

### MISSION AND EXPECTATIONS

#### **1. Develop and implement a system for recording student achievement in the social and civic expectations and a method of informing the public.**

Classification: In Progress

Response: With the completion of the social and civic rubrics, faculty will be able to formally assess student achievement in these two particular areas. Throughout the year all faculty members will be able to utilize the school wide rubrics relating to the social and civic expectations and assess students in their class. Faculty and staff will also utilize our advisory program as a forum to discuss our social and civic rubrics and assess the members of their particular advisory group. Advisors have a unique relationship with their advisory students since they are with the same group of students all four years of high school. Information regarding student achievement with our social and civic expectations is provided through monthly dashboard presentation given by the principal to Board of Education. These dashboards are then placed on the website in order for all stakeholders to view our outcomes.

New Classification: In Progress

New Response: Faculty and Staff have utilized our advisory program to interact with students relating to the social and civic expectations. Each student now has an advisory folder where they keep activities they accomplish throughout the year during their weekly advisory time. Some activities are collected for school-wide data collection. Also, discussions have begun in implementing the Capstone Project dealing with the social and civic expectations. Derby High School's principal also continues to present monthly dashboard presentations regarding the student achievement with our social and civic expectations to the Board of Education.

New Classification: In Progress

New Response: the SPDG Team as part of our PBIS program has created and developed rubrics for behavioral expectations throughout the building. When students are seen doing something positive, they are rewarded through a "shout-out" on our Twitter account also earn points on our newly purchased Epraise system. The Epraise system can run a number of reports that will allow for better tracking of student achievement in the social and civic expectations. Also, discussion has started regarding a component of graduation include community service.

**2. Assure that the school-wide rubrics are used consistently in all curriculum areas by all faculty members.**

Classification: In Progress

Response: Faculty have been utilizing our five school wide rubrics which assess our five academic expectations in our mission statement which revolve around expectations in math, reading, writing, science, along with technology and applied arts. Last year DHS faculty amended our school wide rubrics to align with 21<sup>st</sup> century expectations. Faculty members utilized department meetings along with school improvement teams to coordinate ways to revisit, review and revise our school wide rubrics in order to meet the current 21<sup>st</sup> century standards.

New Classification: In Progress

New Response: Some faculty has continued to utilize the five school wide rubrics which were amended after the previous progress report. Faculty has been using the Edgenuity online curriculum. The Edgenuity online program has rubrics and assessments built-in that eventually will be used school-wide. DHS has put great effort into learning the new system and how it best complements our instruction. DHS will need to address and/or amend the five school-wide rubrics to incorporate our newly adopted blended learning style.

New Classification: In Progress

New Response: With a curriculum audit completed in September, school rubrics will now be reviewed and revised. These rubrics need to be up to date with what we are currently doing at DHS.

**3. Develop and institute a program that informs all stakeholders of the successful completion, by students, of the academic, civic and social expectations contained in the DHS Mission Statement.**

Classification: Planned for the Future

Response: The high school has placed such an emphasis on the “ABC’s of DHS” that we are planning on formally assessing them on report cards. We currently only place academic grades on the report cards but are planning to report the achievement of our social and civic expectations based on the school wide rubric. We are moving in the direction where all students will receive 3 grades on their report card assessing their achievement academically, socially (behavior) and their civic contribution.

New Classification: Planned for the Future

New Response: Although discussions have progressed in changing our report card system to add social and civic attributes, DHS has not adopted a plan that informs all stakeholders of all three of the pillars represented in our mission. The administration, faculty, and staff work cohesively

to ensure that DHS represents the highest level of academic, social, and civic expectations for our students.

New Classification: Planned for the Future

New Response: The dialogue of how to accurately report on this information is still continuing. With the implementation of our SWIS system and PBIS, we will have a way to report out on reductions in specific behaviors according to referral data. A system for charting specific students has not been developed yet.

## CURRICULUM

### **1. Implement the most recently revised curriculum and focus on depth over breadth.**

Classification: In Progress

Response: Curriculum was developed in the summer of 2012 to focus on depth over breadth. The 2012-2013 school year will have a heavy emphasis on the development and implementation of the new Connecticut Common Core Standards. Seven full day workshops are scheduled for the 2012-2013 school year in order to allow all departments the ability to review, revise and update their subject specific curriculum. Planned implementation date for all new curricular documents is fall 2013.

New Classification: In Progress

New Response: All recently revised curriculum has been implemented. Through embedded coaching with consultants and collaborative teacher teams, lesson and unit study began in the fall of 2013 and continues. Local RESCS and nationally recognized outside consultants provided services to help strengthen the rigor of course curriculum and support high quality implementation.

