	<input type="text" value="\$21,000.00"/>	
Object:	100 - Personal Services > Salaries	Teacher stipends @ DHS for content specific instruction (3 periods/day for 183 days @ contracted rate of \$37.97/hr. at RAISE Academy
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.2	
LEA / School:	Derby High School (037-6111)	
Quantity:	<input type="text" value="1.00"/>	

Cost:	\$20,846.00	
Line Item Total:	\$20,846.00	
Object:	100 - Personal Services > Salaries	1.0 FTE Climate specialist @ Bradley to reduce out-of-school suspensions and support PBIS program
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.3	
LEA / School:	Bradley School (037-0611)	
Quantity:	1.00	
Cost:	\$20,000.00	
Line Item Total:	\$20,000.00	
Object:	100 - Personal Services > Salaries	Pre-K Extended Learning Summer School Program (4.0 FTE teacher, 4.0 FTE paraprofessional)
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.1	
LEA / School:	Little Raiders University (037-0111)	
Quantity:	1.00	
Cost:	\$15,000.00	
Line Item Total:	\$15,000.00	

Total for 100 - Personal Services > Salaries:	\$419,394.00
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Total for all other Objects:	\$199,791.00
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Total for all Objects:	\$619,185.00
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Allocation:	\$619,185.00
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Remaining:	\$0.00
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Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

200 - Personal Services > Employee Benefits - \$40,000.00

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	Benefits for new positions - resource teacher; pre-K paraeducator
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$40,000.00"/>	
Line Item Total:	<input type="text" value="\$40,000.00"/>	
Total for 200 - Personal Services > Employee Benefits:		<input type="text" value="\$40,000.00"/>
Total for all other Objects:		<input type="text" value="\$579,185.00"/>
Total for all Objects:		<input type="text" value="\$619,185.00"/>
Allocation:		<input type="text" value="\$619,185.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

300 - Purchased Professional and Technical Services - \$10,500.00

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	Power School, On-line registration process - Central office
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.2	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$8,500.00"/>	
Line Item Total:	<input type="text" value="\$8,500.00"/>	
Object:	300 - Purchased Professional and Technical Services	SWIS licenses allow all schools to collect and analyze student office referral data.
Purpose:	01 - Public School Activities	
Focus Area:	Climate Goal 3.2	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	

Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Total for 300 - Purchased Professional and Technical Services:		\$10,500.00
Total for all other Objects:		\$608,685.00
Total for all Objects:		\$619,185.00
Allocation:		\$619,185.00
Remaining:		\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

500 - Other Purchased Services - \$102,000.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Amplify/Dibels Literacy benchmark assessment K-5; Edgenuity DHS digital library 9-12 site license; Explore Learning Reflex site license - Bradley & Irving; IXL Site license - Bradley, Irving & DMS; Learning A-Z Raz Kids and Learning A-Z licenses; Bradley & Irving; Lexia Reading Core - Bradley & Irving; NWEA Web based MAP for science, math and reading; Pre-K Summer School transportation and Student Services (IPPI); Pearson Licenses
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$102,000.00"/>	
Line Item Total:	<input type="text" value="\$102,000.00"/>	
Total for 500 - Other Purchased Services:		<input type="text" value="\$102,000.00"/>
Total for all other Objects:		<input type="text" value="\$517,185.00"/>
Total for all Objects:		<input type="text" value="\$619,185.00"/>
Allocation:		<input type="text" value="\$619,185.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

600 - Supplies - \$11,291.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Instructional supplies - DMS/DHS/Bradley/Irving/LRU
Purpose:	01 - Public School Activities	
Focus Area:	Academics Goal 2.3	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$11,291.00"/>	
Line Item Total:	<input type="text" value="\$11,291.00"/>	
		Total for 600 - Supplies: <input type="text" value="\$11,291.00"/>
		Total for all other Objects: <input type="text" value="\$607,894.00"/>
		Total for all Objects: <input type="text" value="\$619,185.00"/>
		Allocation: <input type="text" value="\$619,185.00"/>
		Remaining: <input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

