

# Final Approved

Connecticut State Department of Education

Alliance District Application: 2012-2013

## COVER SHEET

Name of District: <b>Windsor Locks Public Schools</b>		
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Name of Superintendent: <b>Wayne C. Sweeney</b>		
Signature of Superintendent: Date:		
Name of Board Chair: <b>Patricia King</b>		
Signature of Board Chair: Date:		
Please check if plan approved by Board of Education (approval not received yet) Date of Approval: _____		
If not, please indicate date at which plan will be presented to local Board of Education: August 23, 2012.		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

## Section 1: Overall District Improvement Strategy

### A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

The Windsor Locks Public Schools have been engaged in a significant improvement process over the last 18 months that is grounded in the Nine Characteristics of High Performing Schools (Shannon & Bylsma, 2007). In March of 2011, the district began a 6-month intense Long-Range Planning process involving stakeholder representatives from across the district and community. These nine characteristics were the driving force behind the current long-range plan (Appendix A), which is a living, breathing document that is updated continuously to address changing needs and accomplished action steps.

##### *Characteristic 1: Clear and Common Focus*

While the nine characteristics became the framework of the long-range plan, the district mission and core beliefs (Appendix A) became the clear and common focus that drives the daily work of that plan. This philosophical foundation is what tethers each individual school's improvement plan (Appendix C) to the district's long-range plan. As you look through the attached documents, you will notice this systemic integration, but at the same time you will also be able to see each school's individual needs and priorities identified.

##### *Characteristic 2: High Standards and Expectations*

Our district philosophy has shifted to the belief that while every student must meet the same high standards, we understand that everyone learns in different ways and at different rates. To this end, we have begun key conversations within our school community and the greater town community about the importance of attending to students' needs at their own rates of learning.

In order for our teaching staff to ensure that high standards and expectations are being met according to students' individual rates of learning, they must be implementing a curriculum that clearly articulates what each student should know, understand, and be able to do. Since June of 2011, our faculty has been writing unit-based curricula for grades K-12 in Reading, Writing, Speaking, Listening, Language, and Numeracy. By August, 2012, the curriculum in these areas will be complete with lessons, resources, and assessments, all accessible online to every teacher, 24/7. These resources, as well as each unit's enduring understandings, essential questions, content connections and skills attained are FULLY ALIGNED with the Common Core State Standards (CCSS) for Literacy and Mathematics.

##### *Characteristic 3: Strong Leadership*

With the hiring of a new Superintendent in January of 2011 and the focus on strong leadership included in the Long-Range plan, we have built a strong, cohesive administrative team. Our district leadership team spends 85-90% of our collaborative time engaged in our own development as instructional and transformational leaders. Our role in improvement is pivotal to changing adult behaviors so that student learning can be constant and time becomes the component which can be varied based on students' presenting needs. The primary initiative that will be funded by the Alliance grant is an Extended Day/Extended Year program that will make this philosophical shift a reality for our students.

Additionally, we realize that one of the top three motivating factors for teachers is to have a voice in their future. By developing Governance structures at both the district and school levels, teachers are, in fact, leading the implementation of our long-range and school improvement plans, and have become a considerable force in achieving the district's mission.

#### *Characteristic 4: Supportive, Personalized, and Relevant Learning Environments*

Especially at the Middle and High Schools, our district has focused on creating a culture where students feel supported and connected to adults who know them well and have a vested interest in their overall academic, social, and emotional growth. This has been accomplished through an Advisory program for grades 6-12, and will be further improved with the Student Success Plan framework that will come to fruition during the 2012-2013 school year. Additionally, our SRBI process considers the needs of every child as we analyze key forms of assessment data from our Universal Screener, Measures of Academic Progress (MAP), as well as a social-emotional screening process we will implement next year. Our next steps will include designing responsive interventions for those specific social-emotional needs of students, so that we can address those needs and help students experience continuous growth in their academics.

#### *Characteristic 5: Parent/Community Involvement and Collaboration*

Parents and the greater community have become a significant driving force in our work over the last 18 months. In addition to strengthening the PTO/Parent Advisory Committees at each school, the superintendent has hosted numerous forums with parents on key educational and budgetary issues related to improving student achievement. The most recent of these involved a community-wide conversation about the proposed Extended Day/Extended Year pilot program planned for the 2012-2013 school year, where the superintendent presented the framework of the plan and sought questions and ideas from the community in how to make it work. Further, it is a common practice for parents to be involved in the hiring process, and a representative group of parents and community agency members was recently formed to generate action plans to address the growing number of students who are using and/or abusing drugs and alcohol.

#### *Characteristic 6: Frequent Monitoring, Accountability, and Assessment*

Beginning in 2010, the Windsor Locks Public Schools implemented a universal screener as part of the Scientific Research Based Interventions (SRBI) process. MAP was implemented as an interim assessment that is administered three times/year to measure students' growth in Reading, Language Usage, and Mathematics. This has become the most important assessment tool we use in planning for our students, and has helped our teachers further improve their own development and analysis of common, formative, and summative assessments in the classroom. We found out very quickly, however, that in order for teachers to take advantage of these tools was to have secured time together to collaborate and discuss their analysis of assessment results and formulate responsive teaching plans to address students' area of need. This resulted in the district adopting the Professional Learning Community (PLC) model, where teachers meet with each other in data teams once/week to review, analyze, and respond to assessment data so that they can differentiate their instruction and continually monitor where students' are in terms of meeting curriculum standards.

#### *Characteristic 7: Curriculum, Instruction, and Assessment*

As mentioned previously, we will have a completed, CCSS-aligned literacy and numeracy curriculum to begin the 2012-13 school year. In addition to that, our school improvement plans each include plans for making our teaching visible to all members of the school community, by creating structures where teachers can observe each other in their classrooms and continuously improve their own craft as a result. Further, our systemic approach to assessment, and our data analysis protocol that has become how we do business in our PLC's, further strengthens our ability to implement quality, standards-based instruction.

#### *Characteristic 8: Professional Development*

Professional development in our district has truly become job-embedded and an integral part of our focus on changing adult behaviors to improve student achievement. PLC is an embedded opportunity for all teachers to learn about different strategies from their peers each week. Additionally, the district leadership team sets the agenda for our monthly early release days and focuses primarily on building all teachers' capacity to deliver quality, best practice instruction that is focused on standards and responsive to data.

#### *Characteristic 9: Time and Structure*

As part of the Commissioner's Alliance, our primary strategy for improving our students' achievement is to institute an Extended Day/Extended Year program. We plan to pilot an Extended Day/Year Program in 2012-2013 with nine teachers whose charge will be to work with small groups of students in targeted need areas both during the day and after school. Students who have not met their growth expectations during the regular school year but need more time to do so in order to be prepared for the next school year will be invited to participate in the Extended Year program (additional 20 days of school) which will consist of focused support and instruction designed to build their skills. We have solicited and received significant support from the Windsor Locks Teacher's Association, Board of Education, and

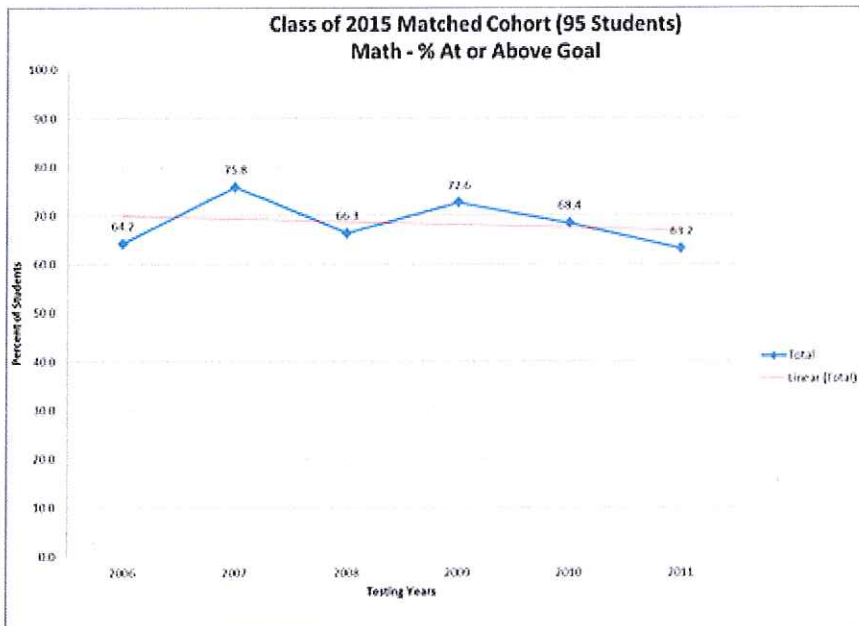
the larger community for this initiative. Our hope is that over the course of the next few years, this program will transform our district from the belief that “learning ends when 180 days are complete” to “learning continues until mastery is achieved”.

After reviewing all of the components listed above, it is easy to see how all eight of the previous characteristics funnel into our selection of extended day/year as our primary improvement strategy. Now that we have a fully aligned Common Core Standards curriculum in literacy and numeracy, we will be able to measure more specifically each students’ growth relative to those standards. Additionally, the frequent monitoring of learning that comes through or systemic assessment approach will help us identify students, periodically rather than with a single annual assessment, who need targeted assistance and extra time to achieve mastery. Having secured PLC time, a strong leadership team to champion and implement the structure, and the support and investment of key stakeholders makes this the next logical step in closing the achievement gap for the students of Windsor Locks Public Schools.