New Classification: In Progress

New Response: A curriculum audit took place in September, a committee is being formed to review all assessments and scope and sequence currently in place. Although the Edgenuity curriculum is aligned to CCSS, particular attention needs to be paid to assessments currently in place.

### **2. Reinstate the position of district-wide curriculum coordinator to ensure effective curriculum development, revision, and implementation K-12.**

Classification: No Action

Response: The recommendation is valid and the position was placed in the 2012-2013 budget but we regret to inform you that the position was eliminated during the final stages of budget

development. The high school administration will again advocate for the position to the Superintendent and hopefully have the position placed and funded for the 2013-2014 school year.

New Classification: In Progress

New Response: In the fall of 2013, Derby Public Schools hired an Assistant Superintendent of Teaching and Learning for the purpose of leading and guiding district-wide curriculum development, revision and implementation. New curriculum was written existing curriculum updated to include CC standards. New assessments were embedded in courses and embedded coaching related to lesson study was implemented.

Derby Public Schools invested in new curriculum materials, technology and nationally normed assessments (NWEA/MAP) and targeted professional development for teachers to support the work to improve our core educational system

New Classification: In Progress

New Response: The position of Assistant Superintendent was absorbed by all building administration for the 2015-2016 school year. An assessment coordinator was hired as Derby High School to implement all testing.

**3. Develop and implement a long-term plan for the evaluation and revision of curriculum based on collected and analyzed student performance data as it relates to the school's mission statement and academic expectations.**

Classification: In Progress

Response: We have developed and implemented department benchmark assessments and rubrics to assess student achievement and to drive instructional strategies based on data. We will use the data obtained from the benchmark assessments to review and revise our curriculum as it relates to the Common Core standards and student achievement throughout the 2012-2013 school year and beyond.

New Classification: In Progress

New Response: Evaluation and revision will again be the work of teachers in the summer of 2015. Teachers will examine/revise curriculum maps for effectiveness, knowledge/skill gaps and implementation feedback. Using NWEA/MAP data will provide nationally normed data to help teams determine areas of strengths and needs for our students.

New Classification: In Progress

New Response: Curriculum reviews and revisions will take place throughout the 2015-2016 school year. Numerous courses need accurate and updated curriculum maps. In addition, a

strong relationship has been developed with the 8<sup>th</sup> grade team which will lead to further collaboration regarding the 8<sup>th</sup> to 9<sup>th</sup> grade transition.

**4. Integrate all curriculum area documents with the mission statement and academic expectations.**

Classification: In Progress

Response: For the 2012-2013 school year a major emphasis has been placed on reviewing, and revising curriculum documents to align with the common core standards and our academic expectations. Professional meeting days have been arranged with ACES throughout the school year to facilitate this conversation.

New Classification: In Progress

New Response: In the fall of 2013, Derby Public Schools hired an Assistant Superintendent of Teaching and Learning for the purpose of leading and guiding district-wide curriculum development, revision and implementation. New curriculum was written existing curriculum updated to include mission statement and academic expectations. New assessments were embedded in courses and embedded coaching related to lesson study was implemented.

New Classification: In Progress

New Response: Revisions will continue to take place regarding all curriculum. The current building administration will create a schedule for review and revision during the month of October.

**5. Provide professional development in data collection and analysis as a means of driving the curriculum evaluation and revision process.**

Classification: In Progress

Response: Faculty are broken into school improvement and data teams through the school year to review student achievement data on standardized tests, course specific assessments, Formal Benchmark assessments along with aims web data. Faculty members are able to access this information all on one screen through PowerSchool. This is a highly effective tool to analyze school wide data along with individual student achievement in all areas of our academic expectations which include: Reading, Writing, Math, Science, Technology and Applied Arts.

New Classification: In Progress

New Response: Work on data analysis has been embedded in the SEED Teacher Evaluation process, with teachers carefully identifying important data to determine achievement levels and to identify needs. Teachers are using a blended model of nationally normed data (NWEA MAP RIT scores), formative assessments embedded in courses, and Edgenuity data.

Edgenuity, an online learning platform, provides high quality curriculum, assessments and the ability to load RIT scores into an Individualized Learning Plan (ILP) for each student. ILP courses are assigned to each student (in math and/or language arts) based on their specific learning gaps. These courses are in addition to regular course loads. ILP course work is remedial and/or enriching, again depending on student need. Teachers closely monitor student progress. DHS has adjusted their school schedule to accommodate ILP work with students for our 2015-2016 school year. This work is in its beginning stages and will be evaluated at the end of the school year 2014-2015.