700 - Property - \$36,000.00

Budget Detail		Narrative Description
Object:	700 - Property	Interactive Classroom Projectors @ DMS
Purpose:	01 - Public School Activities	
Focus Area:	Operations Goal 4.1	
LEA / School:	Derby Middle School (037-5011)	
Quantity:	<input type="text" value="12.00"/>	
Cost:	<input type="text" value="\$3,000.00"/>	
Line Item Total:	<input type="text" value="\$36,000.00"/>	
		Total for 700 - Property: <input type="text" value="\$36,000.00"/>
		Total for all other Objects: <input type="text" value="\$583,185.00"/>
		Total for all Objects: <input type="text" value="\$619,185.00"/>
		Allocation: <input type="text" value="\$619,185.00"/>
		Remaining: <input type="text" value="\$0.00"/>

Priority School District Grant Budget Overview

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Priority School District Grant

Filter by Location:

Object Purpose	100 - Personal Services > Salaries	200 - Personal Services > Employee Benefits	300 - Purchased Professional and Technical Services	500 - Other Purchased Services	600 - Supplies	700 - Property	Total
01 - Public School Activities	419,394.00	40,000.00	10,500.00	102,000.00	11,291.00	36,000.00	619,185.00
Total	419,394.00	40,000.00	10,500.00	102,000.00	11,291.00	36,000.00	619,185.00
						Allocation	619,185.00
						Remaining	0.00

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Program Design

Briefly describe the district's proposed approach to extend school hours. Please respond to the prompts below explaining how the district would leverage the ESH grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

Saturday Academy at Irving School would provide a unique, extended school hours program, and provide opportunities for academic enrichment, social/emotional development and recreation programs.

Academic supports would include small group intervention or enrichment in reading utilizing the district's core reading program (Journeys). It would also include small group intervention or enrichment in math utilizing Math Expressions, the district's core math program.

Teachers would use each student's individual assessment data to develop a program designed for remediation or enrichment. The program will be designed to engage students by integrating technology, manipulatives, high interest material, and real world examples. Students also have year-round access to the Lexia Core 5 online reading program. They will have access to computers and tablets during Saturday Academy. Teachers will use the progress monitoring through this program and access the tiered intervention materials in Lexia to further support students.

The school-based intervention team will systematically review student data to identify students who, based upon multiple indicators, are determined at risk of failing. These students will be given priority enrollment in the program. The team will monitor the intervention program and share data with the Saturday Academy Staff and each student's teacher(s).

One period of enrichment will be included in the weekly Saturday Academy including: physical education, music and art. The schedule will rotate by week.

2. Description of the type of health and recreational activities offered.

Irving School's Saturday Academy will also provide health and recreational activities for students. The gymnasium will be used for structured physical activity which will be planned and facilitated by a trained staff member. As part of the physical activity component, students will engage in walking/running to promote health and wellness. It will include:

- A proper warm-up
- Complete the required distance by running or walking (between 1-2 kilometers/day)
- Participate in running drills and games
- Participate in a cool-down activity
- A short clinic on a running or health-related topic.

Saturday Academy students will have the option to train for, and participate in, the CT Association of Schools KIDSMARATHON during the program. It is an 8 – 10 week training program that enables children to complete a full marathon by running incremental distances each week leading up to a culminating race event in May 2018 in Cheshire, CT. During the weekly training, students will develop lifelong fitness skills, positive nutritional habits, social-emotional learning, a feeling of accomplishment, and self-confidence for themselves. This event is endorsed by CAS, The President's Challenge Program and Rod Dixon's Kids Marathon Foundation.

Students will also participate in educational programs designed to reach children and their families in nutrition education, physical activity, disease prevention and management. These lessons will be taught by the Saturday Academy team and will include connections to school-based programs that are planned with Griffin Hospital's Safe Kid's Program. The Saturday Academy physical fitness component aligns with our partnership with the Valley Initiative to Advance Health & Learning in Schools (VITHALS) which is committed to promoting the health of the Valley community and

to combating childhood obesity in Grades PK - 12.

