Connecticut State Department of Education (CSDE) Alliance Districts

Year 2 Application Amendment | Spring 2013

Form Number: ED701
C.G.S. § 10-262u

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Year 2 Alliance District Application Amendment
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1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
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Please find supplemental application materials on the Connecticut State Department of Education (CSDE) Web site at: http://www.ct.gov/sde/AllianceDistricts**

PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district's receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education's approval of an Alliance District plan 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. The CSDE will review district plans 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 Year 1 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 district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with "Review" and "Turnaround" schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.

- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut's schools as needing significant intervention and improvement. Specifically, those schools classified as "Turnaround" or "Review" schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district's Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE's Web site at: http://www.ct.gov/sde/AllianceDistricts.

- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE's Web site: http://www.ct.gov/sde/AllianceDistricts.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment *must be postmarked by June 28, 2013, at 5 p.m. (EST)*. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

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.

Mailing Address:	**Overnight Mailing and Hand Delivery:**
Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan	Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan

4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:
Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov

PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Windsor Locks		
Name of Grant Contact Person:	Wayne C. Sweeney		
Phone # of Contact Person:	860.292.5000		
E-mail of Contact Person:	wsweeney@wlps.org		
Address of Contact Person:	Street Address:	58 S Elm	
	City:	Windsor Locks	Zip Code: 06096
Name of Superintendent:	Wayne C. Sweeney		
Signature of Superintendent:		Date:	
Name of Board Chair:	Patricia King		
Signature of Board Chair:		Date:	
Local Board Approval of Plan:[1]	☐ Yes X No		
Date of Plan Presentation to the Local Board:	Approval planned at next regular board of education meeting 7/26/2013		
Priority School District?	☐ Yes X No		

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[1] Due to the iterative process by which Alliance District plans will be submitted, reviewed 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.

Instructions: Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

What is the district's **vision statement**?

Windsor Lock Public Schools

Where students succeed at levels never before imagined possible.

By the year 2020, all students will receive diplomas based on meeting competencies rather than seat time to ensure authentic learning for every student.

What is the district's **mission statement**?

The WLPS will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

What are the district's core **beliefs or values**?

In order to achieve our mission our students will receive a world class education that:

➢ Challenges each student to meet and exceed high expectations through a stimulating, rigorous and challenging curriculum;

➢ Enables each student to think critically, work collaboratively, and display the confidence necessary to be successful in a *diverse and* complex society;

➢ Prepares each student to be an adaptable risk taker who is proud to invest in the future;

➢ Prepare each student to use all of the technological resources available to complete research, solve problems, and identify creative solutions;

➢ Develops individuals who are open-minded, *respectful,* and compassionate,

➢ Develops honest, interdependent, skilled future leaders and independent thinkers who will become the world's problem solvers;

➢ Enriches the skills and talents of each student to be inventive and ready to achieve a sustainable future;

➢ Invites the entire community to be involved in providing a well-rounded education; which

➢ Inspires each student to become an active member of our community, the nation, and the world.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement district-wide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes district-wide?

The Windsor Locks Public Schools continue to be engaged in a significant improvement process 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 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 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 to the district's long-range plan.

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. This curriculum was completed during the summer of 2012 and the first full year of implementation has been completed. This fully aligned curriculum with the Common Core State Standards (CCSS) has been further developed through the addition of proven lessons and common formative and summative assessments for each unit of instruction. Additional lessons and assessments will be added to the curriculum document over the next 4 years.

Characteristic 3:   Strong Leadership

Strong leadership is representative of a strong administrative team and strong teacher leaders that work cooperatively daily to ensure every student has a quality educational experience every day, every week, every year. At the district leadership team level we spend 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 was funded by the Alliance grant during year one was our Extended Day/Extended Year program. We will continue with and enhance the program during year two.

Additionally, we realize that one of the top three motivating factors for teachers is to have a voice in their future. We continue to develop Governance structures at 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 has been further improved with the Student Success Plan framework that was implemented this past school year. Additionally, our SRBI process considers the needs of every child as we analyze keys forms of assessment data from our Universal Screener, Measures of Academic Progress (MAP), as well as a social-emotional screening process.

Characteristic 5: Parent/Community Involvement and Collaboration

Parents and the greater community have become a significant driving force in our work over the last 2.5 years. 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 developing our competency driven educational system, and how that competency system will benefit both our students and the town. Further, it is a common practice for parents to be involved in the hiring process, and a representative group of parents were most recently involved in the following activities: the hiring of a new Middle School Principal, the development of a uniform high school transcript reporting policy, and in discussions of what our competency driven educational system will look like when our current 5th grade class graduates from Windsor Locks High School in 2020.

Characteristic 6: Frequent Monitoring, Accountability, and Assessment

Windsor Locks Public Schools continue to use a universal screener as part of the Scientific Research Based Interventions (SRBI) process. MAP, now in its third year, is used 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. This year we used the MAP assessment aligned with the CCSS.

We have recently completed the second full year of implementation of 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 have a completed, fully-aligned CCSS literacy and numeracy curriculum just completed our first full year of implementation. We have also made teaching visible to all members of the school community, by creating structures where teachers are observing each other in their classrooms and continuously improving 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 continue the implementation and enhancement of our Extended Day/Extended Year program. Our first year has been an incredible success where nine teachers have worked with small groups of students in targeted need areas both during the day and after school. We will continue the program into year two and beyond to meet the need of students who have not met their growth expectations during the regular school year and still need more time to do so in order to be prepared for the next school year. This summer will be the first Extended Year program (additional 20 days of school) which will consist of focused support and instruction designed to build students skills that have yet to demonstrate competency in ELA or Math.

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 CCSS curriculum in literacy and numeracy, we will be able to measure more specifically each student's 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.