New Classification: Completed

New Response: Teachers are now using RIT scores throughout the year to decide on student groupings during instruction as well as course placement for the upcoming school year. ILPs are being utilized by both math and literacy interventionists to assist with developing core skills.

**6. Incorporate higher level thinking and authentic application of knowledge in the curricula of all courses offered.**

Classification: In Progress

Response: Curriculum was developed in the summer of 2012 and ongoing discussions will take place throughout the 2012-2013 school year with assistance from ACES to incorporate higher level thinking and authentic application of knowledge. The Common Core standards will provide a framework for the incorporation of higher level thinking.

New Classification: In Progress

New Response: With new/revised maps and the blended learning model combining traditional teaching and Edgenuity online courses, this is an area in which we are making great strides. Teachers are ready to re-examine new maps in spring 2015 to incorporate more project-based, authentic learning within courses. Professional learning communities will be formed to begin this work and to keep revisions “alive” throughout the school year 2015-16.

New Classification: In Progress

New Response: DHS will continue to develop performance-based assessments with the assistance of GenReady. A meeting took place with GenReady before the school year started to outline the specific professional development goals which would be the focus for the 2015-2016 school year. It is expected that in all courses, performance-based assessments are being used on a quarterly basis (at a minimum).

**7. Design and implement interdisciplinary connections across the curriculum**

Classification: In Progress

Response: Although many departments engage in interdisciplinary activities and discussions throughout the school year, this is not done formally. Informally, departments take the initiative to collaborate with their colleagues to design and implement interdisciplinary connections across the curriculum. The Common Core development through the 2012-2013 school year will allow departments to design and implement interdisciplinary connections in a more formal fashion.

New Classification: In Progress

New Response: Although many departments engage in interdisciplinary activities and discussions throughout the school year, this is not done formally. Informally, departments continue to collaborate with their colleagues to design and implement interdisciplinary connections across the curriculum. Integrated interdisciplinary work is still in its beginning stages. Revised curriculum maps have included interdisciplinary connections. This is an ongoing area of need.

New Classification: In Progress

New Response: Interdisciplinary activities continue to occur throughout various courses. With a change in personnel in both our English and History departments, there has been a renewed interest in establishing a Humanities course which will be a double-period, two-credit course.

**8. Develop and implement a plan for the effective coordination and articulation of the curriculum K-12.**

Classification: No action

Response: This would require a Curriculum Coordinator and or an Assistant Superintendent staffed at Central Office, but due to budget restraints no action has been taken to meet the needs of K-12 vertical articulation.

New Classification: In Progress

New Response: With the hiring of an Assistant Superintendent staffed at central office, this work has begun. Vertical meetings 6-12 have been held. More consistent, frequent vertical team professional development time is needed but the work is well underway.

New Classification: In Progress

New Response: A strong relationship between the middle and high school has been developed. The 8<sup>th</sup> grade and 9<sup>th</sup> grade teams worked together to discuss course placement, but further curriculum discussions have not taken place with any frequency.

**9. Provide sufficient funding for technology and technology use, replace outdated library materials, and provide current textbooks for all students.**

Classification: In Progress

Response: Although this recommendation is in progress it is not sufficient. We have made strides for the 2012-2013 school year by upgrading computer labs and classroom technology but funding to replace outdated library materials is needed. Textbooks are not current and although there are monies allocated for textbooks for every department every year it is not nearly enough to adequately fund this recommendation.

New Classification: In Progress

New Response: Derby Public Schools has applied for many grants to assist the district with funding to support and provide technology to the district. Grants and district funding enabled the district to offer a laptop to every student through the 1:1 initiative, and reallocate existing technology in computer labs to other locations at DHS that are in need. Last year's technology grant gave DPS a wireless infrastructure. DPS is hopeful that the latest technology grant offered by the State of Connecticut will allow the district to upgrade all classroom computers at DHS. With the 1:1 initiative at DPS, administration and staff are encouraging the use of the computers to access digital textbooks, and as many library materials as possible. Students are encouraged to use their laptops as much as possible.

New Classification: Completed

New Response: DHS continues to update its technology; a grant for new teacher computers has been delayed and is still pending approval. Necessary money has been put aside for textbooks, but as the use of student laptops increases, so does the use of online materials.

#### **10. Raise the academic expectations to create more rigor in all classes.**

Classification: In Progress

Response: Curriculum development is essential in order to meet the requirements of this recommendation. Our Benchmark Assessments in Reading, Writing, Math and Science have allowed for the creation of data which has driven discussions relating to instructional strategies to create more rigor in all classes. Our course specific assessments have allowed specifically in math and world language to follow similar pacing guides along with depth of knowledge.