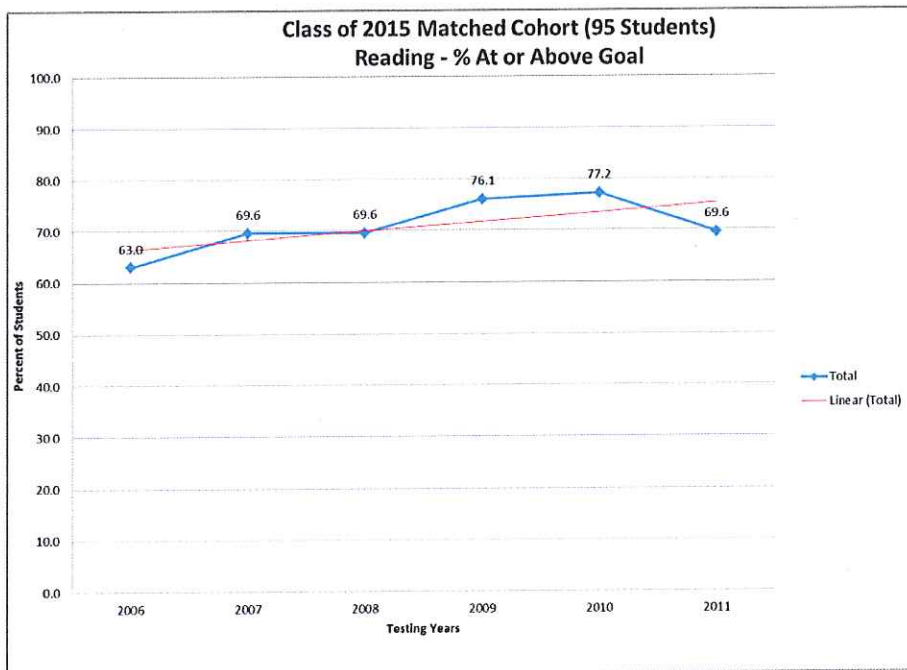
**2. Describe the rationale for the selection of the district’s prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.**

The following data graphs provide a clear picture of the performance trends in Windsor Locks over the last 5 years for the class of 2016.

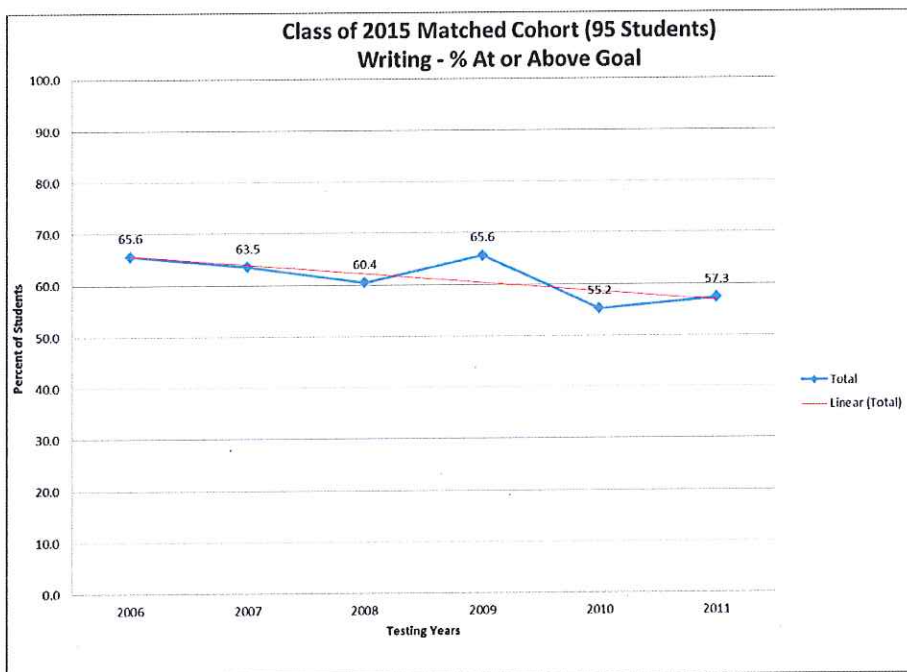
**CMT MATHEMATICS 2006-2011**



### CMT READING 2006-2011



### CMT WRITING 2006-2011



Overall, performance for this group of students, over a five year period, has essentially “flatlined”. While there are some peaks (along with more valleys) in terms of their achievement (reading is trending upward although only slightly), the trend really qualifies as zero growth. As we looked at this data as a school leadership team and established our belief that these results and the instruction that caused them were just “not good enough” for the students of Windsor Locks anymore, we started to see attitudes and adult behaviors shift.

These trends were the catalyst for the many important initiatives we put forth this year. Prior to the 2011-2012 school year, the only school that had protected collaborative time for teachers was Windsor Locks High School, where PLC had been introduced years before and had been used mostly as an opportunity for teachers to create and implement common assessments. However, our primary, intermediate, and middle school teachers had little if any collaborative time set aside so that they could discuss their common assessments and benchmarks, so there was virtually no sharing of instructional strategies or making decisions about how to respond to students’ needs in the classroom. After our first year of PLC, we have made some considerable gains as evidenced by the MAP data you will see below.

It was quickly noted that while our district has worked to create curriculum that reflects the Connecticut Standards, the framework documents that had been developed over the last seven years were not sufficiently clear nor did they reflect rigorous standards and expectations. For this reason, the superintendent and Board of Education set aggressive goals to complete literacy and numeracy curricula within one school year so that instruction was aligned with the CCSS and students would have assured experiences regardless of their teacher of record. Prior to this emphasis on curriculum and district-wide PLC, teachers were very much left to their own devices to pick and choose the content they would teach.

In a culture of high expectations such as we are striving to achieve in Windsor Locks, the administrative team also knew that our formal observation process was not nearly sufficient to monitor the implementation of PLC plans and curriculum standards. Therefore, school and district leaders prioritized informal instructional monitoring as the most important aspect of their daily work. This “informal supervision” became the basis for identifying and working closely with teachers who needed support in meeting our high expectations for classroom instruction. Teachers and administrators realized quickly how valuable this work would be to changing adult behaviors and creating the culture that instruction is everyone’s responsibility – and that all children will learn with the high-quality teaching we provide.

The following three charts include data from three administrations (fall, winter, spring) of the MAP assessment during the 2011-2012 school year. As stated above, the MAP assessment measures students’ growth in Reading, Language Usage, and Mathematics. As an interim assessment, it is administered online and individually adapts question difficulty level to each students’ response patterns. To reference the grade level NWEA norms for each test administration, please see Appendix D.

## MAP Mathematics 2011-2012

2011 Mathematics Status Norms Compared to Windsor Locks (RIT Value)  
From the Spring 2012 District Summary Report by Grade\*

Grade	Beginning-of-Year Mean		Middle-of-Year Mean		Change in RIT		End-of-Year Mean		Change in RIT	
	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Median RIT Fall 11-Winter 2	WLPS Change in Median RIT Fall 11 to Winter 12***	NWEA	WLPS**	NWEA Expected Change in Median RIT Value Fall 2011 to Spring 2012	WLPS Change in Median RIT Value Fall 2011 to Spring 2012***
k	143.7	<u>146.5</u>	150.7	<u>151.4</u>	7	4.9	159.1	<u>166.4</u>	15.4	<u>19.9</u>
1	162.8	162.3	172.4	169.7	9.6	7.4	179.0	<u>181.7</u>	16.2	<u>19.4</u>
2	178.2	175.8	185.5	<u>187.1</u>	7.3	<u>11.3</u>	191.3	<u>195.9</u>	13.1	<u>20.1</u>
3	192.1	<u>193.3</u>	198.5	197.8	6.4	4.5	203.1	<u>205.8</u>	11.0	<u>12.5</u>
4	203.8	202.7	208.7	208.4	4.9	<u>5.7</u>	212.5	<u>214.7</u>	8.7	<u>12</u>
5	212.9	<u>214.3</u>	217.8	<u>219.0</u>	4.9	4.7	221.0	<u>226.1</u>	8.1	<u>11.8</u>
6	219.6	216.9	222.8	219.2	3.2	2.3	225.6	225.2	6.0	<u>8.3</u>
7	225.6	223.4	228.2	226.8	2.6	<u>3.4</u>	230.5	<u>231.1</u>	4.9	<u>7.7</u>
8	230.2	229.3	232.8	229.5	2.6	0.2	234.5	<u>234.9</u>	4.3	<u>5.6</u>
9	233.8	232.3	234.9	233.9	1.1	<u>1.6</u>	236.0	<u>237.8</u>	2.2	<u>5.5</u>
10	234.2	233.9	235.5	<u>236.6</u>	1.3	<u>2.7</u>	236.6	<u>239.2</u>	2.4	<u>5.3</u>
11	236	<u>241.1</u>	237.2	<u>242.5</u>	1.2	<u>1.4</u>	238.3	<u>245</u>	2.3	<u>3.9</u>

\*Students in grade 2-11 who took off level test are not reported

As you see, in the fall, only four grade levels exceeded the NWEA mean. In the winter, the same trend continued but with grade 10 also exceeding the NWEA norm. The spring tells a completely different story. The mean for all but one grade level exceeded the national norm.