3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):			
Total Enrollment:	1785	Per Pupil Allocation:[2]	$15,278
Total # Schools:	4	Operating Budget:	$29,386,822
# Review Schools:[3]	0	# Turnaround Schools:	0
Student Demographics (2012-13):			
% White:	81.4	% F/R Lunch:	35.08
% Black:	12.32	% IEP:	12.84
% Hispanic:	9.70	% ELL:	3.02
% Other:	10.44	Attendance Rate:	94.9
District Personnel (2012-13):			
# Certified School-based Staff:	175	Median Teacher Salary:[4]	$60,893
Student/Teacher Ratio:[5]	10.2	# Central Office Administrators:	3
# School Administrators:	7	# Central Office Support Staff:	8

Student Achievement:		2009-10	2010-11	2011-12	2012-13
District Performance Index:		n/a	n/a	76.3	n/a
Math	Gr. 3 CMT at/above Goal:	75.4	50.0	55.8	n/a
	Gr. 5 CMT at/above Goal:	73.8	64.8	75.4	n/a
	Gr. 8 CMT at/above Goal:	62.7	54.6	55.6	n/a
	Gr. 10 CAPT at/above Goal:	42.7	43.2	27.2	n/a
Reading	Gr. 3 CMT at/above Goal:	50.0	37.9	52.2	n/a
	Gr. 5 CMT at/above Goal:	60.4	50.4	70.7	n/a
	Gr. 8 CMT at/above Goal:	72.3	63.1	68.4	n/a
	Gr. 10 CAPT at/above Goal:	41.5	35.4	31.9	n/a
Chronic Absenteeism Rate:[6]		8.32	9.94	11.20	9.84
4-Yr Graduation Rate:		91.5	92.2	n/a	n/a
% Pursuing Higher Education:		76	75	82	89

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[2] Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).
[3] Review category includes "Review" and "Focus" schools.
[4] Median salary should reflect the median for all certified staff.
[5] Ratio should include all certified staff.
[6] Chronic absenteeism is defined as the percentage of students missing 10 perct or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district's greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are <u>not required</u> to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district's greatest **strengths**.

Academics	**Strengths:** We are very proud of the work that has been accomplished in this domain and are pleased our successes were recognized by our technical support team. • All math and ELA curricula developed and aligned to CCSS with full implementation in 2013-14 – **We actually had full implemetnation this year, 2012-2013. Our students and staff have experienced one full year with a fully aligned curriculum.** • Extensive use of NWEA- MAP assessment and analysis of student performance to drive instruction **This year aligned with the new CCSS curriulcum in ELA and math we used the NWEA-MAP assessment aligned with the CCSS.** • Consistent use of common formative assessments – **This is an area of continued strength and growth at the same time. Through our PLC's and team/grade level meetings we continue to develop CFA's aligned with each of the new CCSS units of study.** • Expansion of technology in the classroom - iPads for all teachers and students (first year of 5-year technology plan) – **We have just completed year one of a five year inmplementation plan which has been and is being supported financially by the town.** • **PLC meetings are conducted for 2 hours most Mondays when students are dismissed early. There is a specific protocol that is followed across the district.**
Human Capital	• Administrators focus on spending time in classrooms observing instruction and proving informal feedback – **Our building adminstrators average 8 – 10 hours per week in classrooms observing instruction, providing formal and informal feedback to teachers and encourage a significant shift from teacher as worker to student as worker.** • Hybrid teacher evaluation format created (district and SEED – **We currently have over 30 staff members working collabortively to finalize a hybrid evaluation plan which is focused on the use of the Windsor Locks common instructional language/vocabulary (Student as Worker) and the CCT. Final submission for approval will be June 24th and implementation will start in 2013-14.** • Strong labor-management working relationship – **We expereince what I fondly believe to be the best working relationship with our teachers bargaining group anywhere. We believe every stakeholder should have a significant voice in creating their future and we create the conditions where this becomes a reality.**
Operations	• Extended year and/or day for students identified as needing more instructional time – **This is our single largest success this year. While we are still gathering assessment data (the extended year program has just begun and run until July 14th) we know we have served in excess of 100 students needing additional time to demonstrate competency in ELA or math. We are excited for year 2 And expanding the program.**

Culture and Climate	• Positive climate changes under the third year of PBIS implementation – **the discipline and attendance datas show remarkable improvement in student behaviors and attendance. Our proactive emphasis on social-emotional well-being of students is having a positive impact on the development of the whole child.**

For the following domains, identify the district's most significant **growth areas**.

Academics	While there are many areas for growth we will continue to focus on those areas we have identified in our long range plan that when addressed will have a significant impact on improving student achievement. The first area has been identified by our technical assistance team. • Improving the service delivery model for special education students **– The grant reading commmittee will see how we are addressing this growth area in year two of our Alliance Ammendment.** • We have struggled to reconcile the challenge we face as a district in that our achievement scores on the CAPT continue to decline, related to older and outdated Connecticut standards, but we continue to grow significantly across the district in relation to our Universal Screener metric, Measures of Academic Progress (MAP). While this struggle continues, we will continue to look towards the future as CCSS are the focus of our work (as you will see throughout this document). The MAP assessments are also fully aligned with the CCSS, so we will continue to use these assessments as our frequent metric upon which we measure our success.
Human Capital	These growth areas are addressed in our long range plan, but not our year 2 Alliance application. • Attracting diverse staff • Moving toward more embedded professional development (implementation in 2013-14) • Conducting exit interviews to inform teacher retention efforts
Operations	These growth areas are addressed in our long range plan, but not our year 2 Alliance application. • Securing necessary funding for capital improvements
Culture and Climate	These growth areas are addressed in our long range plan, but not our year 2 Alliance application. • Level of parent engagement • Limited traditional wraparound services

5. District Strategy and Year 1 Reflection

Instructions: Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program.

The Windsor Locks Public Schools implemented 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 during the 2012-2013 application process. .

The program's first year of implementation was successful because of the quality of instructors that had been assigned. To begin, we reassigned nine (9) existing teachers as Extended Day/Year teachers resulting in one fewer 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.

Students involved in the Extended Day program were selected through both the PLC and SRBI processes. Students will remain in the Extended Day program until they can demonstrate mastery in the skill area of need. Each Extended Day cycle lasted between 6 and 8 weeks. PLC data review/analysis and teachers' observations of Extended Day students' application of skills and content in their mainstream classes was the basis for determining growth. In addition we used the SRBI Tier 2 and 3 guidelines for interventions. Extended Day teachers tracked these interventions for a period of 6-8 weeks, measuring and recording assessment data each week in a digital data warehouse.

During year one, we served well over 130 different students in ELA and math. Our initial Extended Year program has just begun serving approximately 135 students K – 8.

While the main focus of our 2012-2013 Alliance Grant was the implementation of our Extended Day and Year program we also implemented a number of other initiatives. During the 2012-2013 school year we:

- Implemented the district Long Range Plan and building and department improvement plans with fidelity
- Implemented one full year of our new literacy and numeracy curriculum fully aligned with the CCSS
- Implemented new pathways to graduation – including Emergency Medical Technician (Capital Community College) and Pathways to College (Asnuntuck Community College)
- Continued to have high expectations for the quality of instruction in every classroom
- Further developed our school governance/leadership teams
- Further developed PLC and data review, interpretation, and protocols
- Began our planning for the implementation of a competency based diploma for the graduating class of 2020
- Implemented Year 1 of our SDE APPROVED technology plan

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

Extended Day and Year

We are still gathering data from our three programs and will continue through the summer. Alliance grant readers will, however, see how, in the tables below, the 2012-2013 MAP scores for Windsor Locks students reflect growth and progress. As noted previously, the 2012-2013 MAP assessments that were administered to our students were fully aligned with the CCSS. These scores are reflective of the entire district's laser focus on increasing student achievement. Also included are sample data tables from the first two ED/EY cycles.

