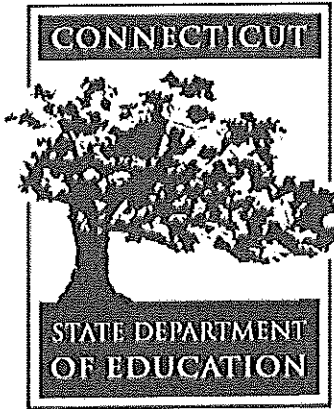


**FINAL APPLICATION
WINCHESTER**

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

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

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

Part I: Submission Instructions

A. Application Completion

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

B. Application Deadline

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

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

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

C. Mailing and Delivery Information

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

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

D. Timeline

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

E. Application Approval Notice

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

F. Questions

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

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

Part II: Alliance District Overview

A. Introduction

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

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

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

B. Eligibility Requirements

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

C. Responsibilities of Approved Applicants

Each approved applicant must:

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

D. Review of Applications

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

E. Application Procedure

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

Section I: Overall District Improvement Strategy

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

Section II: Differentiated School Interventions

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

Section III: Budget

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

F. Use of Evidence and Data

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

G. Substantial Majority Requirement

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

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

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

H. Menu of District Reform Initiatives

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

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

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

I. Competitive Opportunities

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

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

Name of District: Winchester Public Schools		
Name of Grant Contact: Dr. Thomas Danehy, Superintendent of Schools		
Phone: 860 379-0706 ext 167	Fax: 860 738-0638	Email: Thomas.danehy@winchesterschools.org
Address of Grant Contact: Winchester Public Schools 201 Pratt Street, Winsted, CT 06098		
Name of Superintendent: Dr. Thomas Danehy		
Signature of Superintendent:		
Name of Board Chair: Susan Hoffnagle		
Date: July 17, 2012		
Signature of Board Chair:		
Date: July 17, 2012		
Please indicate if plan approved by local board of education: July 10, 2012		
Date of Approval: Plan approved July 10, 2012,		
If not, please indicate date at which plan will be presented to local board of education: Once second submission is approved we will remit to full Board for approval at next regularly scheduled meeting.		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

When one reviews a broad scope of measures gauging performance of students in Winchester, he or she will find various efforts aimed at raising achievement. However, the efforts have been disjointed. Picture the beach on a windy day, all of the seagulls face into the wind. That same picture needs to be present here. The outline for reform efforts is detailed below. When we put all of these efforts into the wind and use the district, school and grade level data teams, there is a check and balance system of continuous assessment and refinement to make sure that the resources provided continue to yield high results. So the data team serves as the overlord constantly reviewing goals and progress. The reform initiatives create a cohesion around achievement gains in literacy, numeracy, technology, leadership, and professional development within the district.

We have a six part plan for reform initiatives in the Winchester Public Schools:

Part I: Literacy Reform for grade K through 3;

Part II: Literacy Reform for grades K through 6;

Part III: Math Reform for grade K through 3;

Part IV: Professional Development Plan for Teachers in Grades K through 6;

Part V: Professional Development Plan for Administrators

In Part I, we have set a goal of strengthening our Tier I core instruction so that all students may achieve at high levels in reading and writing. Presently 17.8 percent of our students have been identified as students with special needs. This average is 6.8% higher than the state average. The average is down from 26% from two years ago and we aim to decrease this overall percentage even more by improving the tier I core instruction work of teachers and by using some of this grant money to fund tier II and III interventions through the hiring of one literacy coach and three instructional coaches.

The first reform initiative includes the hiring of a district-wide literacy coach who will sit on our district data team and lead the efforts of our three reading teachers who work in each of our three schools. The job description of the literacy coach is found in Appendix A at the end of this grant application. The literacy coach will be required to hold a reading teacher endorsement as 102, 097, or 096. The job specifications call for an 80/20 percent split between direct student intervention in the form of reading, decoding and comprehension support and district-wide leadership role in the district data team. The literacy coach will also have direct involvement in the planning for the work of the

three reading teachers within the school district as well as the three instructional coaches to be hired to work with students in 1:3 groups and 1:1 direct support interventions. The position of the literacy coach includes a work year of 186 days and will be covered under the teachers' contract.

The three instructional coaches will work under the direction of the principal with support from the literacy coach and reading teachers in each of our three schools. That job description is also found in Appendix A. The instructional coach's preferred background is that of a certified teacher or someone who is pursuing certification to teach. The instructional coach will work one on one or in small groups to further enhance students' knowledge of sight words; decoding; fluency; and literal, inferential or evaluative comprehension. The instructional coaches shall be employed 180 days per year and have an employment agreement to be negotiated with the Superintendent.

In Part II, the goal of the reform initiative is to provide literacy advances for students in reading, writing, math and technology. The literacy effort in this goal is done through the use of technology. The district does not presently have either a library media specialist or a technology teacher. The literacy advances covered in this reform will enable students to be able to hone their reading skills and use effective research techniques to create presentations. The goal in the third area is equal parts reading and use of technology. As the students rise through the grades and learn how to use computers as a tool for learning, they will learn how to word process and how to use technology to share their learning. This goal will have a direct effect on each student from kindergarten through grade six for each student will have library media services within their special areas curriculum each week. This addition to their schedule and formalized approach to teaching literacy and technology skills will help Winchester students to meet the demands of the new generation of online CMTs. By the end of the sixth grade year, we will expect students to be able to use technology to research given topics and to create reports using multimedia to express themselves. Students will also be able to strengthen their reading skills by practicing to read. Evidence of this growth will be measured by the circulation of print materials.

