

FINAL APPLICATION

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

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Name of Superintendent: Ana V. Ortiz		
Signature of Superintendent:		
Name of Board Chair: Dr. Murphy A. Sewall Date:		
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: <u>Not at this time</u> Date of Approval: _____		
If not, please indicate date at which plan will be presented to local board of education: <u>8/22/12</u>		
Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process.		
Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

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

A. Overall Strategy and Key Reform Initiatives: Narrative Questions

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

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

The Windham Public School district has an aggressive approach toward improving student achievement and closing the achievement gap. The district employs a reform strategy that is transformational in nature. It is built on a Managed Performance Empowerment (MPE) theory of action that assumes that high-performing schools and/or significantly improving schools have both autonomy and accountability to promote higher performance. It rewards effective teaching and leadership by creating a direct relationship between a school's academic performance and its operational autonomy. Low-performing schools not at the proficient level are subject to district intervention, redesign, closure or replacement with higher-performing school models.

Specifics pertaining to the district's MPE theory of action are evidenced in the three-year Strategic Operating Plan (SOP), which is attached. The SOP consists of six goals, 34 strategies and 195 implementation steps staged over a three-year period. Twelve measures will enable the district to assess the degree of success in achieving each goal. Significant concerns about student achievement informed selection and prioritization of the goals and strategies (see SOP page 34 for School Performance Index Matrix and pages 35-43 for years of implementation information).

In an effort to operate with great coherence district-wide and to create a sense of urgency around the critical reform measures needed to improve student achievement and eliminate the achievement gap, a District Leadership Team (DLT) will be established. Members will include: Superintendent, Deputy Superintendent, Assistant Superintendent, Director of ESOL, and Director of Pupil Services. Special Master Adamowski will serve as a member ex officio. The purpose of this team will be to:

- Develop a systemic, consistent approach to implementation of reform efforts.
- Develop an equitable, tiered approach to providing technical assistance to each school in the district.
- Make coherent, transparent decisions about all matters relating to the SOP.
- Make coherent, transparent decisions about use of financial and human resources.

Under the guidance of Special Master Adamowski, the district has undergone significant transformation in the past year, establishing a firm foundation for continued progress in improving student achievement and closing the achievement gap. The following key reform initiatives have been established as a means to improve student achievement and eliminate the achievement gap:

- Windham High School (WHS) has been redesigned to create two high-performing themed academies (STEM and Humanities). During the 2012-2013 school year, students at WHS will attend school for an extra 30 minutes a day.
- Windham Middle School (WMS) is in the redesign process with the goal being the creation of a high-performing, developmentally appropriate 6-8 middle school. Additionally, students at WMS will attend school for an additional 15 minutes from August 2012-December 2012 and an additional 45 minutes from January 2013 to the end of the school year. Extended learning time will be a primary reform strategy at WMS during the next five

years.

- Select WMS and WHS educators participated in training through Expediting Comprehension for English Language Learners (ExC-ELL), developed by Margarita Calderón and Associates, as a continuation of Windham's extensive work on Sheltered Instruction. During the training, general education content area teachers in grades 6-12 learned the most effective instructional components, strategies, and performance assessment tools for adolescent English Language Learners (ELLs) and struggling readers. Educators received training and job-embedded coaching to support their work with students. Training began during the 2011-2012 school year and will continue in 2012-2013. The district is developing a cadre of teacher-trainers to provide continued training, job-embedded coaching and collegial support among teachers in 2012-2013 and future school years.
- The foundational programs in reading have been strengthened at the elementary level in all schools with a particular focus on reading mastery in grades kindergarten through three. All staff members are involved in professional learning through *Literacy How*. Teachers learned and implemented research-based strategies related to phonemic awareness, phonics, spelling, fluency, language comprehension and vocabulary. Training will continue during the 2012-2013 school year. *Literacy How* was chosen for use in Windham due to its potential to improve achievement as evidenced in other districts with similar demographics. In one district, two years of a three-year pilot project in five schools (2006-09), showed that participating kindergarten, first and second grade students outperformed peers in both state Degrees of Reading Power (DRP) and national Group Reading Assessment and Diagnostic Evaluation (GRADE) comparisons. Additionally, the district will implement a core reading program, *Imagine It*, during the 2012-2013 school year. The implementation will take place in grades kindergarten through three.

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

The district's prioritized reform initiatives and rationale are as follows:

1. Providing additional learning time
2. Developing and implementing a talent management strategy

The initiatives were selected after an extensive review of student achievement data (CMT, district assessments, attendance and behavior data) and are in concert with the district's SOP and in support of the district Theory of Action. As cited elsewhere in this application, the benefits of extended learning time when tightly coupled with effective instruction are closely tied to students' achievement and can be instrumental in closing the achievement gap.

Student achievement is inextricably linked to educator talent. It is the premise of the Windham Public Schools that in order for all students to achieve at high levels, regardless of race, ethnicity or economic status, the most talented educators need to be working with students daily. We contend that an environment that recruits highly qualified educators will help us fulfill our vision of becoming a district of regional excellence.

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

The following targets will be used to gauge student success:

- The district School Performance Index (SPI) for Sweeney and WMS will improve by 5 index points per year.
- Sweeney and WMS will improve by one performance category on the SPI each year.
- Sweeney and WMS will gain 5 percentage points each year in Mathematics (whole school and each subgroup) as measured by the grades 3-8 CMT.
- Sweeney and WMS will gain 6 percentage points each year in Reading (whole school and each subgroup) as measured by the grades 3-8 CMT.