During year one, we served well over 130 different students in ELA and math. Our initial Extended Year program has just begun serving approximately 135 students K – 8.

<div align="center">

ED/EY Growth and Progress

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Grades 6 – 8 Math progress

EDEY: Gladden/Litwinczyk/Naylor **INTERVENTION LOG** SRBI:

1			Math Lab	QUEST	Push-In	Pull-Out	Read Strats	Wilson	ED/EY	Range	Statistics	
	Date:	Assessment							3.75		Attendance:	100.00%
	September	MAP (LU)			20					Slightly Below	# of Days:	2
	11/26/12	Mini-Map (LU)			34					At Expected	Perfect Attendance!!!	
		3										
		4										

6			Math Lab	QUEST	Push-In	Pull-Out	Read Strats	Wilson	ED/EY	Range	Statistics	
	Date:	Assessment							3.75		Attendance:	100.00%
	September	MAP (Rdg)			24					Slightly Below	# of Days:	1
	11/26/12	Mini-Map (Rdg)			44					At Expected	Perfect Attendance!!!	
		3										
		4										

8			Math Lab	QUEST	Push-In	Pull-Out	Read Strats	Wilson	ED/EY	Range	Statistics	
	Date:	Assessment							3.75		Attendance:	100.00%
	September	MAP (Math)			10					Slightly Below	# of Days:	2
	11/27/12	Mini-Map (Math)			22					Slightly Below	Perfect Attendance!!!	
		3										
		4										

Grades 3 – 5 reading progress

	Pre-assessment average	Post-assessment average	Growth
Grade 3	37 %	85 %	48 %
Grade 4	47 %	93 %	46 %
Grade 5	33 %	80 %	47 %

Grades K – 2 Reading Progress

**Reading Levels
(Avg Increase: 2 levels)**
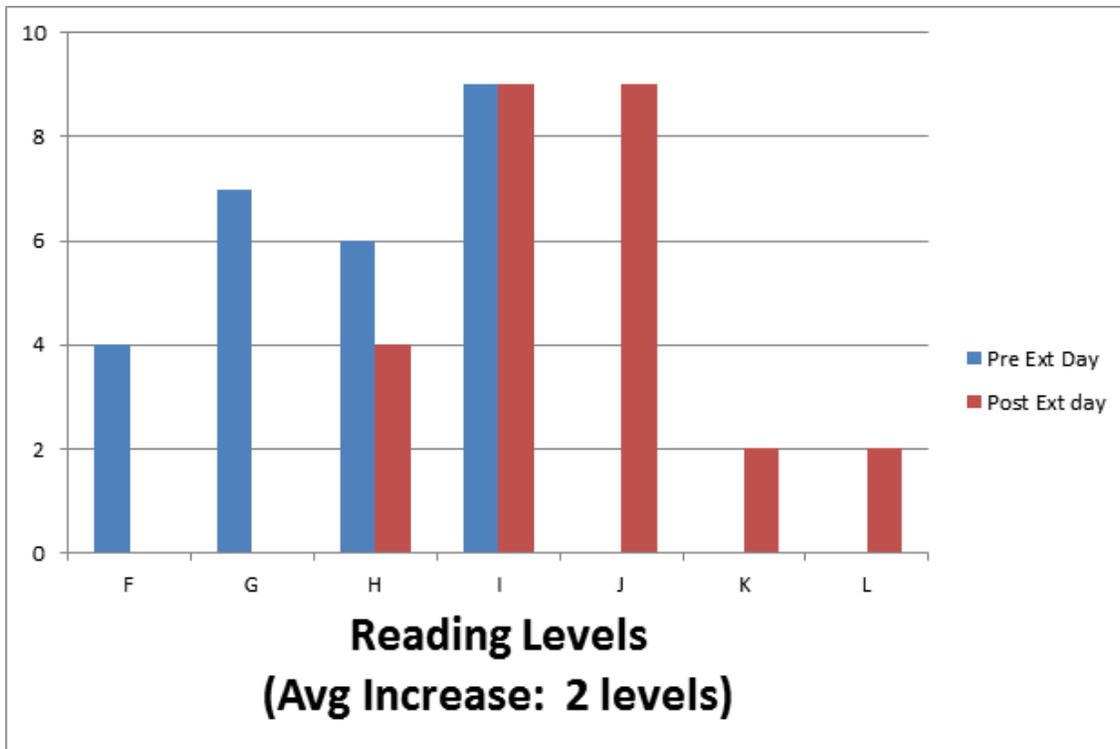
District MAP scores

2012 Reading Status Norms Compared to Windsor Locks (Rit Value)
From the Spring 2013 MAP report*

Grade	Beginning-of-Year Mean September 2012		Middle-of-Year Mean January 2013		End-of-Year Mean May 2013		Change in RIT	
Grade	NWEA	WLPS**	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Mean RIT Value Fall 2012 to Spring 2013	WLPS Change in Mean RIT Value Fall 2012 to Spring 2013**
k	142.5	**144.0**	151.0	**154.6**	157.7	**162.6**	15.2	**18.6**
1	160.3	**165.8**	170.7	**178.4**	176.9	**186.3**	16.6	**20.5**
2	175.9	171.5	183.6	**186.9**	189.3	**196.0**	13.4	**24.5**
3	189.9	**193.3**	194.6	**198.6**	199.2	**203.0**	9.3	**9.7**
4	199.8	**201.0**	203.2	**205.8**	206.7	**209.4**	6.9	**8.4**
5	207.1	**209.1**	209.8	**212.4**	212.3	**214.8**	5.2	**5.7**
6	212.3	**214.8**	214.3	**217.9**	216.4	**219.6**	4.1	**4.8**
7	216.3	**214.5**	218.2	217.0	219.7	**219.8**	3.4	**5.3**
8	219.3	**218.0**	221.2	220.3	222.4	**222.5**	3.1	**4.5**
9	221.4	**221.9**	221.9	**223.2**	222.9	**224.6**	1.5	**2.7**
10	223.2	**224.8**	223.4	**225.7**	223.8	**226.2**	0.6	**1.4**
11	223.4	**227.9**	223.5	**228.9**	223.7	**229.4**	0.3	**1.5**

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

Windsor Locks RIT scores in **underlined bold are greater than the expect NWEA Norm for that Grade and Term
***Highlighted Windsor Locks change values are greater than the NWEA expected change value
Green represents scores and values which exceed the national norm