In the third reform effort we are working to revise our math curriculum to incorporate the Common Core State Standards. Starting with the 2012-2013 school year, we will be using the GoMath series in each grade from Kindergarten through grade six. This new series will create vertical and horizontal consistency in math. The program is closely aligned to the Common Core and it includes strong connections for use of technology as a practice tool for mathematical concepts.

The fourth reform effort is to broaden the use of technology in instruction and to expand the capacity for students to actually use technology. This effort affirms our recently approved Technology Plan. We have expanded the availability of SmartBoards in classrooms throughout the school district. Now there are smartboards in each of the classrooms in Pearson School, and in all of the classrooms in grades four and one. There is also a SmartBoard in each school library as well as the district's main conference room. This technology will enrich our school and district data team meetings by allowing for ready access to data throughout the district.

This summer the district is also transitioning to using the Powerschool software so that teachers and parents have ready access and knowledge of what assessment results are available on a variety of formal and informal assessments. Starting with the 2012-2013 school year, we will be fashioning our

report cards from Powerschool. This software also puts much data directly into the hands of teachers so that they are knowledgeable about student performance and so that they no longer need to wait for district personnel to deliver data to them.

The fourth and fifth reform efforts revolve around professional development for teachers and administrators. Appendix B includes the proposed professional development plans for Winchester Public Schools. There are four main areas of professional development. The first three will be provided by Education Connection and feature professional development in vertical teaming and professional learning communities. This is long hand for the creation of a district data team to serve as a model for each school's data team. The second plan is to continue the Instructional Rounds professional development we began in the 2011-2012 school year. This team includes the four administrators, three reading teachers, three team leaders, and two teachers' union heads. And the third professional development plan for teachers includes job embedded coaching at the grade levels over the course of the school year. Teachers have articulated an apprehension of the transition to the common core standards and this professional development is designed to provide modeling in how to refine their instruction to better meet students' needs.

Finally, the last professional development venture includes the services of Dr. Robert Villanova who began working with our administrative team during the summer of 2012. He will continue his work in develop theories of actions and development in the teacher evaluation instrument changes to bring our administrative team to calibrate their understanding of the most appropriate teaching methods so that they are prepared to the full transition to the new teacher evaluation instrument that will being in 2013.

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

The six reform initiatives were selected after analyzing the strengths and challenges of the Winchester Public Schools. Based on achievement meetings held among the superintendent, administrators and teachers during the course of the 2011-2012 school year, several phenomena emerged.

First, standardized test schools show that there is a need to further refine our core instructional practices so that all students have access to several important practices to strengthen their academic performance, especially in literacy and numeracy.

Second, an internal audit of the resources the district has had to provide further support to struggling learners, as well as a review of the numbers of students who presently receive or are in the pipeline to receive special education services shows, a lack of actual services to be provided given the dearth of human resources. The new positions available through this grant will bolster the human resources available to meet these struggling learners' needs in multiple ways.

The newly hired literacy coach will not only be able to instruct students, reducing the student load for our reading teachers, but the literacy coach can provide support in data management to assure that our interventions are working. Additionally, the newly funded positions of instructional coaches will enable struggling students to receive intervention support in one to one, small group tutoring to learn sight words, comprehension strategies, and phonics such as letter-sound relationships to promote greater fluency and comprehension. Finally, the Library Media Specialist will be able to provide the technology literacy instruction needed to fare well in this domain while boosting reading, research and

writing skills in practical, real ways through the internet and technology allowing for student advances in the use of technology and preparing for online assessments in future years.

Third, during the 2012-2013 school year, we established a team of twelve educators including administrators, teachers, and union officials who participated in the training and practice of conducting instructional rounds. These rounds showed a need to further enhance the differentiation of instruction for students.

Four, a review of the numbers in hardware, software, circulation of print materials, and time on task with technology shows a need to improve in each of these areas. There is one computer lab in each of the three schools and each lab has 25 computers. So overall, only 12.5% of students may be online at any one time. The students per computer ratio ranges from 12:1 to 8:1. The school libraries which house these computer labs are rife with dated reference materials, older fiction selections, and low numbers of non-fiction print materials allowing students for little of no practice in reading. The three libraries are covered by two non-certified paraprofessionals who do their best to meet the demands of each library media center. So as a result of this self evaluation process, the reform initiatives listed above arose as an answer and new direction for the school district.

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

Measurement criteria to be used to gauge student success include CMT scores, DRA and common assessments, student time schedules, circulation of print materials in each school for each student, and a review of a sixth grade students' portfolio will be used to measure growth in literacy, numeracy, technology time on task as well as knowledge of research and communication skills.

Assessments used to measure student achievement levels in each of the reform initiatives include the following:

1. Connecticut Mastery Tests – grades 3 through 6
2. Common Assessments in reading, math and writing
3. DRA Scores Kdg and grades 1 and 2

4. Dibels
5. Administration of a technology use test for students in grade 6
6. Student portfolios in grade 6
7. Library circulation rates by month at each school
8. Time on task in computer labs
9. Teachers lessons involving use of the Smartboards in classes that have them

Monitoring progress toward goal attainment will occur through three tiers. First, our district data team will review both scores and interventions, keying in on tier one core instructional practices initially, then expanding into assessments and critiques of the tier two and tier three intervention practices. The district data team agendas will include a review of that month's new data compared to the prior assessments. At each of their monthly meetings the district data team will review the score attainment,

professional development provided, changes to core instruction and design meaningful modifications to strengthen practices and instruction. The progress monitoring at the school level will take place through the school based data team. And finally grade level data teams will see the monitoring on its level.