New Classification: In Progress

New Response: Recognizing that ongoing Curriculum development is essential in order to raise rigor of coursework, DPS and DHS continue to examine the rigor of "what we do" with students in each class. Academic vocabulary, skills and content knowledge are our focus areas. New curriculum resources and professional learning support our work. Our Benchmark Assessments in Reading, Writing, Math and Science have allowed for the creation of data which has driven discussions relating to instructional strategies to create more rigor in all classes. Our course



specific assessments have allowed math and world language to follow similar pacing guides along with depth of knowledge.

New Classification: In Progress

New Response: Increasing the academic rigor for all students in all classes is a goal of the current administration. Although many students are moving on to four-year colleges and universities, the overall SAT scores of Derby High Schools fall below the state and national averages. Over the summer, two teachers attend AP seminars at the Taft School.

### INSTRUCTION

- 1. Design and implement a mandatory professional development program and plan that reflects all teachers instructional needs, differentiation, personalized instruction, curriculum revision, scientific research and best practices, and use of technology in the classroom.**

Classification: No Action

Response: Without the services of an assistant superintendent, professional development has been severely lacking in all Derby public schools.

New Classification: In Progress

New Response: This work began in January 2013, with the hiring of our Superintendent and has continued with the hiring of our Assistant Superintendent of Teaching and Learning in the fall of 2013. Professional development has been a key focus area encompassing professional learning release time, embedded coaching and professional teams working together in the summer. Personalized instruction, both using technology and in small learning communities, is in place and evolving as teams work together. DHS has implemented a complete one to one laptop initiative that allows each student to have a computer and access to our wireless network at home.

New Classification: In Progress

New Response: To address all parts of the recommendation, the current blended learning model continues to evolve and develop. With the elimination of the assistant superintendent position, the professional development program has become more school specific, with the middle school and high school working closely together.

- 2. Provide the funding that will improve technology, technology resources, access, and teacher training in technology use.**

Classification: No Action

Response: Although the district does have a 3 year technology plan, it is not funded at this time nor is there a plan specifically for DHS.

New Classification: In Progress

New Response: The 2015-2016 Competitive Technology Grant from the State of Connecticut will provide funding to DPS to improve technology and technology resources throughout the district, including DHS. Funding will also be provided for technology related professional development for staff throughout the 15-16 school year. The current 3 year technology plan expires on June 30, 2015; however, work will begin during the summer of 2015 on the next 3 year technology plan for DPS.

New Classification: In Progress

New Response: Technology grant has been delayed at the state level. IT department has already been looking at alternative sources for funding.

**3. Develop a schedule that includes common planning time within and between departments in order to plan instruction and provide collegial feedback.**

Classification: Planned for the Future

Response: This could be achieved by allotting designated department meeting time to interdisciplinary meetings. Our monthly department meetings can be organized to allow time for collaboration between content areas. This is planned to be implemented during the 2012-2013 school year, allowing for classroom planning reflecting on collaboration among faculty. Our Freshmen Academy teachers share common planning time daily. Teachers in our math, social studies, English, and science departments discuss student achievement, classroom management techniques, communication with parents, along with instructional strategies. The principal and vice principal meet monthly with the Freshmen Academy Team to discuss a host of topics, including the ones mentioned above.

New Classification: In Progress

New Response: Although common planning time within regular school hours is an extremely difficult task with only 35 teachers, we have implemented an ongoing schedule of professional meeting times during contracted non-student hours. Teachers meet in departments, data teams, and as a faculty to address a variety of planning and instructional needs. We are a small faculty which provides us opportunities daily and in our natural routines to address all aspects of what encompasses our profession.

New Classification: Completed

New Response: Common planning time was created for all 9<sup>th</sup> grade teachers, all 10<sup>th</sup> grade teachers and also the foreign language department for the 2015-2016 school year. With a small

staff, it is difficult to create a schedule which allows for common planning time along all courses/grades. This will be an ongoing challenge as we plan each year.

- 4. Develop strategies to implement common planning time for all faculty members to formalize opportunities for coordination and articulation of curriculum between and among all curriculum areas.**

Classification: In Progress

Response: Area Cooperative Educational Services will be working extensively with faculty throughout the 2012-2013 school year engaging in curriculum development as it relates to the Common Core standards adopted by the state of Connecticut. These professional days will not only allow for professional conversations within departments but also among all curriculum areas.

New Classification: In Progress

New Response: Along with the time that we have spent in professional development to align and revise the curriculum, we have also attempted to rearrange the master schedule to incorporate common planning time.

Although common planning time within regular school hours is an extremely difficult task with only 35 teachers, we have implemented an ongoing schedule of professional meeting times during contracted non-student hours. Teachers meet in departments, data teams, and as a faculty to address a variety of planning and instructional needs including coordination and articulation of curriculum. We are a small faculty which provides us opportunities daily and in our natural routines to address all aspects of what encompasses our profession.