## MAP Reading 2011-2012

2011 Reading Status Norms Compared to Windsor Locks (Rit Value)  
From the Spring 2012 District Summary Report by Grade\*

Grade	Beginning-of-Year Mean		Middle-of-Year Mean		Change in RIT		End-of-Year Mean		Change in RIT	
	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Median RIT Fall 11-Winter 12	WLPS Change in Median RIT Fall 11-Winter 12**	NWEA	WLPS**	NWEA Expected Change in Median RIT Value Fall 11 to Spring 12	WLPS Change in Median RIT Value Fall 11 to Spring 12**
k	142.5	<u>145.6</u>	151	<u>156.1</u>	8.5	<u>10.5</u>	157.7	<u>166</u>	15.2	<u>20.4</u>
1	160.3	160.2	170.7	170.2	10.4	10	176.9	<u>182.1</u>	16.6	<u>21.9</u>
2	175.9	174.2	183.6	<u>188.6</u>	7.7	<u>14.4</u>	189.6	<u>195.6</u>	13.7	<u>21.4</u>
3	189.9	<u>191.6</u>	194.6	<u>197.2</u>	4.7	<u>5.6</u>	199.2	<u>203.1</u>	9.3	<u>11.5</u>
4	199.8	<u>200.4</u>	203.2	<u>204.9</u>	3.4	<u>4.5</u>	206.7	<u>210.1</u>	6.9	<u>9.7</u>
5	207.1	<u>209.3</u>	209.8	<u>213.5</u>	2.7	<u>4.2</u>	212.3	<u>218.6</u>	5.2	<u>9.3</u>
6	212.3	207.6	214.3	211.4	2	<u>3.8</u>	216.4	215.6	4.1	<u>8</u>
7	216.3	213.1	218.2	215.4	1.9	<u>2.3</u>	219.7	219.5	3.4	<u>6.4</u>



8	219.3	216.2	221.2	215.7	1.9	-0.5	222.4	<u>223.1</u>	3.1	<u>6.9</u>
9	221.4	<u>221.9</u>	221.9	<u>223.4</u>	0.5	<u>1.5</u>	222.9	<u>226.1</u>	1.5	<u>4.2</u>
10	223.2	222.9	223.4	222.9	0.2	0	223.8	<u>226</u>	0.6	<u>3.1</u>
11	223.4	<u>228.5</u>	223.5	<u>229.4</u>	0.1	<u>0.9</u>	223.7	<u>231.3</u>	0.3	<u>2.8</u>

\*Students in grade 2-11 who took off level test are not reported

Reading follows the Mathematics trend to some extent. In the fall, only six grade levels exceeded the NWEA norm; in the winter, grade 2 surpassed, and in the spring, all grade levels but two exceeded the NWEA norm.

### MAP Language Usage 2011-2012

2011 Language Usage Status Norms Compared to Windsor Locks (Rit Value)  
From the Spring 2012 District Summary Report by Grade

Grade	Beginning-of-Year Mean		Middle-of-Year Mean		Change in RIT		End-of-Year Mean		Change in RIT	
	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Median RIT Value Fall 2011 to Winter 2012	WLPS Change in Median RIT Value Fall 2011 to Winter 2012**	NWEA	WLPS**	NWEA Expected Change in Median RIT Value Fall 2011 to Spring 2012	WLPS Change in Median RIT Value Fall 2011 to Spring 2012**
2	175.4	<u>176.7</u>	185.3	<u>188.1</u>	9.9	<u>11.4</u>	190	<u>196.4</u>	14.6	<u>19.7</u>
3	191.1	<u>193.5</u>	196.5	<u>197.9</u>	5.4	4.4	200.3	<u>204.8</u>	9.2	<u>11.3</u>
4	200.9	<u>201.3</u>	204.4	<u>205.6</u>	3.5	<u>4.3</u>	207	<u>210.9</u>	6.1	<u>9.6</u>
5	208	<u>209.2</u>	211	<u>212.6</u>	3	<u>3.4</u>	212.9	<u>216.9</u>	4.9	<u>7.7</u>
6	212.3	209.0	214.4	211.2	2.1	<u>2.2</u>	216.2	216.1	3.9	<u>7.1</u>
7	215.8	211.9	217.3	215.1	1.5	<u>3.2</u>	218.7	<u>219.2</u>	2.9	<u>4.9</u>
8	218.7	216.0	220.2	216.1	1.5	0.1	221.3	220.9	2.6	<u>4.9</u>
9	220.6	220.0	221	219.6	0.4	-0.4	221.8	<u>223.1</u>	1.2	<u>3.1</u>

\*Students in grade 2-9 who took off level test are not reported

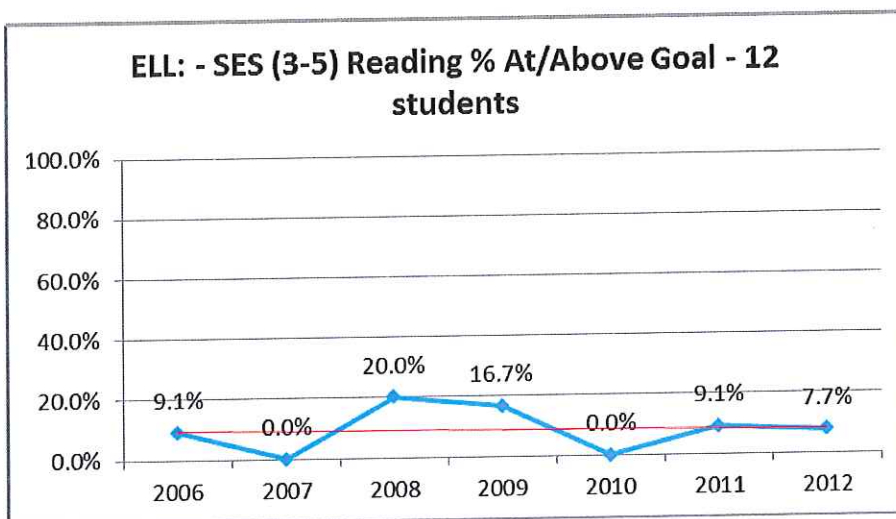
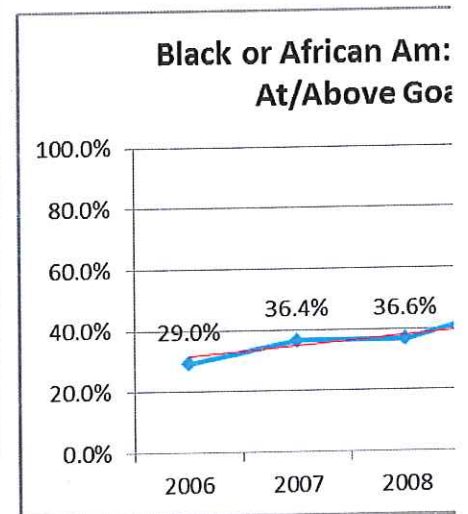
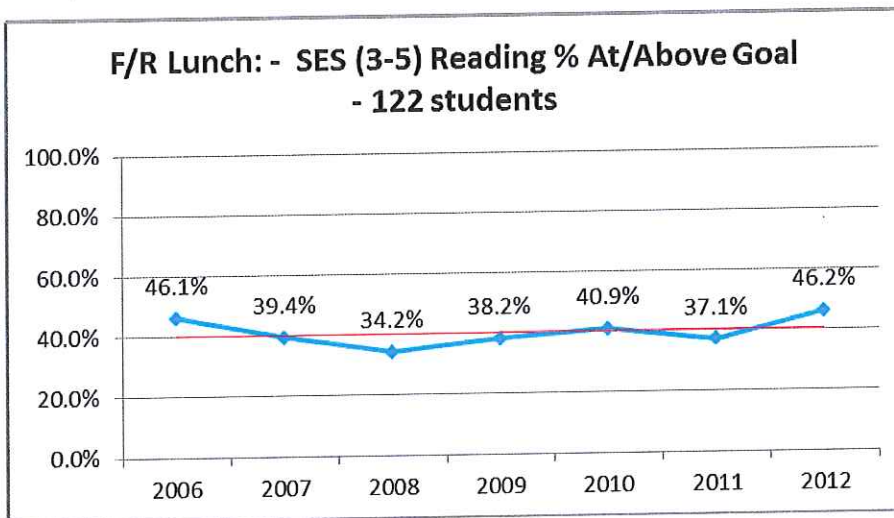
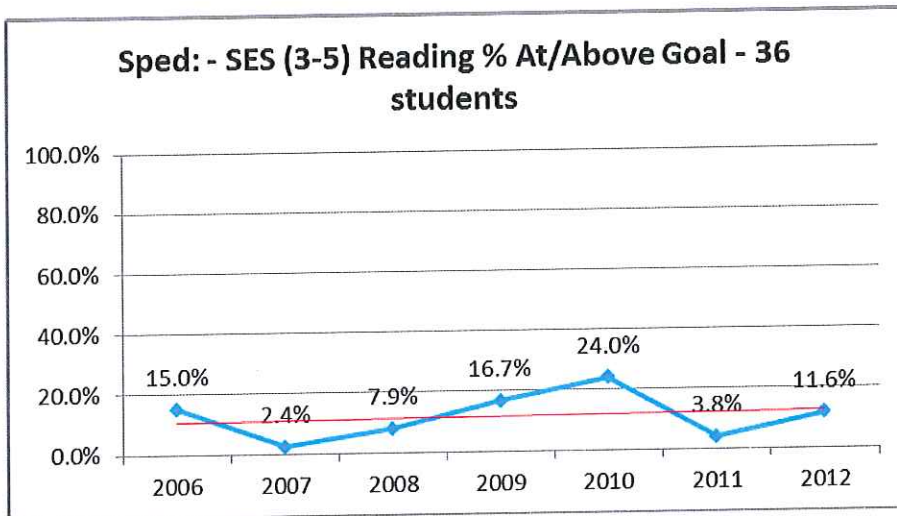
Language Usage again follows a trend similar to Math and Reading. Grades K, 1, 10, and 11 are not tested in Language Usage, but six out of eight grade levels exceeded the national norm for Language Usage in the Spring.

While this data is promising, when we drill down further, we still see that some of our students are not making the progress that they should be making, and are falling further behind in their skills. What we have found is that students who do engage in additional time on a given skill – such as supplemental remedial instruction at all grade levels, Title 1 interventions in our elementary grades, and in specialized intervention classes in the middle grades (Quest), tend to make more progress than their typical age peers. But additional time, for the most part, has only been available at the expense of other instructional time during the regular school day. The numbers of students who need this additional skill work, and essentially, more time, in order to demonstrate competency with specific content and skills, must be considered our top priority if we are to close the achievement gap for our students.