District MAP scores

2012 Math Status Norms Compared to Windsor Locks (Rit Value)
From the Spring 2013 MAP report*

Grade	Beginning-of-Year Mean September 2012		Middle-of-Year Mean January 2013		End-of-Year Mean May 2013		Change in RIT	
Grade	NWEA	WLPS**	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Mean RIT Value Fall 2012 to Spring 2013	WLPS Change in Mean RIT Value Fall 2012 to Spring 2013**
k	143.7	**145.5**	150.7	**151.6**	159.1	**164.6**	15.4	**19.1**
1	162.8	**165.0**	172.4	**173.9**	179	**184.4**	16.2	**19.4**
2	178.2	**174.3**	185.5	185.3	191.3	**194.4**	13.1	**20.1**
3	192.1	**192.8**	198.5	198.1	203.1	**204.0**	11	**11.2**
4	203.8	**204.3**	208.7	208.3	212.5	**214.3**	8.7	**10.0**
5	212.9	**214.0**	217.8	**217.8**	221	**223.5**	8.1	**9.5**
6	219.6	**223.7**	222.8	**225.6**	225.6	**228.4**	6	4.7
7	225.6	**224.0**	228.2	226.8	230.5	**231.9**	4.9	**7.9**
8	230.2	229.4	232.8	230.9	234.5	233.8	4.3	**4.4**
9	233.8	231.4	234.9	232.8	236	235.9	2.2	**4.5**
10	234.2	233.8	235.5	**237.7**	236.6	**240.5**	2.4	**6.7**
11	236	**238.3**	237.2	**239.6**	238.3	**241.8**	2.3	**3.5**

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

Windsor Locks RIT scores in **underlined bold are greater than the expect NWEA Norm for that Grade and Term

***Highlighted Windsor Locks change values are greater than the NWEA expected change value

Green represents scores and values which exceed the national norm

District MAP scores

2012 Language Usage Status Norms Compared to Windsor Locks (Rit Value)
From the Spring 2013 MAP report*

Grade	Beginning-of-Year Mean September 2012		Middle-of-Year Mean January 2013		End-of-Year Mean May 2013		Change in RIT	
Grade	NWEA	WLPS**	NWEA	WLPS**	NWEA	WLPS**	NWEA Expected Change in Mean RIT Value Fall 2012 to Spring 2013	WLPS Change in Mean RIT Value Fall 2012 to Spring 2013**
2	175.4	173.6	185.3	183.7	190	**194.1**	14.6	**20.5**
3	191.1	**195.6**	196.5	**199.9**	200.3	**202.8**	9.2	7.2
4	200.9	**203.1**	204.4	**207.1**	207	**209.3**	6.1	**6.2**
5	208	**210.1**	211	**212.9**	212.9	**214.8**	4.9	4.7
6	212.3	**213.1**	214.4	**215.9**	216.2	**218.4**	3.9	**5.3**
7	215.8	**216.0**	217.3	**218.1**	218.7	**219.6**	2.9	**3.6**
8	218.7	**217.2**	220.2	218.2	221.3	220.0	2.6	**2.8**
9	220.6	**215.3**	221	219.2	221.8	219.5	1.2	**4.2**
10	221.9	**219.8**	222.7	223.0	222.7	**223.5**	0.8	**3.7**

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

Windsor Locks RIT scores in **underlined bold are greater than the expect NWEA Norm for that Grade and Term

***Highlighted Windsor Locks change values are greater than the NWEA expected change value
Green represents scores and values which exceed the national norm

While the main focus of our 2012-2013 Alliance Grant was the implementation of our Extended Day and Year program we also implemented a number of other initiatives. Below is a brief review of each.

- 2012-2013 was the second year of implementation of the district Long Range Plan and building and department improvement plans. The district, building, and department plans drive every initiative under way in Windsor Locks. In addition, no new initiatives are introduced unless they are aligned with the long range plan and will help the school and district move closer to achieving our mission.

- During the 2012-2013 school year, we implemented of our new literacy and numeracy curriculum. These curricula are fully aligned with the CCSS. While implementation was difficult at times, especially the math curriculum, all students in Windsor Locks now have a full year working and succeeding within the expectations of the CCSS. Teachers report having a deeper understanding of the CCSS as a result of

working collaboratively through the PLC process writing new and more rigorous lessons and CFA's.

- Windsor Locks has an unusually high number of students who attend magnet schools. We have begun implementing alternative pathways to graduation which we hope will encourage looking at Windsor Locks High School as a positive alternative to earning a high school diploma. These pathways are considered to be career-related programs that students can choose as part of their program of study. Part of the program is to ensure every graduate, by the year 2020, has earned a minimum of 6 – 10 college credits. This can be accomplished via Advanced Placement (AP), UCONN Early College Experience (ECE), or partnerships with Asununtuck Community College (ACC) or Capital Community College. This year we added two new pathways; an Emergency Medical Technician (EMT) pathway in partnership with Hartford Hospital and Capital Community College. Students successful in the program will earn 4 college credits and have the potential to become nationally certified EMT's. The second new pathway allows for college courses to be accessible during the school day through Asnuntuck Community College, and is designed for those students who desire to take courses outside of the Windsor Locks High School curriculum. The Board of Education pays for all tuition, AP exam fees, and ECE fees.

- The district administrative team, in cooperation with the teachers association, is working hard to ensure every student has a skilled teacher every day, every week, every year. Our belief is; if we would not assign our sons, daughters, nieces, nephews, etc. to a colleague then our colleague needs to improve or move.   To this end, we have cooperatively developed a common vocabulary for what quality instruction looks like and the roles of the teacher and the student as worker in a highly skilled teacher's classroom. This common vocabulary has recently been developed into a full rubric for use in our new teacher evaluation system. We have also instituted teacher to teacher classroom visitations and every administrator has observed every teacher in their building at least 8 times during the year. This focus has been both welcomed and invited by all staff.

- The Characteristics of High Achieving Schools identifies strong leadership as one of the nine characteristics that contributes to successful schools and improved student achievement. This year we have further developed our school governance/leadership teams. In every school, staff has a voice in creating their future. Teams meet at least monthly and are focused on implementing the school improvement plan and all district initiatives with fidelity.

- PLC and data-driven lesson planning: we have completed our second year with PLC's. This year's focus was obviously reviewing student data and changing adult behaviors as a result of such data, but this year teams also focused on the implementation of the new curriculum with CFA and lesson development. As a result, we have developed new PLC protocols which will further enhance data interpretation, CFA development and refinement of lesson design.

- Windsor Locks has publically declared the class of 2020 will be our first graduating class to earn their diplomas based on competency and not seat time. This initiative will require a well-designed plan with yearly steps, each step getting us closer to achieving the vision. The planning and design for this systemic shift began this year and we will complete a draft roll out plan by September 2013.