3. Description of the criteria for student participation (e.g., days, hours of operation).

Irving School's Saturday Academy will enroll students in grades 2-5 and consist of nine (9) sessions, which will be split in three, three-week sessions. It will begin in February 2018, and end in May/June 2018. The hours of operation will be 8:30 AM - 12:00 PM. Students may enroll in Session I, Session II, Session III or for all three sessions. We will cap enrollment at 25 students per grade level. This program has the capacity to serve up to 100 students per session and up to 300 students total from Irving and Bradley.

4. Description of how the district will ensure the program supports the regular school curriculum.

Derby's Saturday Academy will use the district approved curriculum materials to ensure the instruction is aligned and in support of the regular school curriculum. We will use the Journeys reading program materials and the curriculum maps to ensure alignment. Teachers will use the Journeys and Math Expressions intervention materials (hard copies and online materials) to deliver instruction to small groups or the "above grade level" materials to provide enrichment activities.

The Saturday Academy program will also support Irving School's established social/emotional wellness curriculum by providing direct instruction to students on character development. The school uses the "Second Step" curriculum. The Saturday program will be an extension to this and students will be exposed to concepts including:

- Personal Skills for Learning
- Empathy
- Emotion Management
- Problem-Solving

http://www.cfchildren.org/Portals/0/SS_Multi/SS_DOC/EL-G8_Scope_Sequence_SS.pdf

The Saturday Academy also supports the district's goal of increasing time on learning.

5. Description of how the program provides for community involvement (40 percent of funding must support community partners).

The community will be involved in this program. The community partners include Griffin Hospital, VITHALS and the Valley United Way.

6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).

The Saturday Academy Program coordinates operations and activities with existing programs in the school such as VITHALS and Griffin Hospital's Safe Kid's Program.

7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.

Parents will be invited to participate in the program in several capacities:

- Advisors to the program planning team;
- Volunteers in non-instructional roles, including: clerical, breakfast food-service, and Kids Marathon training;
- Participants in the health and nutrition instruction with their child(ren).

8. Description of the plan for the superintendent and school principal to work collaboratively with the community-based organization(s) for access to the school's facilities and equipment.

Irving School is used regularly by several community-based organizations who have regularly scheduled access to the school's facilities and equipment including: Derby Pop Warner Cheerleaders, Derby Biddy-Basketball, St. Mary/St. Michael's JV and Varsity Basketball, Derby Little League, Boy Scouts, Girl Scouts, Irving Student Council, and Irving School Choir/Band. The district has a well-established Building Use Plan which is approved by the school Principal, district Facilities Manager, district Business Manager, and Superintendent.

Projected School And Student Participation

Pursuant to C.G.S. Section 10-266u, each district shall prepare an annual report describing program operations, student participation, and other student indicators of success. Please use the following format to report the information about the district's proposed ESH program for 2018-19. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Extended School Building Hours Program	Grade Level(s) Offered	Projected Number of Students by Grade Level	Days/Times of Week Offered	Number of Weeks Offered
Irving School	1-5	100	Saturday 8:30 - 11:30	10

Program Evaluation

ESH program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, attendance, or any other data that demonstrated student progress as a result of the grant.

Indicators of Success:

Describe how student performance (progress) will be assessed as a result of attending the ESH program, including type(s) of measures and timeline for assessments:

Student progress will be assessed to determine the effectiveness of the Saturday Academy Program. At the beginning of each session, students will be assessed to determine a baseline. Teachers will also complete an exit assessment to measure growth over the 6 week intervention period. We will utilize the DIBELS progress monitoring for language arts (DORF and DAZE) and AIMSWEB progress monitoring for mathematics (M-CAP and M-COMP). We will use program surveys with students and parents to measure satisfaction levels about the academic, social/emotional, and health/wellness programming.

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Irving & Bradley School uses the DIBELS benchmark assessment.