We have set various targets for District Performance Indices and they are listed below. The goal is to be at least half way to 88 by 2018. So the break-down for each category is noted here:

- District Performance Index – increase by 1.2 points per year to 2018
- Student with Disabilities – increase by 3.5 points per year to 2018
- Free and Reduced Lunch – increase by 1.73 points per year to 2018
- Black – increase by 1.95 points per year to 2018
- Hispanic- increase by 2.18 points per year to 2018

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

The six reform initiatives till new soil while continuing long term investments of Title I, Part A, Title II, Part A, Teacher Quality, and Title III, Part A English Language Acquisition funds. Each of the new initiatives has roots in earlier programs within the Winchester Schools. The Alliance Funds will take the traditional programs to a new level. For example the funding of the Literacy Coach will augment the overall programming for the three reading teachers within the district so that they are able to use a laser-like focus on reading test score data to support reading instruction and student support.

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

Among the constituents consulted during the preparation for this grant were:

- The Winchester Board of Education
- Consultant from our local RESC, Education Connection
- Consultant for growth of administrators, Dr. Robert Villanova
- Winchester Teachers Association
- Winchester Administrators' Association
- Winchester Administrative Council
- Winchester PTO and Parent Advocacy Group
- SDE Consultants Ms Alubicki and Dr. Pat Proctor

The groups were convened through their existing roles and/or through newly established roles designed to meet specific goals and needs within the school district. For example, the teachers union has on-going dialogues with the Superintendent during which on numerous occasions we talked about the best use of these dollars to serve students better and to provide time for teachers to talk about data, interventions and goal attainment during the regular school day. In the case of the PTO and Parent Advocacy group we talked about the functions of the new positions during the scope of our monthly

and quarterly meetings so that parents have knowledge of plans and are able to interject and discuss other possibilities and functions. This conversation allows yet another avenue to share district goals for achievement and how the positions and their roles affect their children's school day. And in the case of the role of our consultant from Education Connection, the on-going professional development we had during the 2011-2012 school year with our Instructional Rounds group allowed for the consultant to come to know our district's needs on an intimate basis. The consultant's observations set the stage for a design for more professional development in the 2012-2013 school year, especially with the need for intensive Common Core State Standards job embedded coaching.

B. Key District Initiatives

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

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

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

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

- **Five Year Strategies and Implementation Steps:** List the steps the district will take over the next five years to implement the initiative.
- **Year One Implementation Steps Description:** Describe in greater detail the implementation steps that will occur in the 2012-13 school year.
- **Years of Implementation:** Indicate the anticipated length of the proposed initiative.

Key District Initiative

Part I. Kindergarten through grade three literacy initiative

New or Existing Reform? New Existing

Overview: The K-3 Literacy Reform initiative includes the realignment of our reading department to include both instructional coaches, reading teachers, and one Literacy Coach. The work of the literacy coach will be 80% related to direct instruction of students who demonstrate tiers II and III interventions. The Literacy Coach will also assist classroom teachers in designing instruction that yields higher results in students fluency and comprehension. The Literacy Coach will spend the remaining 20% of time working on the district data team and with the reading teachers and instructional coaches preparing for instruction; designing and analyzing common assessment results; and providing coaching to the classroom teachers.

Five Year Strategies and Implementation Steps: Each year the Literacy Coach will serve in the capacity as noted above and further explained in the job description found in Appendix A. Key work in this initiative includes 80% of work time to be spent in direct service to students in strengthening instruction in tiers I, II and III and 20% of work time spent in coaching, planning, assessing and analysis the work product of the instructional coaches.

Year 1 Implementation Steps Description:

- 1.Hire Literacy Coach
- 2.Provide professional development for the coach to gain a clear understanding of the three parts of the work: leading the literacy staff, taking a lead role on the district data team; and providing coaching to the classroom teacher to boost tier I instruction.
- 3.Design the district data team
- 4.Provide PD to reading teachers and instructional coaches to clarify their role as tiers II and III support providers
5. Design schedule of interventions to begin in September
6. Begin scheduled recurring interventions for students
7. Continue support for students and teachers in need.

Years of Implementation:

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

KEY DISTRICT INITIATIVE
Part II: Kindergarten through Grade 6 literacy initiative.

New or existing reform? New Existing

Overview: The K-6 Literacy Reform initiative includes the addition of Library Media Services to the battery of specials class to which all of our students will be scheduled throughout the school year. This position is a non-traditional approach to the work of a library media specialist and includes a creative infusion of technology education for all students, though more concentrated among students in the higher grades. For students in kindergarten through grade two, they are involved in a more traditional literary program. The technology learning is found in the use of technology for research and writing, presentation and student advances in the use of technology. Our district includes an enrollment of almost 60% of students who are on free and reduced lunch and whose demographic information includes a high percent of students living in poverty. For these students technology is not as readily available at home so that connection to the internet may not be prevalent. If this condition were to continue, the family would be excluded from an economy that has become ever more tied to interfacing with technology on a daily basis. On a higher level, this initiative has both a macro and micro-level for student access and knowledge of how to use technology. Our economically disadvantaged subgroup is high in number yet low in access to technology. This effort levels the playing field for these youngsters allowing for them to share in our technologically advanced society.