New Classification: Completed

New Response: As stated earlier, common planning time was achieved for several groups of teachers. Weekly after-school meetings will allow for teachers to further collaborate as a whole faculty, by department and by grade level.

### ASSESSMENT

- 1. Revise school wide rubrics for rigor, authenticity, and clarity to accurately assess the five school wide academic goals and use them in all classes.**

Classification: In Progress

Response: Teachers will be implementing revised school wide rubrics in the fall of 2012. During the 2011-2012 school year school wide rubrics were revised by school improvement teams to reflect 21<sup>st</sup> century learning goals revolving around rigor, authenticity and clarity.

New Classification: In Progress

New Response: Teachers revised school wide rubrics. School wide rubrics were revised by school improvement teams to reflect 21<sup>st</sup> century learning goals revolving around rigor, authenticity and clarity. Some faculty has continued to utilize the five school wide rubrics which were amended after the previous progress report. Faculty has been using the Edgenuity online curriculum. The Edgenuity online program has rubrics and assessments built-in that eventually will be used school-wide. DHS has put great effort into learning the new system and how it best complements our instruction. DHS will need to address and/or amend the five school-wide rubrics to incorporate our newly adopted blended learning style.

New Classification: In Progress

New Response: As curriculum and courses are revised, rubrics will need to be revised as well. With the use of Google, specifically Google drive, staff will work collaboratively to revise documents and implement them with fidelity.

**2. Provide professional development opportunities to train all teachers in the collection, evaluation, and use of assessment data to revise and develop curriculum.**

Classification: Planned for the Future

Response: Professional development was not funded for the 2011-2012 school year for Derby High School. The high school has \$5,000 dollars allotted for professional development for the 2012-2013 school year. We plan on seeking professional opportunities to train teachers in the collection, evaluation, and use of assessment data to revise and develop curriculum.

New Classification: In Progress

New Response: Professional development was extensively funded for 2013, 14 and 15 for Derby High School, We plan on continuing to seek professional opportunities to train teachers in the collection, evaluation, and use of assessment data to revise and develop curriculum.

New Classification: In Progress

New Response: Professional development funding was provided for the 2015-2016 school year in the following areas: Edgenuity/blended learning, classroom management and instructional techniques.

**3. Base grading and reporting practices on specific learning criteria that is tied to the schools expectations for student learning.**

Classification: Planned for the Future

Response: Administration and faculty have placed a major emphasis on being a “Mission Driven” school. That being said, several conversations have taken place revolving around the incorporation of “The ABC’s of DHS” in assessments, specifically report cards. If we place such a heavy emphasis on Academics, Behavior and Citizenship, then it should be formally assessed and reported. Our rubrics have been created to allow for consistent expectations and assessment of these expectations. The next step for Derby High School is to move in the direction of assessing the mastery of the “ABC’s of DHS”.

New Classification: In Progress

New Response: Following our ABC’s has become a less daunting task now that we have adopted a blended learning model utilizing Edgenuity that promotes academic achievement through creative and critical thinking. The newly revised curriculum and the curriculum provided by Edgenuity gives specific learning criteria to base grading and reporting practices.

New Classification: Completed

New Response: Specific data points can be addressed using SWIS programming as well as NWEA MAP assessments. Specific meeting times have been created that allow for staff to review this data in a timely fashion.

**4. Provide professional development in a variety of assessment strategies including the creation of authentic assessments and the design and analysis of rubrics.**

Classification: Planned for the Future

Response: In conjunction with ACES, formal professional development will take place regarding the variation of assessment strategies including the creation of authentic assessments and the design and analysis of rubrics.

New Classification: In Progress

New Response: Professional development is in progress related to use of formative assessments (i.e. Smarter Balanced Library, NWEA/MAP data, course specific assessments and project based learning). Professional development continues to take place with consultants building staff capacity to analyze and use data to determine student needs and levels of achievement. Heavy focus on external consultants will shift to more DHS staff taking the lead on professional learning as we build on our own Derby Public Schools human capital improvements. Variation of assessment strategies, including the creation of authentic assessments and an updated design and analysis of rubrics, is well underway.

New Classification: Completed

New Response: Professional development for the 2015-2016 school year will be provided by GenReady. The specific focus will be developing authentic performance-based assessments.