• Implemented Year 1 of our SDE APPROVED technology plan

Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

The district does not intend to end any of our 2012-2013 key initiatives as every initiative is aligned with our Vision, Mission, CORE Beliefs and the long range plan and school improvement plans. We have been focused in our work and the leadership structures we have created, along with building the capacity of our staff to engage in this work, will enable us to meet the expectations we've established.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district's most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.

Priority #1	Extended Day and Extended Year (ED/EY)– Year two will provide for the expansion of the ED/EY program to Windsor Locks HS through the addition of staff to the extended day Twilight Program. ED/EY support will also be enhanced by adding 20 Saturday tutoring sessions during the school year in every school.	**X** Continued from Year 1 ☐ New priority

Priority #2	Professional Learning Community (PLC) Refinement – Year two will support the third year of PLC implementation in Windsor Locks. PLC time is designed for teachers to work collaboratively reviewing student data and CCSS curriculum implementation (CSDE focus area 1). In year two, we have redesigned the protocol into a focused, two-pronged concurrent instructional design process whereby teachers are:
	  o Designing instructional delivery with the end in mind – building pre and post assessments first (including rubrics, 3 weeks before the unit begins (teachers worked on unit 1 for 2013-2014 prior to the end of 2012-2013)
	  o Reviewing the data from the pre-assessment to design instruction, aligned with curriculum standards, using rubrics as beginning point for instruction.
	  o Development and administration of common formative assessments to track progress on learning targets extrapolated from the standards (revised curriculum has already mapped out individual lesson learning targets which may be adjusted based on PLC process and data analysis)
	  o Review of CFA data to make decisions about instructional next steps for the unit, then re-teaching/extension activities where needed
	  o Post-assessment and continued analysis of additional instructional needs in those standards (intervention blocks, etc.)
	
	Appendix C includes a detailed flow chart that outlines the new process we devised with teacher input during 2012-2013. This chart shows the nature of the concurrent processes and how the teachers will be using their collaborative time to support students in meeting rigorous curriculum standards.
		X Continued from Year 1
		☐ New priority

Priority #3	Implementation of new CCSS-Aligned Curriculum – Year two will be the second full year where Windsor Locks will be implementing our fully aligned ELA and math curricula. We will also begin the development of the Next Generation Science Standards (NGSS)-based science curriculum. In addition, our new district-developed teacher evaluation plan is focused on the implementation of the ELA and math curriculum and best practice instructional strategies. The administrator evaluation plan (SEED-based) will be focused on how our building and district leaders create the conditions for teachers to implement the CCSS. Year two will also begin the formal planning for a seven year implementation of a competency based diploma. The Class of 2020 will be the first class to earn such a diploma. (CSDE focus area 2)	**X** Continued from Year 1 **X** New priority

Priority #4 (optional)	Governance Teams – Year two will support the continued development of our district and school based governance/leadership teams. Each team's primary focus is developing plans to ensure the fidelity of implementation of all district initiatives; including: ED/EY, PLC, CCSS curricula, the new district evaluation plan, and the implementation of the district LRP and SIP's all designed to ensure all interventions for all of our schools are in place. (CSDE focus area 3)	**X** Continued from Year 1 ☐ New priority

Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction.

As mentioned in section 1 The Windsor Locks Public Schools continues to be engaged in a significant improvement process grounded in the Nine Characteristics of High Performing Schools (Shannon & Bylsma, 2007). Everything that we initiate must be aligned with this research and must pass the test of: "does the initiative help us to move closer to achieving our Vision, Mission, and CORE Beliefs?" To this end, our initiatives support our Theory of Change as follows:

Priority One - Extended Day and Extended Year

Characteristic 1: Clear and Common Focus
The district vision, mission and core beliefs became the clear and common focus that drives the daily work of implementing our Long Range Plan. This philosophical foundation is what tethers each initiative to our overall work.

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. 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. In addition, if learning is constant and time is variable then conditions for demonstrating competency must be created. Specific high standards and expectations must also be established and communicated for a district wide competency school system to be successful.

Characteristic 4: Supportive, Personalized, and Relevant Learning Environments
The ED/EY program is designed to have small groups of students working with some of our very best teachers. It is in these supportive environments where personalized learning takes place.

Characteristic 6: Frequent Monitoring, Accountability, and Assessment
ED/EY students' achievement is monitored via multiple assessments throughout every ED/EY cycle. This data is used to drive additional targeted instruction during the ED/EY cycle and daily in the students' regular classrooms.

Characteristic 7: Curriculum, Instruction, and Assessment
ED/EY instruction is focused on each student demonstrating competencies on our new Literacy and Numeracy CCSS aligned curriculum.

Characteristic 9: Time and Structure

Our ED/EY program is the epitome of adjusting the time and structure of what we call school. As mentioned and demonstrated earlier in this application, our first year of implementation has been an incredible success.

Priority Two - Professional Learning Community (PLC) Refinement

Characteristic 1: Clear and Common Focus
The district vision, mission and core beliefs became the clear and common focus that drives the daily work of implementing our Long Range Plan. This philosophical foundation is what tethers each initiative to our overall work

Characteristic 2: High Standards and Expectations
High standards and expectations is not just about student achievement, it is also about adult performance, collaboration, and changing adult behaviors to meet the individual needs of students. While our PLC protocol is designed to ensure common approaches to instituting high standards and expectations for all students' achievement, it is also designed to address how adult behaviors must change in order make that success happen.

Characteristic 6: Frequent Monitoring, Accountability, and Assessment
The PLC protocol helps teachers monitor students' achievement of learning targets and discipline standards, and enables them to plan, create, and adjust their instruction to meet the needs of all students.

Characteristic 7: Curriculum, Instruction, and Assessment
The PLC protocol is designed for weekly review of CFA's and lesson implementation. During PLC's, staff also dig deeper into the CCSS aligned curriculum to deepen their understanding and practical application of each standard prior to the development of the unit's next lessons and CFA's.

Priority three - Implementation of new CCSS-Aligned Curriculum

Characteristic 1: Clear and Common Focus
The district vision, mission and core beliefs became the clear and common focus that drives the daily work of implementing the Long Range Plan. This philosophical foundation is what tethers each initiative to our overall work.

Characteristic 2: High Standards and Expectations
As already mentioned we will enter our second full year of implementation of a fully aligned ELA and math CCSS curriculum. As we move deeper into the implementation, now more than ever we must maintain high expectations and standards for everyone while creating the conditions for all students to demonstrate competency where time, not learning, becomes the variable to success.

Characteristic 4: Supportive, Personalized, and Relevant Learning Environments

In order for time to become variable and learning to become the constant, every learning environment must be designed to focus on student outcomes, not on just the act of teaching. Our new curriculum emphasizes this need.