Presently students do not have library classes each week. The libraries have been covered by paraprofessionals. The Library Media Specialist will work in tandem with the Literacy Coach to extend reading activities throughout each school. We expect to see high circulation of print materials being checked out by students each week along with the scheduling of technology classes in research, word processing, presentations and communication in formal classroom settings. As a result of this addition to our overall curriculum, by the time students leave us after grade 6 we expect that they will have a firm knowledge of the use of technology to communicate, conduct research, and to present their ideas. This effort will also complement our overall preparation for the administration of the CMT online beginning in 2014.

There is a direct link to literacy in this reform initiative because some of the functions of the librarian are as follows:

- Permanent seat on the district data team;
- Instructing students on the effect use of technology for research and knowing how to analyze the appropriateness of different sites
- Learning how to use Microsoft software in word, excel and powerpoint
- Collaborating with unified arts teachers on the planning and inclusion of common core standards in lesson design
- Collecting and analyzing student assessment data for the district data team
- Increasing circulation of and availability of non-fiction print materials
- Adjusting instruction to move students to the next higher reading level targets
- Analysis of student work on the school and district data teams and use of this information to steer future lesson design for students.
-

Another dimension of this reform effort is to broaden the use of technology in instruction and to expand the capacity for students to actually use technology. This effort affirms our recently approved Technology Plan. We have expanded the availability of SmartBoards in classrooms throughout the school district. Now there are smartboards in each of the classrooms in Pearson School, and in all of the classrooms in grades four and one. There is also a SmartBoard in each school library as well as the district's main conference room. This technology will enrich our school and district data team meetings by allowing for ready access to data throughout the district. In addition to purchasing Smartboards, the district has also purchased a second computer lab in each school which will be installed during the summer 2012.

This summer the district is also transitioning to using the Powerschool software so that teachers and parents have ready access and knowledge of what assessment results are available on a variety of formal and informal assessments. Starting with the 2012-2013 school year, we will be fashioning our report cards from Powerschool. This software also puts much data directly into the hands of teachers so that they are knowledgeable about student performance and so that they no longer need to wait for district personnel to deliver data to them.

-

Five Year Strategies and Implementation Steps: Each year the Library Media Specialist will serve in the capacity as noted above. Further explanation of the work of the Library Media Specialist is found in the job description found in Appendix A.

Year 1 Implementation Steps Description:

- 1. Hire Library Media Specialist**
- 2. Provide professional development for the media specialist to gain a clear understanding of the three parts of the work: serving with the literacy staff to advance our students' literacy skills, taking a lead role on the district data team; and providing direct instruction in research and technology skills.**
- 3. Design the goals on district data team**
- 4. Provide PD to teachers and instructional coaches**
- 5. Design schedule of interventions to begin in September**
- 6. Begin scheduled recurring interventions for students**
7. Continue support for students and teachers in need.

Years of Implementation:

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

3.

KEY DISTRICT INITIATIVE <u>Part III: Math Reform for Grades K through 6</u>
New or existing reform? <input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
Overview: The third district wide reform initiative is to improve the math curriculum so that it incorporates the Common Core State Standards. Starting with the 2012-2013 school year we have adopted the use of the GoMath series in each of our grades. This decision was made not only to provide consistency in math instruction at each grade level, but also to meet the demands of the Common Core State Standards in math. The adoption of this series provides consistency in vertical and horizontal grade configurations.
Five Year Strategies and Implementation Steps: Beginning in August 2012, all students will be receiving the materials published by GoMath. There is also on-going, continued professional development for teachers so that they are more comfortable in their repertoire of instructional strategies to meet the demands of the Common Core State Standards.
Year I Implementation steps Description: In Year one, we purchase the materials and provide extensive professional development for teachers. There is a heavy use of technology through which parents may access standards from home. There will also be several training sessions for teachers starting with open houses scheduled for September and October.
Year of Implementation: We expect to implement this reform initiative in each of the next five years.

KEY DISTRICT INITIATIVE	
<u>Part IV and V: To provide professional development for teachers in grades K through 6 and for administrators throughout the district</u>	
New or existing reform? <input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
<p>Overview: The district has engaged the services of Education Connection to deliver three major professional development ventures for our school district. The PD sessions will include the following: 1. to provide job embedded coaching in the transition to Common Core State Standards; 2. To establish vertical teaming in our new District Data Team and Professional Learning Community; and 3. To continue our professional development among members of our districts Instructional Rounds group. The Superintendent has also engaged the services of Dr. Robert Villanova of the UConn School of Education to work with the administrative team throughout the school year to prepare for the transition to the new teacher evaluation instrument as well as the attainment of district goals.</p> <p>Each of these professional development initiatives was designed to be responsive to a need not only for the district to be more data driven, but also to meet the impending needs of several initiatives educators face. The transition to Common Core State Standards drives much of the work of the job-embedded coaching. Teachers have articulated a fear of making this transient and their thinking hinges on a desire to do well though they view the rules of the game changing.</p> <p>The district needs a well-formed and trained district data team that will set the stage for further development of the school-based data teams. That will eventually trickle down to each grade level. This work will change the scope of conversations among colleagues so that there is a match among the district goals, school goals and grade level targets.</p> <p>The professional development work on Instructional Rounds was designed to begin a Professional Learning Community to analyze data and develop a common language and shared understanding of best practices in the classroom. One feature of this work was to strengthen the core instructional practices at tier one so that there was less reliance on channeling students into special education as a first step to improve a student's performance. Other goals of the group are to develop a common, calibrated understanding of best practices in the classroom and to look at a problem of practice in differentiated instruction to better meet the needs of diverse learners.</p>	
<p>Five Year Strategies and Implementation Steps: The 2012-2013 school year will be the second year of our work on Instructional Rounds while each of the other PD ventures will be its first year of development.</p> <p>Please see Appendix B for specific details of the proposed and approved professional development plans to be provided by Education Connections. .</p>	
<p>Year I Implementation steps Description:</p> <p>Year I professional development activities include:</p> <p>25 days of job embedded coaching on Common Core State Standards; 5 days of PD for Vertical Teaming and Professional Learning Community; and 7 days for Instructional Rounds. We have also planned for 5 days of administrative team work on teacher evaluation and goal attainment.</p>	
<p>Year of Implementation: We are in year one of implementation in all PD efforts except we are in Year 2 for Instructional Rounds.</p>	