- List of students who attended Saturday Academy program will be provided to building data assessment coordinators and administration
- Action plans will be developed for students in Tier II and III
- 2018 EOY benchmark data will be used to monitor progress for students who participated in Saturday Academy as well as regular progress monitoring (based on levels)

Irving & Bradley School uses the Math Expressions benchmark assessment.

- List of students who attended Saturday Academy program will be provided to building data assessment coordinators and administration
- Action plans will be developed for students in Tier II and III
- 2018 EOY benchmark data will be used to monitor progress for students who participated in Saturday Academy as well as regular progress monitoring (based on levels)

**Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev
0 - PSD - Extended School Hours**

Object	Total
100 - Personal Services > Salaries	\$8,687.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$5,580.00
600 - Supplies	\$537.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$14,804.00
Allocation	\$14,804.00
Remaining	\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

100 - Personal Services > Salaries - \$8,687.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Staff for Saturday Academy - five sessions: * 9 teachers @ \$5,828 * 5 paraprofessionals @ \$1,487 * 1 program secretary @ \$540 * 1 program coordinator @ \$832
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$8,687.00"/>	
Line Item Total:	<input type="text" value="\$8,687.00"/>	
Total for 100 - Personal Services > Salaries:		<input type="text" value="\$8,687.00"/>
Total for all other Objects:		<input type="text" value="\$6,117.00"/>
Total for all Objects:		<input type="text" value="\$14,804.00"/>
Allocation:		<input type="text" value="\$14,804.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

500 - Other Purchased Services - \$5,580.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Bus Transportation (2 busses) to be provided for the 5 sessions
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="2.00"/>	
Cost:	<input type="text" value="\$2,790.00"/>	
Line Item Total:	<input type="text" value="\$5,580.00"/>	
Total for 500 - Other Purchased Services:		<input type="text" value="\$5,580.00"/>
Total for all other Objects:		<input type="text" value="\$9,224.00"/>
Total for all Objects:		<input type="text" value="\$14,804.00"/>
Allocation:		<input type="text" value="\$14,804.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

600 - Supplies - \$537.00

Budget Detail		Narrative Description
Object:	600 - Supplies	Instructional to support the program
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$537.00"/>	
Line Item Total:	<input type="text" value="\$537.00"/>	
		Total for 600 - Supplies: <input type="text" value="\$537.00"/>
		Total for all other Objects: <input type="text" value="\$14,267.00"/>
		Total for all Objects: <input type="text" value="\$14,804.00"/>
		Allocation: <input type="text" value="\$14,804.00"/>
		Remaining: <input type="text" value="\$0.00"/>

PSD - Extended School Hours Budget Overview

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Extended School Hours

Filter by Location: All - \$14,804.00

Object Purpose	100 - Personal Services > Salaries	500 - Other Purchased Services	600 - Supplies	Total
01 - Public School Activities	8,687.00	5,580.00	537.00	14,804.00
Total	8,687.00	5,580.00	537.00	14,804.00
			Allocation	14,804.00
			Remaining	0.00

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Program Design

Each applicant must include a project plan outlining the design and implementation of the district's summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

The Irving School Summer Reading will be available for up to 100 students in Grades 1-5 from Irving and Bradley School. Candidates for the program will be identified by the May 2019 EOY DIBELS benchmark assessment scores. Students in the red (Tier III) and yellow (Tier II) will be given priority. Students in green (Tier I) will be offered spots if there any available through a random selection process. Once selected, students will be placed in small groups based on grade level and the identified skills area(s) in need of improvement as measured by the May 2019 DIBELS benchmark assessment.

2. Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Per the current teacher's contract, the open teaching positions will be posted through an internal process. Eligible candidates will be interviewed to assess their ability to deliver specialized reading instruction. Staff certified in Elementary Education will deliver Tier II instruction. Current Irving and Bradley School teachers will have preference in the hiring process, but the program will be open to all certified staff in the district.

3. Criteria for establishing the curricula for the summer program

The Summer School teachers will use Scholastic's LitCamp program includes standards-aligned literacy lessons, high-quality fiction and nonfiction literature, collaborative, group activities, and dedicated time for independent reading. Staff will be provided with access to the Fountas & Pinnell Leveled Literacy Intervention materials to supplement instruction. This will be used as a tool for progress monitoring as well as DIBELS.