Characteristic 7: Curriculum, Instruction, and Assessment
We are set for year two full implementation. In addition we will begin the development of the NGSS aligned Pre-K – 12 science curriculum.

Characteristic 9: Time and Structure
If learning is constant and time is the variable, if all students will be expected to achieve at levels never before imagined as measured by the CCSS curriculum, then it is the adults' responsibility to create the time and structure to accommodate all student and adult needs.

Priority Four - Governance Teams

Characteristic 1: Clear and Common Focus
The district vision, mission and core beliefs became the clear and common focus that drives the daily work of implementing the Long Range Plan. This philosophical foundation is what tethers each initiative to our overall work.

Characteristic 2: High Standards and Expectations
Our school governance/leadership teams are seen as the "keepers of the vision and mission." Their function is to ensure everything we do as professionals is performed at the highest levels of ethics and standards for everyone, adults and students included.

Characteristic 3:   Strong Leadership
Strong leadership is representative of a strong administrative team and strong teacher leaders that work cooperatively to ensure every student has a quality educational experience every day, every week, every year. 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.

We continue to develop Governance structures at 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 5: Parent/Community Involvement and Collaboration
Parents and the greater community have become a significant driving force in our work over the last 2.5 years. Every school has a parent advisory team that contributes to the school governance/leadership team's work.

Characteristic 6: Frequent Monitoring, Accountability, and Assessment
The governance/leadership team is also seen as the building data team. One of their responsibilities is to continually review the benchmark data to assist their colleagues in establishing priorities for continued growth and development.

Characteristic 7: Curriculum, Instruction, and Assessment
The governance/leadership team is representative of all the stakeholders in each school and district wide. Leader at the school governance level and at the district level are responsible for monitoring, supporting, and evaluating the implementation of the CCSS-aligned curriculum. In addition, each leadership team, in cooperation with the building administration, works with colleagues to ensure quality instruction for every student, every day.

Characteristic 8:   Professional Development
The governance/leadership team is the clearing house for district and building committees. Professional development is mostly job-embedded in Windsor Locks and focused on the continued development of quality instruction and a deeper understanding of the CCSS. At the district level, a Professional Learning Committee was recently established and has made its primary focus including teacher voice in the selection of professional learning experiences and opportunities, with a focus on improving instruction, one professional conversation at a time.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

All four of the district's priorities directly address two of the three CSDE focus areas; **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. As outlined above, the reader can see how we are addressing these areas in detail and how each priority is aligned with our **Theory of Change**.

As stated in the 2012-2013 Alliance Grant application, we are approaching our change initiatives as if every school was a low-performing school. Again this year, we will not be implementing additional strategies for any one school based on their performance. We are a small district that is building our success Pre K- 12.

Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.
Continued implementation of the Extended Day and Extended Year Programs
Summary: Briefly describe the district's comprehensive approach to implement this priority.

Year two will provide for the expansion of the ED/EY program to Windsor Locks HS through the addition of staff to the extended day Twilight Program.   ED/EY support will also be enhanced by adding 20 Saturday tutoring sessions during the school year in every school.
   o   We will continue to refine our approach to identifying students, through the SRBI process, who may need extra time to meet the CCSS standards in literacy and numeracy.
   o   We will refine and improve our instructional approaches both within the intervention experiences as well as within the push-in monitoring of Extended Day students' performance in the classroom.
   o   We will continue to provide support and training to our Extended Day and year teachers by conducting quarterly review and sharing of best practices meetings.
   o   We will utilize the technical assistance we must pay for out of the grant to further develop our approach to helping all students achieve at high levels.

Outcome Metric: What is the desired result of the implementation of Priority #1?						
All schools in district will serve a specific population of students who need additional time to demonstrate competency, and our target measure of growth is 1.5 - 2 years. Students will be served in our extended day and extended year programs K – 12.						

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Implement the first extended year program	o Number of students attending Extended Year Program o Number of students demonstrating growth in ELA and/or math as measured by CCSS aligned pre-post-assessments and CCSS NWEA MAP survey assessments	X				
Implement year two of our ED/EY program in K – 8 schools	o Number of students beginning the Year 2 Extended Day program will increase to 30 per school o Number of students demonstrating growth in ELA and/or math as measured by CCSS aligned CFA's and CCSS NWEA MAP survey assessments		X	X	X	X
Enhance the HS Extended Day Twilight Program by adding staff to support ELA, math, science, and SS support	o Additional staff will be scheduled for the extended day program o Number of students participating in ED Twilight Program o Students will demonstrate success as measured by NWEA MAP, CFA's and Plato	X				
Develop a Saturday tutoring program for all schools	o Program will be developed, schedule for sessions established and recruitment of teachers completed	X	X			
Implement Saturday tutoring program for all schools	o Number of students participating in each of the 20 Saturday sessions throughout the year		X	X	X	X

Formal planning and implementation of a seven year plan for the Class of 2020 to become the first graduating class whose diploma is based on competency	o Identification of district graduation standards, cross-curricular and content-specific o Specific strategies implemented each of the next 7 years	X	X	X	X	X

Priority #2: Insert the Year 2 priority below.
Professional Learning Community (PLC) Refinement
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Year two will support the third year of PLC implementation in Windsor Locks. PLC time is designed for teachers to work collaboratively reviewing student data and CCSS curriculum implementation (CSDE focus area 1). As stated above, the 2013-2014 process will mirror the following: o Designing instructional delivery with the end in mind – building pre and post assessments first (including rubrics, 3 weeks before the unit begins (teachers worked on unit 1 for 2013-2014 prior to the end of 2012-2013) o Reviewing the data from the pre-assessment to design instruction, aligned with curriculum standards, using rubrics as beginning point for instruction. o Development and administration of common formative assessments to track progress on learning targets extrapolated from the standards (revised curriculum has already mapped out individual lesson learning targets which may be adjusted based on PLC process and data analysis) o Review of CFA data to make decisions about instructional next steps for the unit, then re-teaching/extension activities where needed o Post-assessment and continued analysis of additional instructional needs in those standards (intervention blocks, etc.) Appendix C includes a detailed flow chart that outlines the new process we devised with teacher input during 2012-2013. This chart shows the nature of the concurrent processes and how the teachers will be using their collaborative time to support students in meeting rigorous curriculum standards.
Outcome Metric: What is the desired result of the implementation of Priority #2?
o All school PLC's will implement with fidelity the PLC protocol, and student achievement will increase on both standardized and non-standardized measures. o Teachers will implement common formative and summative assessments, using the data to design truly responsive instructional plans o Student achievement will increase from each pre-assessment to post-assessment on the identified learning targets for the unit

![Connecticut State Department of Education logo]