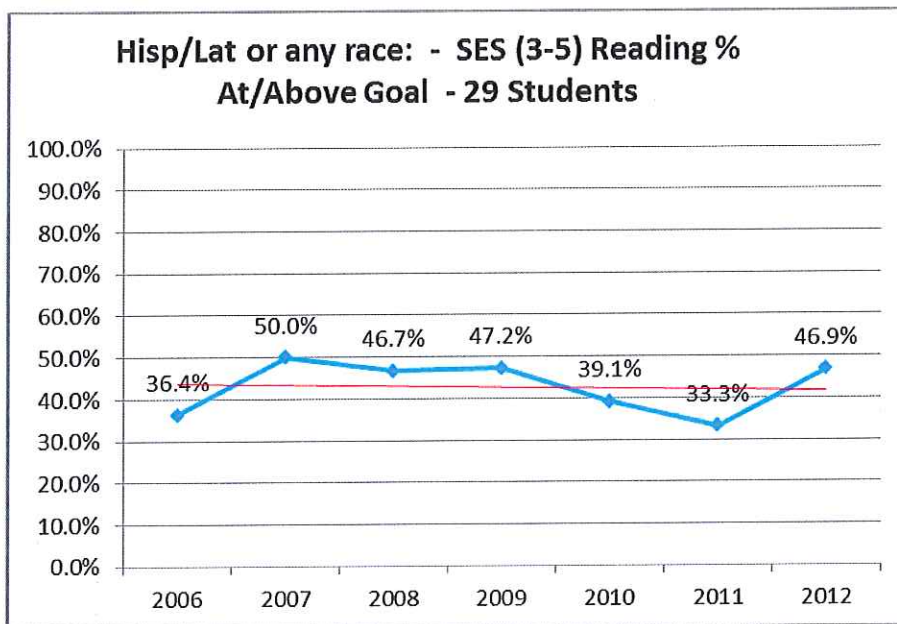
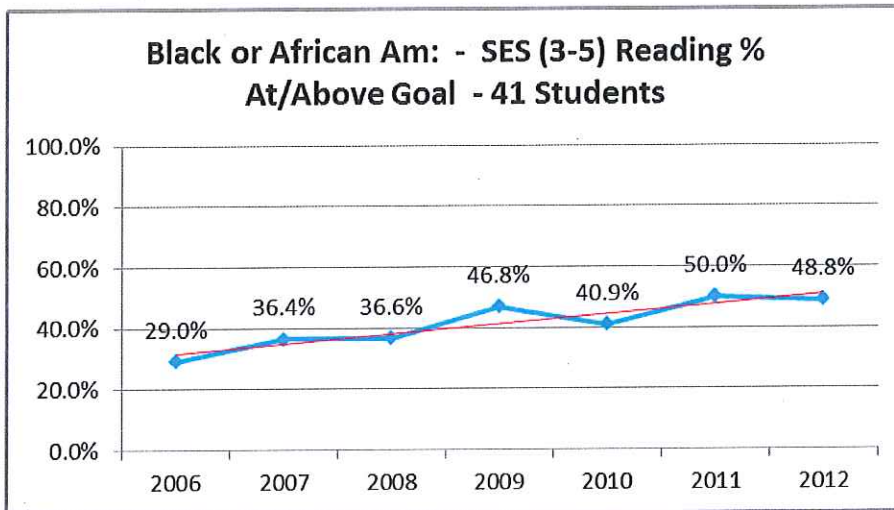
Further data analysis reveals that students who are considered to be part of special populations, such as students with special needs, students needing free/reduced lunch, or

students who represent racial minorities, tend to underperform across our district. The following line graphs illustrate this phenomenon and provide further rationale for the implementation of an Extended Day/Year program in Windsor Locks.

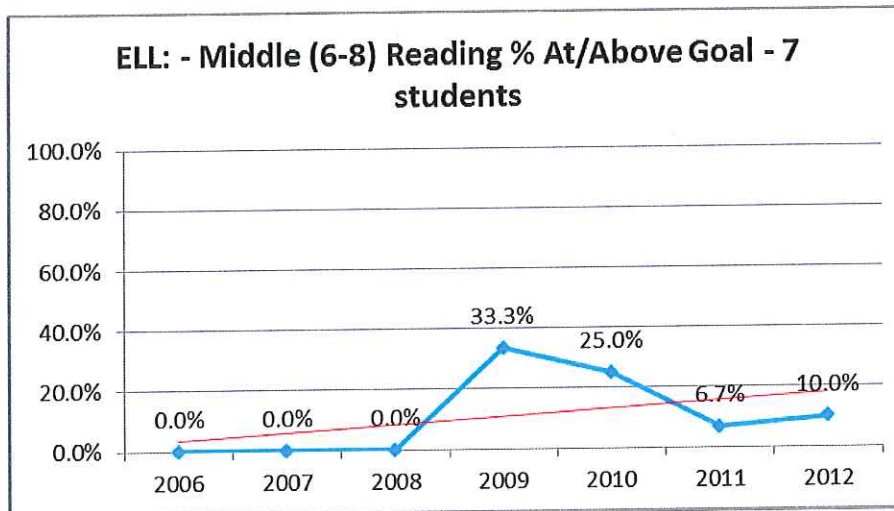
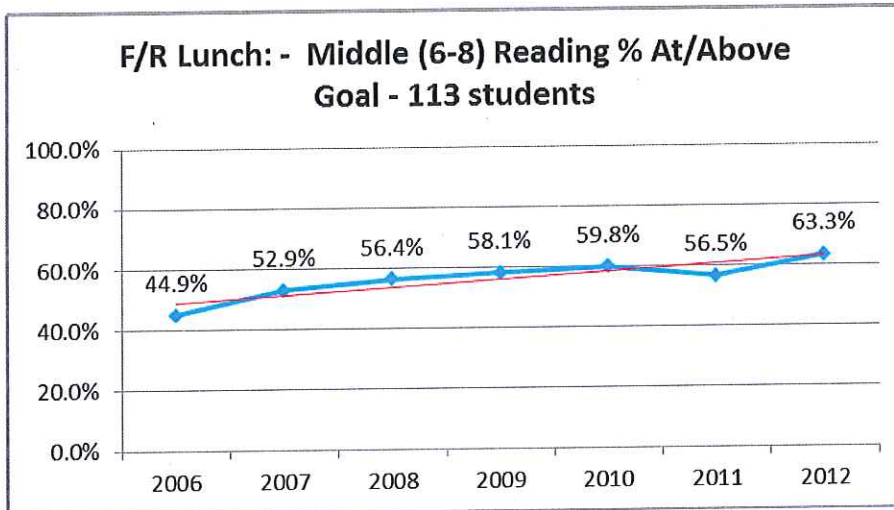
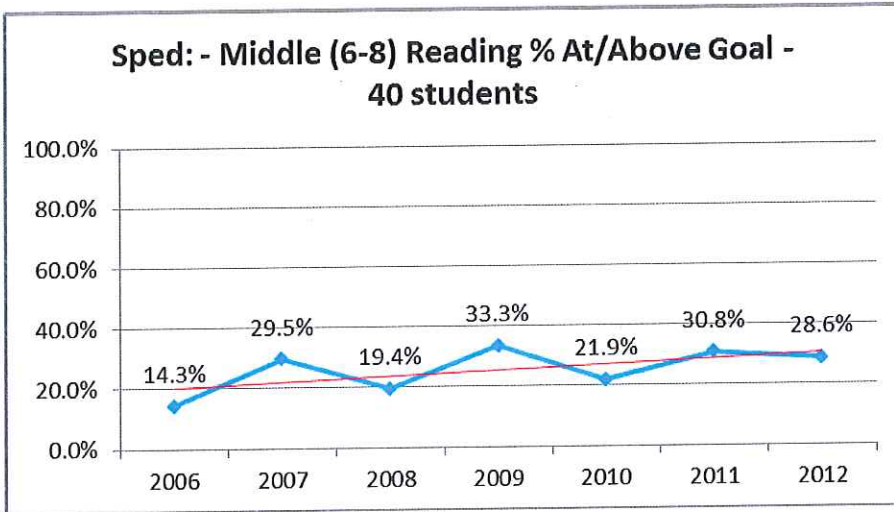
**CMT South Elementary School – 2006-2012 – Reading, Subgroups**



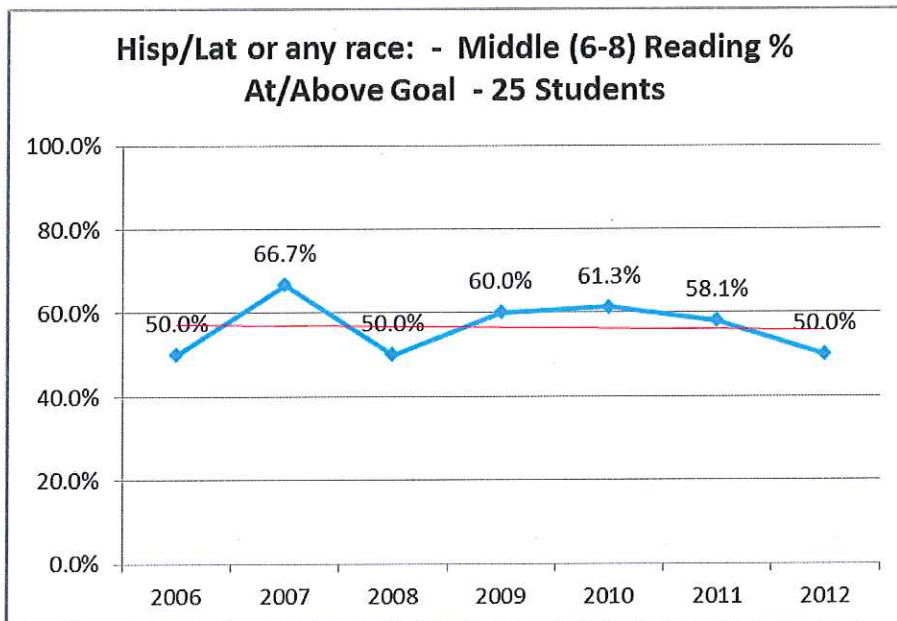
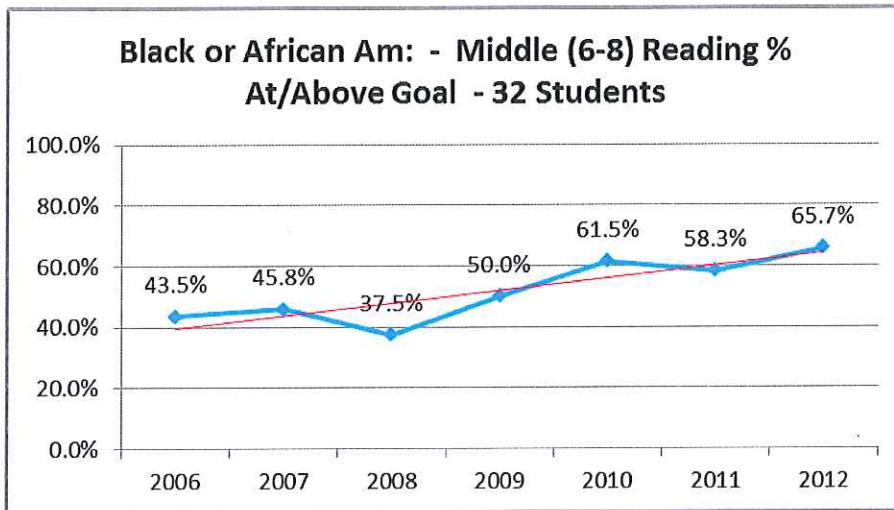
**CMT South Elementary School – 2006-2012 – Reading, Subgroups**