Program Evaluation

Please provide projections for the coming school year. Districts must serve all students in Grades 1 through 3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Category 4 & 5 schools.

Schools Offering Summer Program	Grade Level(s) Offered	Days/Times of Week Offered	Number of Weeks Offered
Irving School	Grades 1-5	Monday - Thursday 8:30 - 12	4

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

The DIBELS benchmark assessment will be used to monitor progress. The timeline is as follows:

- List of students who attended Summer School Program will be provided to building data assessment coordinators and administration
- Action plans will be developed for students in Tier II and III
- 2018 BOY benchmark data will be used to monitor progress for students who participated in Summer School Program as well as regular progress monitoring (based on levels)

Students have year-round access to the Lexia Core 5 online reading program. They will have access to computers and tablets during the summer program. Teachers will use the progress monitoring through this program and access the tiered intervention materials in Lexia to further support students.

**Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev
0 - PSD - Summer School**

Object	Total
100 - Personal Services > Salaries	\$21,606.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$0.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$8,680.00
600 - Supplies	\$0.00
700 - Property	\$0.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
Total	\$30,286.00
Allocation	\$30,286.00
Remaining	\$0.00

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

100 - Personal Services > Salaries - \$21,606.00

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	Staff for Summer School Program - fourteen sessions: * 8 teachers @ \$14,532
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$14,522.00"/>	
Line Item Total:	<input type="text" value="\$14,522.00"/>	
Object:	100 - Personal Services > Salaries	Staff for Summer School Program - fourteen sessions: * 5 paraprofessionals @ \$3,332
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$3,332.00"/>	
Line Item Total:	<input type="text" value="\$3,332.00"/>	
Object:	100 - Personal Services > Salaries	Staff for Summer School Program - fourteen sessions:

Purpose:	01 - Public School Activities	* 1 program coordinator @ \$2,240
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$2,240.00"/>	
Line Item Total:	<input type="text" value="\$2,240.00"/>	
Object:	100 - Personal Services > Salaries	Staff for Summer School Program - fourteen sessions:
Purpose:	01 - Public School Activities	* 1 program secretary @ \$1,512
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="1.00"/>	
Cost:	<input type="text" value="\$1,512.00"/>	
Line Item Total:	<input type="text" value="\$1,512.00"/>	
Total for 100 - Personal Services > Salaries:		<input type="text" value="\$21,606.00"/>
Total for all other Objects:		<input type="text" value="\$8,680.00"/>
Total for all Objects:		<input type="text" value="\$30,286.00"/>
Allocation:		<input type="text" value="\$30,286.00"/>
Remaining:		<input type="text" value="\$0.00"/>

Budget Detail

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

500 - Other Purchased Services - \$8,680.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Bus transportation to support the summer school program - 14 sessions
Purpose:	01 - Public School Activities	
LEA / School:	Derby School District (037-000)	
Quantity:	<input type="text" value="2.00"/>	
Cost:	<input type="text" value="\$4,340.00"/>	
Line Item Total:	<input type="text" value="\$8,680.00"/>	
Total for 500 - Other Purchased Services:		<input type="text" value="\$8,680.00"/>
Total for all other Objects:		<input type="text" value="\$21,606.00"/>
Total for all Objects:		<input type="text" value="\$30,286.00"/>
Allocation:		<input type="text" value="\$30,286.00"/>
Remaining:		<input type="text" value="\$0.00"/>

PSD - Summer School Budget Overview

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - PSD - Summer School

Filter by Location:

Purpose	Object	100 - Personal Services > Salaries	500 - Other Purchased Services	Total
01 - Public School Activities		21,606.00	8,680.00	30,286.00
Total		21,606.00	8,680.00	30,286.00
			Allocation	30,286.00
			Remaining	0.00

Statement of Assurances

Derby School District (037-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- | | |
|-----------|---|
| 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 jobrelated 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.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/16/2018