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
PLC's will submit, electronically, minutes from every PLC meeting to building administrators for review and feedback	Weekly minutes will be reviewed and returned to teams with feedback.		X	X	X	X
Student progress will be monitored during PLC's and students will be referred to ED/EY and SRBI through the PLC process	Student referrals will be generated via PLC – progress monitoring of students' achievement levels will be documented on minutes form and referrals made to SRBI for students continually not responding to Tier 1 strategies.		X	X	X	X
Administrators in each building will visit and monitor weekly PLC planning sessions on rotating basis to ensure consistent supervision on a monthly basis.	o Principals and their assistants will be able to speak to the specific plans generated each week and will provide targeted support with implementing the improved process for instructional design		X	X	X	X
Administrators will spend time in classrooms each week observing and monitoring the implementation of plans made during the PLC planning sessions	o Number of classroom observations by administrators where evidence of PLC plans are observed o Administrators will have dialogue with teachers using "I notice, I wonder" reflection statements from which teachers will then reflect and strengthen their own practice		X	X	X	X
Administrators will utilize teacher leaders and other informal leadership structures (Instructional Specialists, Curriculum Coordinators, Governance Teams) to evaluate PLC effectiveness and make plans to improve PLC's that may be struggling with implementation	o Percentage of teachers in a given grade/subject using the common assessments o Percentage of observations indicating that common rubrics are being used o Percentage of observations indicating that lessons designed during PLC are being implemented across classrooms.		X	X	X	X

	o Leaders and Leadership teams will understand the challenges teachers face and will advocate for Professional learning opportunities where groups whose process is working share their strategies and successes with groups who are experiencing challenges					
District Leadership team will bring their building-based assessments of PLC progress to Leadership and brainstorm, collaborate, how best to address the common challenges faced in the process. They will also solicit the support of our outside technical advisors to generate leadership solutions to more complex PLC problems of practice.	Leadership Team will guide and empower leaders to devise solutions to common problems and share strategies from other schools around the district to improve practice in other buildings and groups.		X	X	X	X

Priority #3: Insert the Year 2 priority below.
Implementation of new CCSS-Aligned Curriculum
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Year two will be the second full year where Windsor Locks will be implementing our fully aligned ELA and math curricula. WE will also begin the development of the CCSS science curriculum. After implementation in year 1, teachers have come together over the summer to make revisions and further develop the key aspects of the curriculum – specifically, the creation of specific learning targets that students will work towards so that they can meet the standards for that unit. Lessons have been developed but will be further created during PLC time so that the plans are based on student needs as they are presented through resulting assessment data. Additionally, teachers have already begun the process (that they will continue to develop and refine in PLC) of developing common pre and post as well as formative assessments. In addition, our new teacher and administrator evaluation plan has been locally developed focused on the implementation of the ELA and Numeracy curriculum and best practice instructional strategies. (CSDE focus area 2)
Outcome Metric: What is the desired result of the implementation of Priority #3?
Via the PLC, new and/or revised CFA's and lessons will be developed to ensure fidelity of implementation of the CCSS ELA and math curricula. 2013-2014 scores on the Spring 2014 MAP will continue to increase by 2-3 percentage points over 2012-2013 scores (as this is a CCSS aligned assessment).

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Curriculum refinement and revision will occur to more fully align the delivered curriculum with the CCSS.	o Number of units meeting our rigorous revision requirements	X	X			
Defining and documenting learning targets that are extrapolated from the CCSS to form the basis for both rubric (assessment) and instructional design and delivery	o Percentage of teachers using learning targets and associated rubrics as they implement collaboratively developed instructional strategies.	X	X	X	X	X
Continue to collect and populate curriculum templates with unit-based learning targets, lessons, CFA's other materials and resources	o Number of Units completed with Pre- and post- assessments and CFA's o Learning Targets, Lessons and CFA's will be refined and/or newly developed and uploaded to our online curriculum and assessment documents.	X	X	X	X	X
Provide ongoing (monthly) training and support to staff for understanding the CCSS and how the standards should be implemented	o Number of professional learning sessions provided on CCSS curriculum alignment	X	X	X	X	X

	o Percentage of teachers implementing strategies learned through Professional Learning sessions o Teachers College and support from CREC mathematics consultants will provide embedded PD monthly during year two of implementation					
Classroom observations by peers and administrative team	o Percentage of observations that demonstrate teachers understand and implement the CCSS as they are intended and as outlined in our curriculum	X	X	X	X	X

Priority #4 (optional): Insert the Year 2 priority below.
Further strengthening of site-based Leadership or Governance Teams
Summary: Briefly describe the district's comprehensive approach to implement this priority.
Year two will support the continued development of our district and school based governance/leadership teams. Each team's primary focus is developing plans to ensure the fidelity of implementation of all district initiatives; including: ED/EY, PLC, CCSS curricula, the new district evaluation plan, and the implementation of the district LRP and SIP's all designed to ensure all interventions for all of our schools are in place. (CSDE focus area 3) This year, our School and district-based Governance Teams will be the voice of both teachers and learners at the leadership table. We have created a culture where teachers have a voice in creating their future, and those voices have been imprinted on every decision we make. Creating the leadership capacity among the teaching force ensures that the plans we make as a district work. We know that this (based on research) is one of the top three motivating factors in teachers' performance. It is crucial, in a change process, to ensure that all voices are part of developing practicable solutions to the problems of practice we face. If we aim to improve our teachers' ability to meet the complex learning needs of our students, so that our students can meet very rigorous standards, then having their experience, voice, and willingness at the table making those decisions is central to the success of any change initiative. We will improve the performance of our Governance Teams by providing targeted professional learning in change theories and effective shared leadership. We will cultivate the talents of our teams by spending more time with them in action planning and follow-up. We will increase their effectiveness as representative leaders by providing supervision to do so but also holding them to high expectations to carry out the work and

help their colleagues through the changes.

Outcome Metric: What is the desired result of the implementation of Priority #4?
Governance/Leadership teams will have direct responsibility for the successful design, development, and implementation of improvement strategies reflected in the district's long range plan and each respective school's improvement plan - the results of which will be our change efforts actually taking shape with the teacher voice and representation infused in the actual implementation.