**CMT Windsor Locks Middle School – 2006-2012 – Reading, Subgroups**



**CMT Windsor Locks Middle School – 2006-2012 – Reading, Subgroups**



As you can see from this data, some of our subgroups in total at each of the schools are not performing at the same rate as their majority status peers. While our efforts during the regular school day must continue, for these students, we must also consider the fact that for some students, they simply may need more time to learn content or skills and, in turn, we as their public school district must provide them with that time. Our current time allocation and scheduling structure, specifically at the elementary schools, does not adequately meet the needs of students in these subgroups who are not making progress with the learning involved in the traditional school day. They need more focused, small group and individual time with qualified teaching staff who understand and can work with students on specific skill areas that will help them gain 1.5-2.5 year's growth in a calendar year. Additionally, these students (and all students) would benefit from daily schedules that carve out time for additional, focused intervention and enrichment, so that all students have the benefit of a

more personalized educational experience. To that end, our elementary schools have devised school schedules for the 2012-2013 school year that include focused intervention blocks in addition to our plans for Extended Day/Year program in grades PreK-8 next year.

**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?**

The effectiveness of the Extended Day/Year reform initiative in the Windsor Locks Public Schools will be evaluated using the following processes and methods.

- PLC: Extended day/year teachers are current classroom teachers who have been reassigned to not only teach after the school day and year, but also to be “push-in” intervention teachers, working alongside grade level and subject areas teachers in grades K-8 to further enhance their remedial interventions. Additionally, these same teachers will continue to work collaboratively with grade level and subject area teachers during PLC to conduct weekly reviews of common and formative assessment data (including the tri-annual MAP assessment), to measure progress in the weaker skill areas and determine direction for further growth. The following data points will be used to measure progress and make decisions about next steps for each student involved with extended day/year:
  - Common formative assessment (CFA) Data (curriculum-based assessments, exit slips, performance tasks, etc.)
  - Interim Assessment Data (MAP)
  - Practice Direct Assessment of Writing, Developmental Reading Assessment, Degrees of Reading Power, Smarter-Balanced Assessment Framework
  - Summative Assessments

Records of these data analysis discussions will be reviewed weekly by administrators and feedback on action plans will be provided on a rotating basis.

- Quarterly Reviews with Extended Day/Year Implementation Team: The full team of Extended Day/Year teachers will collaborate with district administrators to review student progress on a quarterly basis. The team will use our district’s data analysis protocol to identify growth areas and where the team members are having the greatest impact. The team will also identify further needs and attend to any professional learning needs required by the challenges noted. The review/evaluation process will be further designed by the Extended Day/Year Implementation Team in summer 2012.
- District and Building Data Walls: We now have visible, detailed data walls throughout our district where we showcase our MAP data so that our students, parents, teachers and other interested community members are aware of our current levels of student performance. Last year, these walls were one of the key catalysts behind the growth seen in the spring MAP scores. We will continue using data walls to keep our stakeholders informed of our performance and the need for continual growth, and

these walls will be expanded to our Extended Day/Year program so that we can not only evaluate our effectiveness but also celebrate our success in closing the achievement gap.

- On-going review of data by School and District Governance Teams and Parent Advisory teams: One of the most important functions of our School and District Governance Teams is to direct the instructional work of the district and individual schools. Therefore, data analysis will be a key component of the Governance Team work next year, and this group of district and school leaders will assume a pivotal role in leading the Extended Day/Year reform efforts. Our challenge will be to provide these district and school teacher leaders with the appropriate coaching, modeling, and training to have these conversations in ways that are productive and move the school forward.

#### **4. How will reform initiatives interact/coordinate with other resources (e.g., Title 1, Part A; Title II, Part A Teacher Quality; Title III, Part A Language Acquisition Funds; Priority School District Funds; Summer School Funds; philanthropic funds)**

There are a variety of ways in which this funding will both interact and complement our existing allocation of other funding resources. As a district, the only school that receives Title 1 funding is North Street School, which serves PreK through grade 2. The fact that our Extended Day/Year program will be implemented at North Street School (NSS), South Elementary School (SES), and Windsor Locks Middle School (WLMS), means that we will now be able to enhance those Title I programs already in place at NSS, and provide greater foundational skills support at the primary level, while providing new levels of support at both SES and WLMS that were not available prior to the Alliance Grant funding.

The district has historically allocated Title II funds for literacy in general at SES and in the past few years, a significant portion of the money has been allotted for Columbia Teacher's College Reader's and Writer's Workshop embedded staff development at SES. The Reader's and Writer's workshop model is a differentiated, individualized Tier 1 instructional program for literacy where student growth in reading and writing is closely monitored and students move through reading levels and writing skills at a pace commensurate with their specific learning needs. We will continue to use Title II for administrator and teacher development in these areas. One of the opportunities afforded to our elementary schools who have partnered with Columbia Teacher's College is to have teachers trained as Reader's and Writer's Workshop coaches – something we will definitely explore for our Extended Day/Year teachers.

Additionally, we have a plan to incorporate an Extended Day/Year program specifically for our English Language Learners under the direction of our district ESL teacher. All this requires is a shift in the working hours for the ESL teacher so that she can provide Extended Day/Year support for our ELL population PreK-12.

Finally, this funding will further complement the programs and initiatives we have already instituted through our Open Choice funding. Through further literacy training at the middle and high schools, and afterschool activity-based and academic-based support at all levels, we will



be able to further expand our after-school offerings so that greater connections can be made with these students.

We see significant potential to maximize the impact that this increased funding will have on both existing grant-funded programs, as well as our new Extended Day/Year initiative.

**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.**

- Board of Education: As a district practice, all initiatives are reviewed by, discussed with, and approved by the Board of Education as a part of the district's implementation of the LRP.
- District Administrative Team - All initiatives are reviewed and discussed and approved as a part of the district LRP. Building administrators facilitated the development of School Improvement Plans (SIP) which are completely aligned with the district's LRP.
- Building leadership/governance teams – These teams were integral in creating the SIP's and aligning them with the district's LRP under the direction of building administrators. Further, these teams were the driving force behind providing professional development sessions to help every staff member understand each action step, how it connected to the LRP, and what their role would be in carrying out the work.
- LRP Steering Committee and subcommittees – This committee became the initial driving force behind setting the district's agenda for the next three years. The stakeholders involved in the Steering Committee included representatives from the following stakeholder groups: teachers, parents, community members, business leaders, political leaders, staff, certified and non-certified. This committee then sought out significant input from the larger school community by visiting with each school's staff, a representative group of high school students, and another representative group of community members to gather their input and infuse it into the final version of the LRP.
- Parent Advisories – Each school has an active Parent Advisory Committee and provides ongoing input to building and district leadership on individual SIP's and the district's LRP. Building Administrators keep Parent Advisory members informed of progress related to SIP and LRP implementation.
- Board of Finance –The Board of Education and Superintendent provide on-going updates to the Town's Board of Finance regarding initiatives and student achievement growth, especially as it relates to the prioritization of funding in the town budget.

## **B. Key District Initiatives**

Overview: (see also *Five Year Strategies and Implementation Steps Chart and Additional documents that complete the chart, attached*)

The Windsor Locks Public Schools plans to implement an **Extended Day/Year program** in grades **PreK-8**. This initiative was chosen from the menu of reform options provided to all Alliance Grant applicants. The specifics of the plan are outlined below.

1. In order to generate the staff needed for this pilot implementation year, we have reassigned existing teachers as Extended Day/Year teachers. As a result, we have reduced one section of each grade level in grades K-5, and one subject area teacher each in Language Arts, Reading, and Mathematics at the 6-8 level. This does increase class sizes but not enough to force any class sizes beyond the district's recommended levels.

Teachers were asked to submit letters of interest to their building principals after reviewing the characteristic and responsibilities that were developed by a group of administrators and teachers representing each of the three schools involved.