**5. Develop and implement a procedure to record and track student progress in mastering expectations as assessed by school wide rubrics.**

Classification: Planned for the Future

Response: Teachers revised school wide rubrics during the 2011-2012 school years. The next step is to develop a system on how to record and track the students' progress. Conversations have taken place to formally record the achievement of our academic, social, and civic expectations in order for students to graduate. We would like to develop a procedure to record and track student progress in mastering expectations as assessed by school wide rubrics during the current 2012-2013 school year with full implementation fall 2013.

New Classification: In Progress

New Response: Some faculty has continued to utilize the five school wide rubrics which were amended after the previous progress report. Modifications of the school wide rubrics are utilized in a variety of classes for assessment purposes throughout subject areas. Faculty has been using the Edgenuity online curriculum. The Edgenuity online program has rubrics and assessments built-in that eventually will be used school-wide. Edgenuity and the Individual Learning Plans provide a plethora of data. DHS has put great effort into learning the new system and how it best complements our instruction. DHS will need to address and/or amend the five school-wide rubrics to incorporate our newly adopted blended learning style.

New Classification: In Progress

New Classification: School-wide rubrics will need to be amended to incorporate the emphasis on blended learning.

**6. Develop systems to show the connections between teachers' assignments and the schools mission statement and course specific learning goals.**

Classification: No Action

Response: Currently there is no formal system developed to show the connections between teacher's assignments and the school's mission statement and course specific learning goals.

New Classification: In Progress

New Response: All decisions are based on the ABCs of DHS; our school mission statement. Faculty has been using the Edgenuity online curriculum. The Edgenuity online program provides course specific learning goals connecting specific teacher assignments to goals of our school mission statements. By having vertically and horizontally aligned curriculum and blending it with Edgenuity, it has allowed for continuity between student academic levels and courses. The Individual Learning Plans provide a way to fill in the gap between our low and high achievers.

DHS has put great effort into learning the new system and how it best complements our instruction.

New Classification: In Progress

New Response: DHS continues to use data in making decisions regarding instruction. Teachers have become much more fluent with RIT scores and the have utilized them in grouping students and designing lessons.

### SCHOOL RESOURCES FOR LEARNING

- 1. Provide an adequate and consistent level of funding to the library media center to expand the print and non-print collections and to support the academic efforts of students, faculty, and staff members in meeting the school's mission statement and expectations.**

Classification: In Progress

Response: Funding has always been appropriated for the library media center. We are pleased to report that funding was doubled for the 2012-2013 school year in order to expand the print and non-print collections and to support the academic efforts of students, faculty, and staff member in meeting the school's mission statement and expectations.

New Classification: In Progress

New Response: Recently, a redesign grant was awarded to DHS to replace existing classroom and library furniture. The library media specialist and vendor have collaborated extensively to design a more collegiate and conducive learning layout. The redesign will take place during the summer of 2015. The technology available has been greatly improved in the media center. The fact that each student is provided, for a minimal fee, with a Lenovo laptop with 24/7 access to the internet through Sprint, the media center has become a hub for teaching and learning. Funding for print/non-print materials still needs to be increased to match the academic rigor we hope to establish with our redesign.

New Classification: Completed

New Response: As part of the high school redesign grant, \$53,000 was allocated to updating the library/media center. Plans and funding have already been approved; installation will take place during the winter break.

- 2. Fund the alternative education program at the High School.**

Classification: Rejected

Response: There is no longer a need for an alternative educational program at Derby High School.

New Classification: In Progress

New Response: Although there is not a formalized alternative education program, Derby High School has an alternative education tutoring program which numerous students benefit.

New Classification: Completed

New Response: An alternative education tutoring program with a certified teacher continues to operate at our local library. Discussions are ongoing with a neighboring community regarding a regionalized alternative education program.

### **3. Hire additional support personnel in academic areas for remediation.**

Classification: No Action

Response: Financial constraints have limited the hiring of support personnel in academic areas for remediation.

New Classification: In Progress

New Response: We have a Summer school program in place that hires certified teachers for a credit recovery program in the core academic areas. Two interventionists have also been hired, one for math support and the other for reading support. This has provided more help for struggling students, however this is a relatively new hire and therefore there is no data yet to determine effectiveness. The school could benefit from the hiring of another Math interventionist, as well as tutors to provide after school help in a smaller ratio.

New Classification: Completed

New Response: A literacy interventionist and a math interventionist were hired for the 2015-2016 school year.

### **4. Increase the technology budget to purchase, upgrade, and repair technology to support the academic needs of the students and faculty.**

Classification: No Action

Response: Funding has not increased for the technology budget.

New Classification: No Action

New Response: District operating funding has remained about the same. There have been no increases.



New Classification: In Progress

New Response: District technology operating budget has increased slightly. Money from the Alliance grant and also the Perkins grant has been allocated as well.