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

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

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	None		<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	Hinsdale Pearson	We selected schools with a District Performance Index of between 70 and 80 and both Pearson and Hinsdale Schools fit within these ranges.	<p>Leadership: There are two principals assigned to three schools. Hinsdale School has shared principals with one evaluating grade four teachers and the other evaluating teachers assigned to teach grades two and three.</p> <p>Instruction/Teaching: Each of the teachers in these schools will participate in the job embedded coaching and Instructional Rounds professional development programs running during the 2012-2013 school year. Some of the teachers will also be members of the district data team or their school's data</p>

			<p>team. The job embedded coaching will be run through grade levels so that each grade level becomes a professional learning community onto itself.</p> <p>Effective Use of Time: The daily schedule for each teacher will be reviewed. In addition to common planning when students attend special classes for physical education, art, and music, another class period each week will be dedicated to library media. This allows for each teacher on the grade level to share a common planning time.</p> <p>Curriculum: The teachers in these schools have been through one complete year using the new Journeys program in reading and language arts. The teachers will also continue with new curricula in math as the GoMath series is put into use.</p> <p>Use of Data: The district data team will lead the charge in gathering and analyzing data that each school's data team will review at their level. Through cross-representation the data teams will be better able to understand how to alter instruction to meet the needs of students. The target goal for each category demands an increase of two points of the District Performance Index in each category in each of the next five years.</p> <p>School Environment: Each of the schools is in the process of carrying out each of the elements of the bully plan so that all students come to school ready and able to</p>
--	--	--	--

			<p>learn without fear of bullying.</p> <p>Family and Community: Each of the schools has a very active PTO and membership by parents and staff on the Parent Advocacy Committee/ We will continue to work with parents to roll out a variety of enriching school and after school activities.</p>
<p>Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p>None</p>		<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p> <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.</p>

B. Interventions in Low Performing Schools

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

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

Focus School:	Grades Served:	# of Students:
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <input data-bbox="248 667 1321 709" type="text"/>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <input data-bbox="248 772 1321 814" type="text"/>		
Performance Targets¹		
<p>a. How will the district measure the success of the intervention?</p> <input data-bbox="248 917 1321 959" type="text"/>		
<p>b. How will the district monitor school progress?</p> <input data-bbox="248 1022 1321 1064" type="text"/>		
Areas of School Redesign		
<p>What actions will the district and school take to ensure:</p>		
<p>a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?</p> <input data-bbox="248 1199 1321 1241" type="text"/>		
<p>b. That teachers are effective and able to deliver high-quality instruction?</p> <input data-bbox="248 1304 1321 1346" type="text"/>		
<p>c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?</p> <input data-bbox="248 1478 1321 1520" type="text"/>		
<p>d. That a strong instructional program is in place, one which is based on student needs and</p>		

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

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

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

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

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

Funding

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

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

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

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

Selection of Schools
<ul style="list-style-type: none">Please list the subset of low performing schools that will be part of the Phase II cohort. <input type="text"/>
Data Examination
<ul style="list-style-type: none">How will your district support Phase II schools as they examine data to select areas of focus for improvement? <input type="text"/>
Diagnosis
<ul style="list-style-type: none">What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.) <input type="text"/>Which person(s) will be responsible for conducting the needs assessments? <input type="text"/>
Goal Setting
<ul style="list-style-type: none">How will you provide support for schools in the goal-setting process? <input type="text"/>
Intervention Selection
<ul style="list-style-type: none">What are the criteria you will use to select appropriate interventions for low performing schools? <input type="text"/>How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? <input type="text"/>
Planning for Implementation
<ul style="list-style-type: none">How will you support schools in the development of comprehensive implementation plans? <input type="text"/>
Monitoring
<ul style="list-style-type: none">How will you monitor schools to ensure that interventions are implemented? <input type="text"/>How will you monitor schools to ensure that interventions lead to increases in student achievement? <input type="text"/>

Timeline

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

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.

2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.

 - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary.
(Districts may submit operating budget for 2012-13 in electronic format only)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

Winchester	207,371
------------	---------

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

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

- (1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.
 - (2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.
 - (3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.
- (b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

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

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

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

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

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

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

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

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Alliance Grant for the Winchester Public Schools

THE APPLICANT: Thomas Danchy, Ed.D. HEREBY ASSURES THAT:
Winchester Public Schools
(insert Agency/School/CBO Name)

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

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)
 - 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

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

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

requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

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

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

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

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

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

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

the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

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

Superintendent Signature: _____
 Name: *(typed)* Thomas Danehy, Ed.D. _____
 Title: *(typed)* Superintendent of Schools _____
 Date: July 17, 2012 _____

District Improvement Initiatives

Area	Goal	Initiative	Measurement
1. Literacy grades K-3	100% of Students to attain goal level or higher in reading and writing on CMT in grade 3 by 2018	-Create 3:1 student/reading teacher ratio for tier I, II, and III interventions for identified students - Create 1:1 student/ reading teacher ratio for tier III interventions for identified students - Hire Literacy Coach See attached job description	-DRA Scores -Kdg Assessments -CMT Reading and Writing Scores -Dibels -Common Assessments
2. Literacy grades K-6	100% of Students to attain goal level or higher in reading and writing on CMT in grade 3 by 2018	-Create Instructional Coach positions (3) in each school to support the work of the reading teachers. See attached job description. - Create and hire a Library Media Specialist, see attached job description	-DRA Scores -Kdg Assessments -CMT Reading and Writing Scores -Dibels -Blue Ribbon
3. Math	100% of Students to attain goal level or higher in math on CMT in grade 3 by 2018	-Identify students who need Intervention -Plan for and Implement Interventions -Implement GoMath series to meet needs of math curriculum	Math CMT scores Blue Ribbon scores in math -Common Assessments
4. Technology	Students to have access to technology and be able to use technological in a literate way	-Students write on word, compute on Excel and present using Powerpoint by end of grade 6 -Improve inventory of computers for student use by CMT administration online in 2014	-# of class periods per year spent being taught by a technology ed teacher -Ratio of student to computers
7/15/2012			1

APPENDIX A: JOB DESCRIPTIONS

Winchester Public Schools Elementary School Literacy Coach Job Description

Anticipated Opening as of 7/10/2012

ELEMENTARY SCHOOL LITERACY COACH

Position Type:

Special Assignment

Date Posted:

7/10/2012

Location:

District Wide

Closing Date:

7/25/2012

Date Available:

2012/2013 through 2016-2017 School Year, pending continued grant funding

Literacy Support Specialist

GENERAL STATEMENT

Full-time elementary literacy coach will serve as transformational leader, as he or she supports the implementation of the district's transition to the Common Core State Standards in Reading and Language Arts and in the district's transition into full use of data teams and professional learning communities (PLCs). Additionally, the Coach will support the professional growth of teachers and increase the district's capacity to meet the needs of all learners. Coaches will provide job-embedded professional development and assist teachers in the collection and analysis of student assessment data. The successful applicant must have a thorough knowledge of literacy content and research-based instructional strategies. The Coach must demonstrate a commitment to standards-based reform and a willingness to do whatever it takes to support student success in literacy. The Coach will be assigned to the three elementary schools and will support the K-6 literacy instructional program in each school. The district's coaching model is program-based, and the Coach will meet weekly at central office to plan collaboratively with their coaching team including reading teachers and instructional coaches as well as district administrators.

The Coach reports to the Superintendent of Schools and is supported by district level administrators in the implementation of targeted direct reading instruction. Evaluations will be conducted by the building administrator. The Literacy Support Specialist will participate in ongoing reading instruction professional development, provided through the Reading Curriculum staff.

The filling of this position is based upon continued five-year grant funding in the Alliance Grant budget.

MAJOR RESPONSIBILITIES

- Plans and delivers targeted standards based whole and small group literacy instruction (80% of time)
- Establishes learning objectives consistent with appraisal of student needs, requirements of Connecticut Learning Standards, and knowledge of human growth and development.
- Plans for and utilizes instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning targets
- Guides the learning process toward the achievement of language arts grade level expectations, establishes clear objectives for all lessons, units, projects and communicates these objectives to students.
- Continually collects, assesses and analyzes student data to monitor student progress in meeting literacy targets
- Makes instructional adjustments that move student to appropriate reading targets

Models and coaches for colleagues, students, parents and community to devise and maintain support for student attainment of literacy targets (20% of time)

- Works collaboratively with building and district administration on school improvement plan to provide consistent, high expectations for all students
- Follows grant guidelines, respond to grant reporting guidelines and complete monthly log
- Attends meetings as needed during the school day
- Performs other duties as assigned by the Superintendent of Schools

MINIMUM QUALIFICATIONS

- Current Connecticut Professional Educator teacher certification in 102 Reading teacher; 096 Reading Consultant or 097 Reading and Language Arts Consultant, K - Grade 12 preferred
- Five (5) years of successful teaching experience
- Familiarity with national, state, and local curriculum standards and frameworks
- Experience with planning and delivering standards based literacy instruction
- Demonstrated experience in utilizing research-based instructional strategies
- Demonstrated experience in aligning curriculum with Connecticut Learning Standards
- Experience in writing standards-based lesson plans
- Experience developing strategies to address the diverse needs of English Language Learners
- Experience developing strategies to meet the goals articulated in students' IEPs
- Ability to provide teachers with hands-on, relevant, and practical assistance to improve their teaching methodology, and to differentiate support based on the needs of individual teachers
- Ability to work well with others, build relationships with school staff, and maintain confidentiality within the coaching role
- Commitment to the success of all students and teachers
- Computer proficiency and commitment to technology integration in content instruction
- Willingness to be videotaped for instructional purposes
- Knowledge of a range of effective literacy instructional strategies, assessment tools, and research-based "best practices"
- Demonstrated ability to work well with others