### *Extended Day/Year Teacher Characteristics:*

- be knowledgeable of and implement various researched-based, instructional best practice strategies
- have experience (preferred) within the level for which they are applying, or multiple grade levels
- be flexible and have demonstrated collaborative qualities
- be knowledgeable of the new Common Core State Standards
- have demonstrated leadership capacity in their current positions
- proven technological background and willing to try new things for the purposes of helping all students learn 21<sup>st</sup> century skills
- have strong, reliable, written and oral communication skills
- have the ability to adjust and adapt to new situations and challenges, be compassionate and be able to read people have experience as a coach, mentor, or presenter
- have demonstrated experience in analyzing data and using it to adjust instruction
- have a clear understanding of the importance of assessments and demonstrated the ability to construct and implement a variety of assessments
- have demonstrated positive relationships with students, colleagues, and parents

### *Extended Day/Year Teacher Expectations and Responsibilities*

- Initiate and engage in on-going communication with reading specialists, tutors, and other specialists as needed
- Serve on SRBI committee as needed
- Where appropriate, provide instruction during intervention blocks scheduled during the regular school day
- Work with colleagues to identify children who need additional time to master a concept/skill
- Collect and analyze data gathered through extended day and extended year sessions, and communicate the data with your colleagues during PLC and other times
- Use Performance Tracker to warehouse assessment data and track interventions, where appropriate and necessary

- Coach and mentor colleagues bringing in a new way to learn a new skill
- Provide small group, tier 1 instruction in colleague's classrooms as needed, provide Tier 2 instruction as determined through the SRBI process
- Co-teach on an as-needed basis
- Provide intervention and/or remediation services to children
- Assist with scheduling of children in the extended day program through the PLC process and in collaboration with building principal and colleagues
- Through the PLC process, implement the decisions made to ensure students receive prescribed help during the school day and beyond
- Conduct curriculum-based, formative, summative, and diagnostic assessments as needed and determined through the PLC process

2. The reassigned teachers have agreed to a modified work day and year (which was also endorsed and approved by the Windsor Locks Teacher's Association).

- Work day: Teachers will arrive later in the day and remain for 1.25 hours beyond the regular school day three times per week.
- Work Year: Teachers will work 186 school days but will begin their work year 20 days after the official start of the school year, and end 20 days later.
- The total extended time provided will be 200 hours.

3. Students involved in the Extended Day program will be identified through each week's PLC cycle. Students will remain in the Extended Day program until they can demonstrate mastery in the skill area of need. PLC data review/analysis and teachers' observations of Extended Day students' application of skills and content in their mainstream classes will be the basis for determining growth. Using the SRBI Tier 2 and 3 guidelines for interventions, Extended Day teachers will track these interventions for a period of 4-6 weeks, measuring and recording assessment data each week in a digital data warehouse.



**Five-Year Strategies and Implementation Steps**

Initiative	New or Existing Reform		Overview	Performance Targets	Key Strategies/ Implementation Steps	Year One Implementation Steps/Description
	New	Existing				
Extended Day/ Extended Year	X		<p>3 teachers in each school (3 total schools) will be reassigned to Extended Day/Year (ED/EY) to provide additional instruction beyond the school day and year for students who need it (class size increase will occur because of reallocation of human resources).</p> <ul style="list-style-type: none"> <li>Teachers will begin work year 20 days after first day of school and will work 20 days beyond end of school year</li> <li>Teachers work day begins 1.25 hours after regular school day and ends 1.25 hours after regular school day (3 days/week)</li> <li>Total time school year extended is 200 hours</li> <li>Students identified for intervention during weekly PLC data analysis process</li> <li>Administration and ED/EY teachers develop, implement, and evaluate the program</li> <li>Full district implementation of "learning is constant and time is variable" by 2017 both by increasing expectations and providing additional time and support</li> <li>ED/EY teachers will be intervention/support teachers during school day</li> </ul>	<p><b>For all initiatives</b></p> <p>Long-term</p> <ul style="list-style-type: none"> <li>90% of students at goal and above in literacy and numeracy assessed areas as measured on new CCSS online adaptive assessment</li> <li>100% of students demonstrate growth on CCSS and district universal screener every year (MAP)</li> <li>100% of students demonstrate growth on CFA data weekly</li> </ul> <p>Short Term</p> <ul style="list-style-type: none"> <li>100% of students demonstrate annual growth equal to or greater than one year on CCSS and district academic universal screener every year</li> <li>100% of students demonstrate growth on CFA data weekly</li> </ul>	See attached Five-Year Implementation Schedule	See attached Year One Implementation Description

Five-Year Strategies and Implementation Steps						
Initiative	New or Existing Reform	Overview	Performance Targets	Key Strategies/ Implementation Steps	Year One Implementation Steps/Description	
Professional Learning Community Refinement Professional Learning Community Refinement Con'd	X	<p>Further develop our PLC process to more deeply impact student achievement levels</p> <ul style="list-style-type: none"> <li>• Revise the protocol to be more clear, and more thorough with input from all teaching staff</li> <li>• Continue to provide data notebooks for every staff member in advance of the school year so that they know their students' strengths and weaknesses on the first day and can work with each student to develop goals for improvement</li> <li>• Every district administrator will be in attendance at all PLC meetings on a rotating basis and provide quality feedback on a rotating basis</li> <li>• Administrators to begin reworking PLC discussions to focus on quality of instruction with support from university professionals</li> </ul>		See attached Five Year Implementation Schedule	See attached Year One Implementation Description	
Implementation of new CCSS-Aligned Curriculum	X	<p>Literacy and Numeracy Curricula to be implemented beginning August 2012.</p> <ul style="list-style-type: none"> <li>• Continue to collect and populate curriculum templates with lessons, CFA's other materials and resources</li> <li>• Provide training and support to staff for understanding the CCSS and what the standards mean as implemented</li> </ul>		See attached Five Year Implementation Schedule	See attached Year One Implementation Description	
Governance Teams	X	<p>Building and district based teams will be driving force behind all of these initiatives, so they need further development in making the shift to this kind of transformational leadership</p> <ul style="list-style-type: none"> <li>• Targeted PD will be provided to Governance Teams with the help of an outside university professional</li> </ul>		See attached Five Year Implementation Schedule	See attached Year One Implementation Description	

Five Year Strategies Cont'd– Windsor Locks Public Schools

Year 1	<ul style="list-style-type: none"> <li>• Implement district LRP and building and department improvement plans with fidelity</li> <li>• Implement new CCSS curriculum literacy and numeracy</li> <li>• Implement year one extended day/year program</li> <li>• Implement new pathways to graduation</li> <li>• Move to new level of expectations quality of instruction – administration and teaching staff</li> <li>• Further develop governance/leadership teams</li> <li>• Further develop PLC and data review, interpretation</li> <li>• Initiate planning for fully implemented continuous progress schools system by 2017</li> <li>• Initiate SDE APPROVED implementation of tech plan</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Revise and update Implement district LRP and building and department improvement plans with fidelity based on student achievement data</li> <li>• Revise and implement extended day and year program</li> <li>• Expand to HS extended day and year</li> <li>• Expand new pathways to graduation, blended learning etc</li> <li>• Refine and revise new CCSS curriculum literacy and numeracy</li> <li>• Begin curriculum alignment with science and SS with CCSS</li> <li>• Monitor quality of instruction – administration and teaching staff</li> <li>• Increase responsibilities of governance/leadership teams</li> <li>• Refine PLC and data review, interpretation</li> <li>• Initiate year one implementation of fully implemented continuous progress schools system by 2017</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Implement revised district LRP and building and department improvement plans with fidelity based on student achievement data</li> <li>• Monitor and revise as needed CCSS curriculum literacy and numeracy</li> <li>• Refine science and SS curriculum with CCSS</li> <li>• Expand extended day and year program pre K – 12 to include enrichment activities or to meet increasing need of students who are not meeting increase standards</li> <li>• Expand new pathways to graduation, blended learning, etc.</li> <li>• Monitor quality of instruction – administration and teaching staff</li> <li>• Monitor and evaluate responsibilities of governance/leadership teams</li> <li>• Initiate year two implementation of fully implemented continuous progress schools system by 2017</li> <li>• Introduce to freshman class A/B/NY grading required for graduation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Monitor district LRP and building and department improvement</li> </ul>

	<ul style="list-style-type: none"> <li>plans with fidelity</li> <li>• Monitor curriculum literacy and numeracy</li> <li>• Monitor quality of instruction – administrative and teaching staff</li> <li>• Monitor governance/leadership teams</li> <li>• Monitor PLC and data review, interpretation</li> <li>• Expand new pathways to graduation, blended learning etc.</li> <li>• Implement year three continuous progress schools system</li> <li>• 100% goal of all seniors being accepted to a college/tech school/military/expanded learning</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Monitor district LRP and building and department improvement plans with fidelity</li> <li>• Monitor curriculum literacy and numeracy</li> <li>• Monitor quality of instruction – administration and teaching staff</li> <li>• Monitor governance/leadership teams</li> <li>• Monitor PLC and data review, interpretation</li> <li>• Expand new pathways to graduation, blended learning, etc.</li> <li>• Implement year three continuous progress schools system</li> <li>• 100% goal of all seniors being accepted to a college/tech school/military/expanded learning</li> <li>• 100% of seniors have earned between 5 and 10 college credits</li> </ul>



Year 1 Implementation – Windsor Locks Public Schools		
Strategy	Description	Responsibilities
Implement district LRP and building and department improvement plans with fidelity	<p>Each building and our special services department have developed a detailed improvement plan. The plans are fully aligned with the district long range plan and the 9 Characteristics of High Achieving Schools. The plans focus on implementation of:</p> <ul style="list-style-type: none"> <li>• the PLC model</li> <li>• appropriate and regular use of data to drive instruction</li> <li>• 3 times per year implementation of MAP assessments and detailed interpretation of the resulting data</li> <li>• Full implementation of SRBI/RTI strategies</li> <li>• Full implementation of PBIS</li> </ul>	<p>Each building leadership team and the entire staff are responsible for monitoring the implementation of the improvement plans</p> <p>The district leadership team reflects, monitors and evaluates the effectiveness of the plans via the use of district achievement data.</p>
Implement new CCSS curriculum literacy and numeracy	<p>During the 2011-2012 school year 45 staff have developed a new literacy and numeracy curriculum Pre K – 12 which is fully aligned with the CCSS. The BOE adopted the curriculum on 6/28/2012.</p> <p>The curriculum is fully online and accessible 24/7. It includes, lessons, CFA's specific standards being addressed, essential questions, enduring understandings, teachers resources and enrichment resources. The database is fully searchable by topic, standard, expected time for instruction and length of units/</p> <p>Year one implementation begins this fall.</p>	<p>Each building leadership team and the entire staff are responsible for monitoring the implementation of the improvement plans</p> <p>The district leadership team reflects, monitors, and evaluates the effectiveness of the plans via the use of district achievement data.</p> <p>In addition each building has teacher leaders who serve as instructional specialists or curriculum coordinators to work with colleagues to ensure fidelity of implementation, monitoring and evaluation</p>
Implement year one extended day/year program	<p>The district is implementing a new extended day and year program beginning this fall. The program has three</p>	<p>The Extended Day and Year program will be monitored, evaluated and revised as needed by all of the</p>