**5. Hire additional technology workers to support technology in the district.**

Classification: No action

Response: Technology has been reduced down to one full time staff member for the district. There are discussions of consolidating Information Technology human resources with a neighboring school district. (Ansonia)

New Classification: In Progress

New Response: The technology department currently has 2 full time staff members. There is a Director of Technology and a computer technician. They are available to support staff with technology issues, training, and professional development. The staff also supports and assists students with laptop troubleshooting as needed.

New Classification: Completed

New Response: The technology department now has three full-time staff members. In addition, student interns were employed over the summer to assist with technology upgrades and laptop preparation.

**6. Reassign the additional administrative responsibilities of the guidance counselors to make more time for meeting one on one with all grade 9-12 students.**

Classification: Rejected

Response: Currently guidance does not deal with administrative responsibilities outside of the purview of the guidance department. Due to the small size of the school the guidance department duties relevant to the guidance department have to be shared by 2 counselors versus more staff as seen in other guidance departments.

New Classification: In Progress

New Response: While the 2 School Counselors have been taken out of the realm of Administrative duties or responsibilities, there are still obstacles that keep the counselors from meeting with every single student each year. While the school is small in population, the needs of the population are great. A high transient population and an ever increasing truancy concern is a constant battle. In addition, as compared to other high schools where School Counselor duties and responsibilities are shared between multiple counselors and a director of guidance all of the responsibilities are shared by only 2 counselors, with no director of guidance. This is in

addition to all the customary and routine responsibilities regarding students' academic, personal/social/emotional, and college/career needs. Some of these additional duties include, but are not limited to: AP Coordinators, PSAT Coordinators, 504 Coordinators, CST (Child Study Team) Coordinators, National Honor Society Advisors, Master Schedule Coordinators and Truancy Officers.

New Classification: Completed

New Response: To reduce counselor responsibilities, a full-time social worker was hired for the 2014-2015 school year; in addition a campus-wide truancy officer was hired for the 2015-2016 school year.

**7. Develop, implement, and have approved by the board of education, a school materials challenge policy.**

Classification: In Progress

Response: Our new certified library media specialist is currently developing this policy with the hopes of getting it approved by the Board of Education in early 2013 and implementation in the spring of 2013.

New Classification: In Progress

New Response: The challenge policy was developed. It will be put on the agenda to be approved by the Board of Education.

New Classification: In Progress

New Response: The challenge policy was developed. It will be put on the agenda to be approved by the Board of Education.

**8. Have the current weeding policy approved by the board of education.**

Classification: In Progress

Response: Our new certified library media specialist is currently developing this policy with the hopes of getting it approved by the Board of Education in early 2013 and implementation in the spring of 2013.

New Classification: In Progress

New Response: The weeding policy for DHS was developed. It will be put on the agenda to be approved by the Board of Education.

New Classification: In Progress

New Response: The weeding policy for DHS was developed. It will be put on the agenda to be approved by the Board of Education.

**9. Include the school nurse in curriculum development in the areas of health and staff development.**

Classification: In progress

Response: Our school nurse will be part of the conversation when ACES works with our faculty regarding our health curriculum during the 2012-2013 school year in order to align with the Common Core.

New Classification: In Progress

New Response: In conjunction with the school nurse and the city's Youth Bureau Services, DHS has provide curriculum collaboration in the areas of health and staff development including blood pressure demonstrations, epi-pen training, and other valuable staff development opportunities.

New Classification: Completed

New Response: The school nurse is an active member of our school community and participates actively in staff training and lesson development.

**10. Provide fireproofed and lockable cabinets to all support service programs.**

Classification: Planned for the Future

Response: DHS administration will request new fireproof and lockable cabinets for all support service programs.

New Classification: In Progress

New Response: Fireproof and lockable cabinets have been installed in all science rooms. The nurse's office is up to code in terms of storage. Transcripts are stored in a lockable, fireproof location. We are always in discussion on ways to improve in the area.

New Classification: Completed

New Response: Fireproof and lockable cabinets have been installed.

**11. Integrate library skills across the curriculum.**

Classification: In Progress

Response: Now with a certified library media specialist on staff, we will be able to integrate library skills across the curriculum especially as we revisit, review, and revise our curriculum this year in conjunction with ACES.

New Classification: In Progress

New Response: As with the development of two concentrated areas in the information skills program, being the utilization of online learning resources and the connection of research and writing in education, the new library media specialist has collaborated with a number of faculty for instruction. Specifically, she has taught the usage of various free and paid research databases for academic usage in research and writing (including those under ICONN; *Opposing Viewpoints* by Gale Cengage Learning, Britannica Online; etc.) as well as productivity and storage using cloud-based resources, such as with Office 365; Google drive, DropBox, etc. Citation instruction in the research process has also been implemented and done in accordance to the appropriate subject/course.