Aligned Strategies: Identify a core set of strategies to implement this district priority.	**Progress Metrics:** Identify a progress indicator for each strategy.	**Timeline:**				
		Su `13	F `13	W `14	Sp `14	Su `14
Governance teams meet monthly to plan for and monitor implementation of the strategies in the School Improvement Plan.	Building Administration meet formally on a monthly basis with the superintendent. Each monthly meeting the governance/leadership team progress is discussed and leaders receive essential feedback and advice on moving their team to the next level of performance.		X	X	X	X
At least twice throughout the year, each building/department's governance team will convene for a half-day learning/teaming calibration to improve team performance and efficiency.	Monthly meetings will result in action items, follow-up will be improved on action items, and members will meet agreed-upon objectives by established timelines.					
Teams will engage in targeted professional learning around shared leadership within a change processes will be provided to Governance Teams with the help of an outside university professional. (Resource: Implementing Change by Hall and Hord, 3rd Edition)	The entire administrative team will meet with Dr. Anthony Rigazio-Digilio on a monthly basis to plan out strategies for helping teacher leaders with practicing transparent and shared leadership while understanding the needs of teachers	X	X	X	X	X

	experiencing significant change					
Midyear and end of year assessments of Long-Range Plan implementation	o Percentage of each school's annual School Improvement objectives being met Formal reviews of individual schools' plans occur at the midyear, and we make determinations relative to whether or not we are meeting objectives, then strategize plans for improvement.					

7. School Turnaround Strategy

Instructions: Describe the district's strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district's chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district's capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district's lowest-performing schools?

The district has significant capacity, support, and desire to support the entire district's turn around. This will be accomplished via:

Strong Leadership:
- Support and hold all schools accountable for the Implementation of the LRP and SIP's
- Ensure transformational building and district leadership whose primary aim is to improve instruction
- Continue the support to the enhancement of school-based leadership teams with teacher representation to shape the culture into "learning is constant and time is variable"
- Implement the new teacher and administrator evaluation plans ensuring continuous informal and formal supervision and feedback for improved instruction to impact learning

Monitoring the quality of Instruction/Teaching:
- Support and hold all schools accountable for the Implementation of 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 implement the CCSS and 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 21st century skills

Effective Use of Structure and Time:
- Support and hold all schools accountable for the Implementation of 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
- Enhance and extend the Extended Day/Year program.
- Plan and implement Saturday tutoring session in every school.
- Develop and begin a formal seven year plan for the Class of 2020 to be the first WLHS graduating class to earn a diploma based on competency.
- Develop multiple pathways towards graduation at WLHS, including Health careers, EMT training, and Communications

Curriculum:
- Support and hold all schools accountable for the Implementation of 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)

Monitor Assessment Data:

- Support and hold all schools accountable for the Implementation of 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.

Parent and Community Engagement:

- Support and hold all schools accountable for the Implementation of 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

Describe the **district's school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district's overall theory of change? What new flexibility and resources will low-performing schools receive?

As mentioned, every school is involved in the turnaround strategies. We are a small district requiring we all improve. Our theory of change does not discriminate how we support and work with individual schools. We do however differentiate our strategies according to where the implementation of the school's improvement plans are and the success each is having.

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

To ensure all strategies are implemented with fidelity the district will do the following for each strategy:
- o 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
- o 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
- o Implement CCSS aligned curriculum
    - ▪ Assistant Superintendent for 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
- o Governance Teams are engaged in directing the work of the school and teachers take a large leadership role

Describe the district's strategy for **monitoring schools**.

Increased student achievement will be the result of the successful implementation of the district strategies. To this end all schools' success will be monitored and measured by the following:

- o Extended Day/Year
    - ▪ MAP scores
    - ▪ CFA data
    - ▪ Data Walls
    - ▪ SRBI process
    - ▪ CMT/CAPT improved scores

- o 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

- o Implement CCSS aligned curriculum
  - ▪ In this second year of implementing the curriculum, additional scaffolding to help students meet the rigorous expectations will be required. A great deal of time and attention has been paid to making the content accessible for them while changing the role of the student in the process.
  - ▪ Additional CFA's and lessons will be designed, planned, implemented and evaluated before being uploaded to the online curriculum document.
  - ▪ Every unit includes pre and post as well as formative assessments and summative assessments (that are continuously updated and revised) that serve as guaranteed experiences for each student, so the results from these assessments will be reviewed weekly, biweekly, and monthly at PLC meetings.
- o Governance Team development
  - ▪ Governance Team will act as a data team and evaluate their own efforts as part of the improvement process

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

I would appreciate the reinstatement of my technical support team of Mike Wasta and Robert Pitocco. Their support, advice and wisdom combined with Norma Sproul's are incredibly beneficial. It makes no sense to me that they would be removed, yet you ask specifically what technical assistance I would like.

I now need to use my grant resources to pay for their assistance.

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.

2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes:** 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 an operating budget for these uses for 2013-14. 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 2013-14 in electronic format only*).

   Note: The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.

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 equal the total Alliance District funding allocated to the district.

10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

- 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.

PART III: APPENDIX SECTION

A. Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: _____

THE APPLICANT: _____ HEREBY ASSURES THAT:

_____

(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 51 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)* _____

Title: *(typed)* _____

Date: _____

B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and <u>at least half</u> of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.[7] Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

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[7] Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.

UNIT 1

STEP 1 Pre-Assessment and Post Assessment

- Choose a unit that is at least three weeks away.
- Collaborate with colleagues by reviewing pre-requisites and standards that students will need to master.
- Create a post-assessment based upon the standards that must be mastered in the unit.
- Create a pre-assessment based upon both the prerequisites and the standards

Administer Pre-Assessment

STEP 2 Data Review

- Use Data Driven Dialogue Protocol to review pre-assessment data.
- Collaborative Instructional Response to Data.
  - Create/review/revise draft unit lesson/assessment sequences (Using most current curriculum and framework documents)
  - Set learning targets for the lessons.
  - Create/review/revise CFA's and tentative assessment administrative schedule (e.g. exit tickets, per. Assessments, running records)

Collect Formative Assessment Data

STEP 3 Review CFA Data

- Review Data
- Revise/ Adjust and differentiate instruction for specific learning needs during the next week.
- Plan next CFA
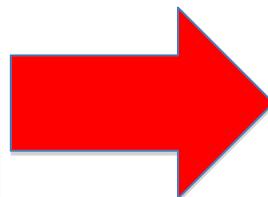
Administer post/summative assessment

STEP 4 Review Post/Summative Assessment Data (Data Driven Dialogue Protocol)

- Review Data
- Plan re-teaching if necessary
- Unit reflections and revisions
- Upload guaranteed experiences and lessons if needed

In the end, we conduct PLC to answer the following **essential** questions:

1 - What do we want our students to know, understand, and be able to do (KUD)?

2 - How do we know they know, understand, and can do at high levels of rigor?

3 - How do we respond when they have not mastered or already mastered what we want them to KUD?

UNIT 2

STEP 1 Pre-Assessment and Post Assessment
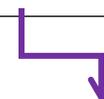
STEP 2 Data Review

STEP 3 Review CFA Data

STEP 4 Review Post/ Summative Assessment Data (Data Driven Dialogue Protocol)