	<p>teachers, each at the primary school, intermediate school, and middle school whose work year and day has been modified to provide an additional 200+ hours of instruction to students in need of additional time to demonstrate competency.</p>	<p>stakeholders; principals, teachers, parents, and district level administrators.</p>
<p>Implement new pathways to graduation</p>	<p>The district sees 140 of its students and families electing to attend magnet programs. While the district supports these programs we are engaging in creating new "pathways to graduation" for our students hopefully enticing them to remain in Windsor Locks for their education. Beginning this fall four new programs will begin; a EMT program in partnership with Hartford Hospital and the Windsor Locks Ambulance service; and three partnerships with Asnuntuck Community College.</p>	<p>The high school administrative team and school leadership team will monitor, evaluate and revise the programs in cooperation with our partners.</p>
<p>Move to new level of expectations quality of instruction</p>	<p>The district administrative team has worked tirelessly to ensure every classroom, every day; every minute has a quality instructor. While this is a journey, the entire district, including our unions has accepted the belief if we would not place our children in a colleague's room then it is our responsibility to improve or move the staff member from the business of education.</p> <p>As an administrative team we dedicate over 75% of our weekly time together to improving our craft as administrators, especially focused on learning and teaching.</p>	<p>The superintendent assumes primary responsibility for the improvement of the quality of instruction through the dedicated passion of the entire administrative team. This is an ongoing process and will never be completed.</p>
<p>Further develop governance/leadership teams</p>	<p>Each building has established a governance/leadership team whose focus is to create, plan, implement, and monitor all new initiatives aligned with the</p>	<p>Each building leadership team and the entire staff are responsible for monitoring the success of the leadership teams.</p>

	building improvement plan and the district long range plan. Teacher leaders truly have a voice in creating their future.	
Further develop PLC and data review, interpretation	PLC's have become a major driver in the success of our efforts. The weekly review of student data and its interpretation which leads to changes in adult behavior has been the central focus during 2011-2012. Taking PLC's and data interpretation to the next level where every teacher is responsible for every student, not just their own is our focus for 2012-2013.	Each building leadership team and the entire staff are responsible for monitoring the implementation PLC's  The district leadership team reflects, monitors and evaluates the effectiveness of the PLC's by reviewing district and building achievement data.
Initiate planning for fully implemented continuous progress schools system by 2017	We are developing a community culture and belief system where all students can achieve at levels never before imagined. To this end we are creating the conditions where "learning is constant and time is variable."  The next step is developing a long range plan to move the school community to assigning grades and credits based on competencies; at the elementary level we already have implemented a competency based reporting system; for the middle school and high school this means developing the a program where student demonstrate competencies before earning grades and credits resulting in a A/B/NY grading system (NY = Not Yet)	The district leadership team begins developing the framework for this plan this summer. Dr. Tony Rigazio-Digilio will be facilitating, monitoring, and assisting us with our work through full implementation; expected for the graduating class of 2017.
Initiate SDE APPROVED implementation of tech plan	We have a significant technology plan which will move our students, families and staff into the use of technology as a tool just as we have used paper, pencils and pens for generations.	The district technology committee, which is made up of 35 community stakeholders, facilitated by a steering committee of 7 will be responsible for full implementation

## Section II: Differentiated School Interventions

### A. Tiered Approach to School Improvement

The Windsor Locks Public Schools, as a district, is considered “low performing”, by the CSDE. None of our schools have been deemed Focus or Turnaround schools.

Tier	List of Schools in Tier	Classification Criteria for Schools in Tier
<p><b>Middle Tier Schools</b> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>North Street School (NSS) South Elementary School (SES) Windsor Locks Middle School (WLMS) Windsor Locks High School (WLHS)</p>	<p>1. Stagnant (minimal growth over a 7 year period) student performance as measured by:</p> <ul style="list-style-type: none"> <li>• CMT</li> <li>• CAPT</li> </ul> <p>2. Achievement gaps prevalent within following subgroups:</p> <ul style="list-style-type: none"> <li>• Special Education</li> <li>• Ethnic minorities</li> <li>• Free/Reduced Lunch</li> <li>• English Language Learners</li> </ul> <p>3. Status as one of the 30 lowest performing districts in Connecticut</p>

#### District Approach to Supporting Schools in Middle Tier – The District will:

##### Leadership:

- Implement the LRP and SIP's
- Provide transformational building and district leadership whose primary aim is to improve instruction
- Continue to develop school-based leadership teams with teacher representation to shape the culture into “learning is constant and time is variable”
- Provide continuous informal and formal supervision with continuous feedback for improved instruction to impact learning
- Work with teachers in the evaluation process to solve problems of practice

##### Instruction/Teaching:

- Implement the LRP and SIP's
- Continue to train teachers in application of Readers/Writers workshop and other best practice instruction to improve achievement
- Support and direct PLC process so that teachers collaborate with and learn from one another and devise instructional plans that are directly responsive to learning needs
- Ensure that PLC time and other appropriate common planning times are used to develop pre and post assessments, common formative assessments, and summative assessments.
- Provide continuous informal and formal feedback on instruction through classroom visits
- Provide the tools, strategies and resources needed to help students gain and master 21<sup>st</sup>

century skills

**Effective Use of Time:**

- Implement the LRP and SIP's
- Develop individual school schedules to allow for maximized learning time through flexible structures that focus on both remediation and enrichment
- Implement an Extended Day/Year program beginning in 2012-2013 with existing staff to provide additional time for students who do not demonstrate competency during the regular school day and year.
- Implement Student Success Plans (SSP's) within the Advisory program in grades 6-12 in order to engage students in setting goals for their academic, social, and emotional growth.
- Develop multiple pathways towards graduation at WLHS, including Health careers, EMT training, and Communications

**Curriculum:**

- Implement the LRP and SIP's
- Fully implement CCSS-aligned Literacy and Math Curricula grades PreK-12.
- Provide targeted support for teachers implementing these standards and additional time to refine, revise, and add to the completed template for each unit
- Provide additional professional learning avenues for CCSS training as needed
- Initiate continued curriculum development in Social Studies, Science, World Language, PE/Health and Unified Arts (to be aligned with CCSS Literacy standards)

**Use of Data:**

- Implement the LRP and SIP's
- Continue to refine, improve, and engage in the data analysis protocol used in PLC time
- Per CSDE-approved Educational Technology Plan, research, select, and implement data tools that are easily accessed, 24/7, so that teachers have student achievement data from common, formative, and summative assessments at their fingertips
- Through SRBI process, help teachers set targets for student growth at both the Tier 1 and 2 levels using online data tracking system to monitor growth in identified areas
- Pilot implementation of a social-emotional universal screener in grades PreK-8.

**School Environment:**

- Implement the LRP and SIP's
- Further strengthen the function and leadership of School and District Governance Teams to ensure teachers have a significant and powerful voice in the direction of the school
- Begin school climate committees at each building with teacher, parent, and student representation
- Continue to implement and improve the principles and processes of PBIS in each school

**Family and Community:**

- Implement the LRP and SIP's
- Provide avenues for parent input related to key academic and school climate issues
- Engage parents in key school teams – Governance, School Climate, and Parent Advisory
- Strengthen and increase parent participation in School and district-based Parent Advisory committees
- Continue to host community and parent forums with the superintendent to keep them

informed on the state of the district and individual schools' progress in meeting SIP goals

B. Interventions in Low Performing Schools

1. Phase 1 – Focus Schools (2012-2013 School Year)

***Windsor Locks Public Schools have no identified Focus Schools***

2. Phase 2 – Subset of other low performing schools (2013-2014 School Year)

**Selection of Schools**

- Please list the subset of low performing schools that will be part of the Phase II cohort.
  - North Street School
  - South Elementary School
  - Windsor Locks Middle School
  - Windsor Locks High School

**Data Examination**

- How will your district support Phase II schools as they examine data to select areas of focus for improvement?
  - Provide specific data that demonstrates the areas where students are not meeting success
  - Provide professional development support to school-based governance teams to understand how their leadership in the decision-making process is so important
  - Through district leadership conversations, work with school-based administrators on how best to lead data examination at the district and school levels
  - Ensure that our PLC data analysis protocol is the process used across all schools

**Diagnosis**

- 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 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.)
  - During the Long-Range Planning Process conducted over a 6 month period from March through September, 2011, a full needs assessment was completed – involving a full-scale review of student performance data (CMT and CAPT) over a 6 year period; surveys, perceptions, and input from almost every faculty member at all four schools; surveys, perceptions and input from parents and community members; surveys, perceptions, and input from a focus group of high school students.
  - As a follow-up to this, during the 2012-2013 school year we will review the 2012 CMT and CAPT assessments, along with our 2011-12 MAP assessment data.
  - Additionally, district and building leaders will collect informal supervision data and feedback to teachers over the course of the school year and review the data in aggregate to ascertain instructional, pedagogical, curricular, and assessment areas of strength and need in each school and across schools.
  - School and district Governance teams will review CMT, CAPT, MAP, and school-wide behavioral data to identify areas of greatest strength and need in each school and across schools.
  - Extended Day/Year implementation team meets quarterly to review progress – will provide essential information relative to the needs of our lowest performing students and how we can address those needs better

- Which person(s) will be responsible for conducting the needs assessment
  - Superintendent and district/building administrators

**Goal Setting**

- How will you provide support for schools in the goal-setting process?
  - School and district Governance teams will receive support from school and district administrators as well as guidance from university professionals in the goal-setting process
  - The Long-Range Plan and School Improvement Plans will be updated periodically to reflect any changes in goals, objectives, and action steps
  - Leadership team will continue to champion, embrace, and exemplify the “learning is constant and time is variable” philosophy, and build the culture throughout the schools.
  - Quarterly district-level support with Extended Day/Year implementation team, biweekly Extended Day/Year program check-ins with on-site leaders and teachers