New Classification: Completed

New Response: Teachers continue to utilize media center resources including Google School.

**12. Include the certified librarian in the development and revision of all curriculum areas.**

Classification: In Progress

Response: Our new library media specialist will play an integral role during the 2012-2013 school year with ACES as it relates to curriculum and the Common Core Standards.

New Classification: In Progress

New Response: The new media specialist is currently working with various departments to establish curricular needs as well as developing them in accordance to educational standards.

The standards currently being used to assist the development and revision of the curriculum from the media standpoint are taken from the American Association of School Librarians (AASL). These standards are in direct support of Common Core and provide a crosswalk.

New Classification: In Progress

New Response: Curriculum development and revision is ongoing.

**13. Develop and implement an information skills curriculum, integrating it with the core course curriculum.**

Classification: In Progress

Response: With the hiring of our new library media specialist it is recommended that an information skills curriculum be developed and implemented into the core course curriculum during the ACES curriculum Common Core development.

New Classification: In Progress

New Response: The new media specialist has communicated with all departmental areas and is currently designing an academic-rich, information skills curriculum. Additional educational resources have been requested for the upcoming year to support this curriculum, including academic databases (such as *Opposing Viewpoints*, *Discovery Streaming*, *BioOne*, and *Literary Reference Center*) as well as multimedia equipment (headphones with microphones) and software (Microsoft MovieMaker; Microsoft Photostory; Audacity; etc.)

New Classification: In Progress

New Response: The curriculum and integration of this material is still being developed.

### COMMUNITY RESOURCES

#### **1. Develop and implement strategies to help expand the numbers and diversity of the PTO.**

Classification: In Progress

The current members of the PTO have begun an outreach program to attract a more diverse population in their membership. They are communicating this via flyers, Connect Ed (school wide automated phone call and email), signup sheets at various school functions and sporting events.

New Classification: In Progress

New Response: The PTO has become slightly more diverse in the past few years although numbers have remained the same. The PTO is always looking for ways to increase membership and interest from different perspectives throughout the community.

New Classification: In Progress

New Response: PTO membership continues to consist of a core group of dedicated parents. The PTO is present at numerous high school events and continually tries to increase participation.

#### **2. Develop and implement professional development opportunities with faculty input.**

Classification: No Action

NEASC follow up has taken priority over implementation of a variety of PD opportunities. Professional development funding was not available during the 2011-2012 school year while \$5,000 has been allocated to DHS for PD for the 2012-2013 school year. In the future we recommend PD in: diversity training, technology training, freshman academy training, and block scheduling training.

New Classification: In Progress

New Response: Unlike previous years, Derby Public Schools has shifted to significant funding of Professional Development-through the hiring of an Assistant Superintendent, sending staff to state level professional development, hiring of consultants to provide embedded job coaching and in-district learning as professional development teams. Each professional development session is followed with a survey to gather data on effectiveness and next steps. Future training needs include: diversity, cultural competency, embedded use of technology in instruction, scheduling and effective use of data to drive learning.

New Classification: Completed

New Response: Staff are consulted on what professional development sessions they would find most valuable.

**3. Adequately fund the five-year capital improvement plan to include HVAC, roof, windows, doors, and ceilings.**

Classification: No Action

Response: Currently the five year capital plan is not funded.

New Classification: In Progress

New Response: The entire roof is in its final stages of being replaced. The lighting was upgraded throughout the building.

New Classification: Completed

New Response: The roof replacement project is complete; plans are in place to continue renovations of Derby High School.

**4. Establish a long-term plan to replace the asbestos floor tiles.**

Classification: No Action

Response: Although this has been discussed and brought up at meetings, there is no long term plan to replace the asbestos floor tiles.

New Classification: No Action

New Response: Although this has been discussed and brought up at meetings, there is no long term plan to replace the asbestos floor tiles.

New Classification: No Action

New Response: Although this has been discussed and brought up at meetings, there is no long term plan to replace the asbestos floor tiles.

**5. Install the new safety shower in the chemistry lab.**

Classification: No Action

Response: This needs to be planned and funded for the future.

New Classification: In Progress

New Response: The shower has been purchased and is on premises. It will be installed by our maintenance department after our redesign schedule is completed.

New Classification: Completed

New Response: New eye wash stations were installed in both the chemistry and biology labs.

**6. Incorporate a formal process to include the Derby High School faculty and administration in long-term financial planning.**

Classification: No Action

New Classification: In Progress

New Response: The high school administration meets quarterly with a state representative regarding the Alliance grant and its implementation.