- Committed to the growth and academic development of all students
- Working knowledge of brain-based research as it relates to reading acquisition and application
- High standards of ethics, honesty and integrity
- Computer proficiency in MS Office (Word, Excel, Access, and Outlook)
- Knowledge of Connecticut Common Core of Teaching
- Knowledge of research-based instructional strategies, interventions and assessment tools
- Experience writing standards-based lesson plans with embedded formative assessments

PERFORMANCE RESPONSIBILITIES

- Provide instructional support, including professional development workshops, shared teaching opportunities, classroom modeling, and observations of lessons with reflective teacher consultation
- Collaborate with one primary teacher and one intermediate teacher to create model classroom environments prior to the opening of school, with compensation at the per diem rate, and meet twice monthly to maintain model classrooms
- Assist all teachers in the creation of classroom environments that support content instruction
- Assist teachers and administrators in the use of Powerschool to access student data
- Coach teachers on the effective use of student work and assessment data to inform instructional planning during PLCs
- Update teachers on Scientific Research Based Interventions (SRBI) related to the content area
- Support the implementation of the district and school improvement plans
- Work with central office staff, building administrators, and teachers to select, obtain, implement, and manage appropriate resources and materials
- Attend professional development on content, instructional pedagogy, and the coaching role
- Attend professional development on technology integration and the expanded use of technology in content area instruction
- Meet bi-weekly with building administrators to review student performance data, develop strategies to address the needs of learners, and receive input on priorities for the coming week
- Meet one (1) day, weekly with the principals to review coaching logs, share input from building administrators, and develop plans for the coming week
- Provide administrators with input on the development of district-wide professional development in the content area
- Engage in self-reflection activities and performance observations for the purpose of professional growth and goal-setting

Salary

The salary for this position is determined in accordance with the provisions of the current teachers' contract. Compensation will be in accordance with the current teachers' contract.

PROCEDURE FOR FILING AN APPLICATION

1. Letter of Application
2. Current Resume
3. Three Current Letters of Reference
4. Official Transcripts (graduate and undergraduate)
5. Proof of Connecticut Certification

**Winchester Public Schools
Elementary School Library Media Specialist
Job Description**

Anticipated Opening as of 7/10/2012

ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST

Position Type:

Special Assignment

Date Posted:

7/10/2012

Location:

District Wide

Closing Date:

7/25/2012

Date Available:

2012/2013 through 2016-2017 School Year, pending continued grant funding

GENERAL STATEMENT

Full-time elementary Library Media Specialist will serve as leader of library services, as he or she supports the implementation of the district's transition to the Common Core State Standards in Reading and Language Arts and in the district's transition into full use of data teams and professional learning communities (PLCs). Additionally, the Library Media Specialist will support the academic growth of students and increase the district's capacity to meet the needs of all learners. Library Media Specialist will provide literacy support for students, teachers and district coaches in acquiring and circulating print materials in a variety of genres including fiction and non-fiction as they relate to the Common Core State Standards in the areas of literacy. Additionally, the Library Media Specialist will be responsible for instructing students in effective research skills using the internet and various research modalities. Included in performance goals is the instruction of students at each grade level in the use of technology so that a sixth grade student is able to create, research, and prepare a PowerPoint presentation of appropriate scope and scale. The Library Media Specialist will assist teachers in the planning and preparation of unit materials working in collaboration with other unified arts teachers. He or she will also participate in the collection and analysis of student assessment data as it relates to use of the Library Media Center. The successful applicant must have a thorough knowledge of literacy content and research-based instructional strategies. The Library Media Specialist must demonstrate a commitment to standards-based reform and a willingness to do whatever it takes to support student success in literacy. The Library Media Specialist will be assigned to the three elementary schools and will support the K-6 literacy instructional program in each school. The Library Media Specialist will meet bi-weekly at central office to plan collaboratively with the Literacy Team including Literacy Coach, reading teachers and instructional coaches as well as district administrators.

The Library Media Specialist reports to the Superintendent of Schools and is supported by district level administrators in the implementation of targeted direct reading and technology instruction. Evaluations will be conducted by the building administrator. The Literacy Support Specialist will participate in ongoing reading instruction professional development, provided with the Reading Curriculum staff.

The filling of this position is based upon continued five-year grant funding in the Alliance Grant budget.

MAJOR RESPONSIBILITIES

- Plans and delivers targeted standards based whole group literacy and technology instruction (90% of time)
- Establishes learning objectives consistent with appraisal of student needs, requirements of Connecticut Learning Standards, and knowledge of human growth and development.
- Plans for and utilizes instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning targets
- Guides the learning process toward the achievement of language arts grade level expectations, establishes clear objectives for all lessons, units, projects and communicates these objectives to students.
- Continually collects, assesses and analyzes student data to monitor student progress in meeting literacy and library circulation targets
- Makes instructional adjustments that move student to appropriate reading level targets

Models for colleagues, students, parents and community to devise and maintain support for student attainment of literacy and technology targets (10% of time)

- Works collaboratively with building and district administration on school improvement plan to provide consistent, high expectations for all students
- Follows grant guidelines, respond to grant reporting guidelines and complete monthly log
- Attends meetings as needed during the school day
- Performs other duties as assigned by the Superintendent of Schools