**Intervention Selection**

- What interventions will you recommend for low-performing schools?
  - Extended Day/Year Program to begin 2012-2013
  - Continuation (with refinement and improvement) of PLC Data analysis and action planning process
  - Implement CCSS aligned curriculum in literacy and numeracy PreK-12
  - Improve school and district governance team functioning
  - Create flexible school schedules that provide for targeted interventions and enrichment during the regular school day
  - Create flexible and multiple pathways towards graduation at Windsor Locks High School
- How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?
  - All interventions will be aligned with the district LRP and SIP
  - District/School Leaders will be fully involved with the process

**Planning for Implementation**

- How will you support schools in the development of comprehensive implementation plans?
  - Through Governance Teams, the School Improvement Plan process will involve the development of comprehensive intervention plans for each action step developed
  - Pilot year for Extended Day/Year will provide us with ample opportunity to create a comprehensive plan with even greater specificity during the 2013-2014 school year

**Monitoring**

- How will you monitor schools to ensure that interventions are implemented?
  - Extended Day/Year
    - On-site supervision and collaboration between administration and ED/EY teachers
    - District-based quarterly review of data and program to determine effectiveness
  - PLC Continuation
    - Administrators will rotate presence at all PLC’s and provide specific feedback to each PLC team on their progress and the quality of their planning
    - Administrator informal supervision and formal evaluation process to ensure PLC action plans are implemented
  - Implement CCSS aligned curriculum
    - Director of Curriculum, Curriculum Coordinators, Instructional Specialists, and Building Administrators will visit classrooms frequently to monitor and evaluate implementation of the new CCSS aligned curriculum
    - School and district administrators attend PLC conversations about lessons included that worked and did not work

- Informal supervision by school and district administrators
  - Governance Teams are engaged in directing the work of the school and teachers take a large leadership role
- How will you monitor schools to ensure that interventions lead to increases in student achievement? (see Long Term and Short Term Performance Targets in Section I)
  - Extended Day/Year
    - MAP scores
    - CFA data
    - Data Walls
    - SRBI process
    - CMT/CAPT improved scores
  - PLC Continuation
    - Using the revised data protocol and with more targeted feedback from administrators, teachers will have up to date action plans that reflect students' CFA and summative data; administrators will follow up with departments/grades where progress is not being made
    - Data conversations will also include a full review of student work which will highlight successes and areas of needed attention in the following week
  - Implement CCSS aligned curriculum
    - In this our first year of implementing this curriculum, there will undoubtedly have to be a great deal of scaffolding to help students meet the rigorous expectations. A great deal of time and attention has to be paid to making the content accessible for them while changing the role of the student in the process (involving them in their own goal-setting).
    - Every unit has pre and post as well as formative assessments and summative assessments that are guaranteed experiences for each student, so the results from these assessments will be reviewed weekly, biweekly, and monthly at PLC meetings.
  - Governance Team development
    - Governance Team will act as a data team and evaluate their own efforts as part of the improvement process

### **Timeline**

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

#### Timeline for Windsor Locks Public Schools

##### July 2012:

- District Leadership Team Retreat with University Ed. Leadership Professor on shifting our school culture and creating “continuous progress” schools where every child will achieve mastery while exploring their interests and internalizing needed 21<sup>st</sup> century skills (this support will continue throughout the school year)

##### August 2012:

- Complete Design for Extended Day/Year program to start October 1, 2012

##### September 2012:

- Governance Teams receive charge for School Redesign from district and begin data collection
  - Teams consider needed input and perceptions regarding changing grading practices for continuous progress schools to be implemented 2013-2014
- Implement LRP and SIP's according to timelines already established
- Begin implementing first units of Literacy and Numeracy CCSS curricula K-12
- Data analysis of 2012 CMT and CAPT data, set targets for MAP achievement



- First two official “Pathways” implemented at Windsor Locks High School
- Create final list of students who will begin the ED/EY program
- Data collection on instruction in every classroom (ongoing)
- Data collection in ED/EY program through quarterly reviews with implementation team (ongoing)
- Monitoring of PLC with specific feedback to teams (ongoing)

October 2012

- Begin ED/EY implementation
- PLC and Governance data review of September MAP administration
- PLC discussions on implementation of first curriculum units – gather feedback (those responsible listed above) – ongoing

January 2013

- PLC and Governance data review of December/January MAP administration
- Assess progress of ED/EY by reviewing MAP data on students involved with ED/EY with implementation team
- Assess progress of curriculum implementation through PLC with feedback look to district and school leaders
- Continue to review and assess administrator informal supervision feedback and determine areas of greatest PD need for instruction (on going)
- Literacy/Numeracy Leaders with Director of Curriculum will assess implementation for first semester and generate action plan for following months, including establishing a revision timeline and setting targets for further completion levels (additional lessons and assessments, including technology resources)

April 2013

- Considering all data points described above, the District Leadership Team in collaboration with the Board of Education will review and revise the Long-Range Plan and make revisions necessary to implement “Continuous Progress Schools” during 2012-2013 school year
- Governance Teams will then take LRP changes and review/revise each building’s SIP to reflect those changes, using all data points relative to the school and district in making their decisions

May 2013

- Revised SIP’s to be reviewed and approved by Board of Education for implementing in July of 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).



1. Key Initiative Budget Summary

		Alliance District Funding		Existing Funding		
Key District Initiatives		Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
1.	Additional Learning Time	Extended Day/Year	\$252,306	Certified Salaries-- Supplies---Transportation	\$493,374	\$745,680
2.			\$0		\$0	\$0
3.			\$0		\$0	\$0
4.			\$0		\$0	\$0
5.			\$0		\$0	\$0
		<b>Total</b>	<b>\$252,306</b>		<b>\$493,374</b>	<b>\$745,680</b>

**2. Key Initiative Budgets for Alliance District Funding**

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

Reform Initiative:	Extended Day/Year	
Element	Positions	Amount
Personal Services-Salaries	2.70	\$197,154
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services (Smyth Bus Co. Transportation for Extended Day/Year)	0.00	\$30,000
Supplies	0.00	\$25,152
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>2.70</b>	<b>\$252,306</b>

**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	\$197,154	\$197,154	\$197,154	\$197,154
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$30,000	\$30,000	\$30,000	\$30,000
Supplies	\$25,152	\$25,152	\$25,152	\$25,152
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$252,306</b>	<b>\$252,306</b>	<b>\$252,306</b>	<b>\$252,306</b>

**4. Budget for Total Alliance District Funding**

District:

Town Code:

**ED114 DISTRICT SUMMARY BUDGET WORKSHEET**

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	\$197,154
200	Personal Services/Employee Benefits	\$0
400	Personal Property Services	\$30,000
600	Supplies	\$25,152
700	Property	\$0
890	Other Objects	\$0
	<b>TOTALS</b>	<b>\$252,306</b>





STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** Alliance District Grant Program

**THE APPLICANT:** \_\_\_\_\_ **HEREBY ASSURES THAT:**  
Windsor Locks 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:

Wayne C. Sweeney

Name: *(typed)*

Superintendent

Title: *(typed)*

Date:

## References

Shannon, G. S. & Bylsma, P. (2007). *The Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning. (2nd Ed.)*. Olympia, WA: OSPI.

Appendix A

Windsor Locks Public Schools' Long-Range Plan  
(includes Mission and Core Beliefs)

## Appendix B

### Windsor Locks Public Schools – School Improvement Plans

North Street School

South Elementary School

Windsor Locks Middle School

Windsor Locks High School

Appendix C

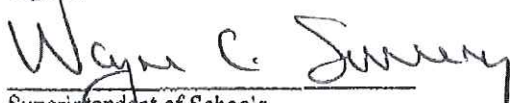
Northwest Evaluation Association (NWEA) 2011 Measures of Academic Progress Norms

Addendum to WL Year 1 Alliance District Application

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

- Low-Performing Schools Interventions: In accordance with federal timelines and requirements, the district will work with the CSDE to craft and implement school redesign plans, subject to CSDE approval, for its Focus Schools in the fall semester of 2012-13, and to address its Review Schools in the 2013-14 and 2014-15 school years. This work will require the following steps for Focus and Review Schools: the district will attend CSDE training sessions; schools will undergo instructional and operational audits to understand the root causes of low student achievement and assess the schools' needs to address these issues; the district will work with the CSDE to develop school redesign plans; and the district will implement the proposed interventions upon receiving CSDE approval. Funds allocated for this purpose will be held until the interventions are approved.
- Evaluation-Informed Professional Development: In light of the new statutory requirement that districts transition from the current CEU system to a job-embedded, evaluation-informed professional development model by the 2013-14 school year, the district will begin preparation for this transition during the current school year. The district will attend CSDE training sessions related to this subject.
- New school accountability system: The district will work with the CSDE to ensure a successful transition to the new school accountability system described in Connecticut's approved ESEA waiver application. The district's student performance goals will be set in accordance with the waiver's prescribed targets.
- Common Core: The district will work with the CSDE to ensure the successful implementation in the district of Common Core State Standards and the Smarter Balanced Assessment Consortium's assessments.
- Strategic Planning and Preparation of Year 2 Alliance Application: The district will participate in a substantial planning process, in partnership with the CSDE, to prepare its Year 2 application. The district will be prepared to modify the current five year implementation plan described in its Year 1 application.
- Monitoring: The district will work with the CSDE to develop structures, measures, and procedures for the ongoing monitoring of reform initiatives included in Alliance District Plans. On the basis of such data, monitoring systems will track, on an interim and annual basis, fidelity of plan implementation, anticipated improvement in adult practices, and progress towards achievement of student outcomes.
- Training session attendance: The district will deploy central office staff to attend periodic CSDE training and support sessions related to Alliance District implementation.

Signed,



Superintendent of Schools

Windsor Locks