MINIMUM QUALIFICATIONS

- Current Connecticut teacher certification as Library Media Specialist
- Successful teaching experience is preferred
- Familiarity with national, state, and local curriculum standards and frameworks
- Experience with planning and delivering standards based literacy and technology instruction
- Demonstrated experience in aligning curriculum with Common Core State Standards
- Experience developing strategies to address the diverse needs of English Language Learners
- Experience developing strategies to meet the goals articulated in students' IEPs
- Ability to provide teachers with hands-on, relevant, and practical assistance to improve their teaching methodology and learning resources, and to differentiate support based on the needs of individual teachers
- Ability to work well with others, build relationships with school staff, and maintain confidentiality within the Library Media Specialist role
- Commitment to the success of all students and teachers

- Computer proficiency and commitment to technology integration in content instruction
- Willingness to be videotaped for instructional purposes
- Knowledge of a range of effective literacy instructional strategies, assessment tools, and research-based "best practices"
- Working knowledge of brain-based research as it relates to reading acquisition and application
- High standards of ethics, honesty and integrity
- Experience writing standards-based lesson plans with embedded formative assessments

PERFORMANCE RESPONSIBILITIES

- Provide instructional support and learning resources for colleagues.
- Assist all teachers in the creation of classroom environments that support classroom libraries
- Assist teachers and administrators in the use of Powerschool to access student data
- Library Media Specialist participates with Literacy Team on the effective use of student work and assessment data to inform instructional planning during PLCs
- Update teachers on Scientific Research Based Interventions (SRBI) related to the content area
- Support the implementation of the district and school improvement plans
- Work with central office staff, building administrators, and teachers to select, obtain, implement, and manage appropriate resources and materials
- Attend professional development on content, instructional pedagogy, and the Library Media Specialist role
- Attend professional development on technology integration and the expanded use of technology in content area instruction
- Meet bi-weekly with building administrators to review student performance data, develop strategies to address the needs of learners, and receive input on priorities for the coming week
- Meet bi-weekly with the principals to review Library Media Specialist logs, share input from building administrators, and develop plans for the coming week
- Provide administrators with input on the development of district-wide professional development in the content area
- Engage in self-reflection activities and performance observations for the purpose of professional growth and goal-setting

Salary

The salary for this position is determined in accordance with the provisions of the current teachers' contract. Compensation will be in accordance with the current teachers' contract.

PROCEDURE FOR FILING AN APPLICATION

6. Letter of Application
7. Current Resume
8. Three Current Letters of Reference
9. Official Transcripts (graduate and undergraduate)
10. Proof of Connecticut Certification

Instructional Coach Job Description and Responsibilities

REPORTS TO: Principal and Literacy Coach

WORK ASSIGNMENTS:

Instructional coaches (3) will be assigned to schools at the discretion of the Superintendent of Schools

Criteria:

- Preference given to Certified teacher with experience teaching reading and language arts in the grade K-6 classroom
- High School Diploma required
- Record of continually growing, reflecting, and learning in their own professional practice
- Knowledgeable in literacy instruction and the Common Core standards

ROLE AND RESPONSIBILITIES

- Work under the direction of the Literacy Coach providing direct services to students to improve their reading comprehension skills
- Work 1:1, 1:3, and/or with small groups to provide reading support in phonics, fluency, Dolch word list memorization and to improve students' skills in literal, inferential and evaluative comprehension;
- Support students in their writing and in their knowledge of the writing process
- Prepare materials under the direction of the Literacy Coach for the use by the district, departments, schools, and teachers
- Maintain paperwork of student records consistently, appropriately and in a timely manner.
- Maintain the confidentiality of students, schools, teachers, and classrooms.
- Coordinate/facilitate instructional material initiatives and implementations (including software)
- Obtain prior approval from the Principal and Literacy Coach **before** distributing written communication and other media.
- Meet monthly with the other district Literacy Team members

WORK YEAR:

The work year of the Instructional Coach is 180 school days.

EVALUATION:

The work of an Instructional Coach will be evaluated by the building principal with input from the reading teacher and Literacy Coach.

2. Key Initiative Budgets for Alliance District Funding

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

WINCHESTER SCHOOL DISTRICT - DRAFT

2. Reform Initiative: Literacy Reform for Grades K through 3

Element	Positions	Amount
Personal Services-Salaries	1.00	\$77,905
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	1.00	\$77,905

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$77,000	\$78,155	\$79,327	\$80,517
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$77,000	\$78,155	\$79,327	\$80,517

2. Key Initiative Budgets for Alliance District Funding

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

WINCHESTER SCHOOL DISTRICT - DRAFT
Reform Initiative: Literacy Reform for Grades K through 3

Element	Positions	Amount
Personal Services-Salaries	3.00	\$129,466
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
Total	3.00	\$129,466

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$131,408	\$133,379	\$135,378	\$137,409
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$131,408	\$133,379	\$135,378	\$137,409

4. Budget for Total Alliance District Funding

District: **WINCHESTER SCHOOL DISTRICT**

Town Code: **162**

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

WINCHESTER SCHOOL DISTRICT - DRAFT

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$207,371
200	Personal Services/Employee Benefits	\$0
400	Purchased Property Services	\$0
600	Supplies	\$0
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$207,371

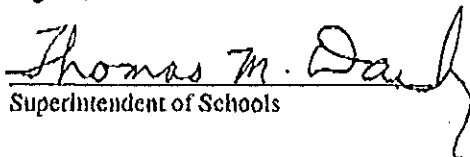


Addendum to Winchester Year 1 Alliance District Application

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

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

Signed,


Superintendent of Schools