- Sweeney and WMS will gain 5 percentage points each year in Writing (whole school and each subgroup) as measured by the grades 3-8 CMT.
- Sweeney will gain 5 percentage points each year in grade 5 (whole school and each subgroup) Science as measured by the grade 5 CMT.

The district's student data system, E-School, is used to warehouse CMT information as well as district benchmark assessments. E-School has the capacity to report on teachers, students, courses and achievement data, allowing administrators to assess teachers' proficiency in shifting student achievement and closing the achievement gap. **E-School is Windham's data-base system for all student information. Over the next year the system will continue to develop and will house all student assessments that are required at the state and district level. Through the Teacher-Course-Student system, all student performance indicators and course work are linked to the classroom teachers. This process helps the district to review the teaching and learning process as it relates to student achievement. All teachers in grades 6 – 12 currently use a grade book system within e-school which administrators and parents have access to view student assignments and grades. There will be an expansion to grades 3 – 5 this year. Throughout 2012- 2013, a standards-based system of grading will be created in a new e-school module that will be used in grades K – 2 in 2013 – 2014. Grades 3 – 5 will convert to the new system in the spring of 2014.**

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

In addition to Alliance funds, several other funding sources will be used to implement reform initiatives in Windham. Initiatives relating to strengthening the foundational program in reading will be supported through Priority School District funds and Title I funds. Initiatives related to extended day will be partially supported through 21st Century grant funds, School Improvement Grant funds and Extended School Hours grant funds.

As part of the SOP, WPS will be establishing a Local Education Fund by convening local business, non-profit and civic leaders to support and sustain reform efforts. Initiatives outlined in this grant application would be eligible for support from these funds in the future.

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

The following stakeholders assisted in developing the Alliance District Plan:

- Special Master Adamowski (CSDE)- Technical Assistance
- Jim Huggins, Paula Colen (EASTCONN)- Technical Assistance
- Steven Perry, Principal, Capital Preparatory Academy (Consultation- School Design)

Along with the above-mentioned, the following stakeholders will be key partners in implementing and refining the Alliance District Plan:

- Faculty at UCONN, ECSU, SERC and Quinnebaug Community College- program development and implementation at WHS and WMS
- School Governance Councils
- Windham Federation of Teachers
- Windham Board of Education

B. Key District Initiatives

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

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

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

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

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

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?	New	X Expanding	
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Overview:

Windham High School (WHS) STEM and Humanities Academies will open in August 2012 as part of the redesigned Windham High School. The creation of this model began under the direction of the assigned State Special Master to restructure Windham High School that is currently in Year 8 of “in need of improvement” under the Connecticut State Department of Education’s (CSDE) NCLB model for Adequate Yearly Progress (AYP). AYP as measured by the proficiency results on the Connecticut Academic Performance Test (CAPT) has been a target that has been difficult for WPS to achieve due primarily to a dual achievement gap. The first achievement gap in performance exists between students who have free/reduced lunch status (approximately 75%) and those that do not. The second achievement gap in performance exists between students who are English Language Learners (approximately 27%) and those who are not. Additionally, the four-year graduation rate based on the 2010 cohort was 62.8 % with significantly lower rates for the sub-groups of ELL (48.1%, non-ELL at 66.1%) and eligible for lunch (48.9%; non-eligible at 76.0%). The goals of the redesign are to improve student achievement, close the achievement gap through very specific supports and strongly aligned curriculum designed to prepare all students for college and or career, increase the four-year graduation rate, and attract eligible students into WHS STEM/Humanities Academies who have been choosing other area options for their high school education.

The WHS STEM and Humanities Academies will follow a school-within-a-school model within Windham High School. The academies will open with approximately 100 ninth and 100 tenth grade students in each. Tenth grade students chose an academy after one year in the comprehensive high school and approximately 100 new ninth grade students were promoted from Windham Middle School. The enrollment will be approximately 800 students in grades 9-12 when the academies are at capacity in 2013 – 2014. **The needs of ELL’s in the WHS academies and upper school will be addressed through continuation of training in ExC-ELL training and implementation. A consultant will work at the WHS three days a month to coach, mentor and support teachers in the implementation of ExC-ELL vocabulary and writing modules. Administrators will become versed in the same strategies and will incorporate the ExC-ELL Observation Protocol (EOP) on classroom visits to monitor and document the implementation of ExC-ELL strategies.**

WHS has participated in EASTCONN’s Project Opening Doors (POD) Project for 3 years. POD is a partnership between the public and private sectors that seeks to increase Connecticut students' participation and achievement in Advanced Placement courses and better ensure their success in college. This initiative, which focuses on underrepresented student populations, involves representatives from education, government and business. At its core, POD will:

- Foster the next generation of scientists and engineers through rigorous academics in Connecticut’s schools.
- Specifically encourage excellence in math, science and English by way of increased student participation in AP classes and financial incentives for achievement.
- Step up professional development of teachers in AP subjects and methodologies through mentoring and intensive summer programs.

This initiative aligns with the new redesign of WHS and supports the professional development of teachers in science, math and English. Over 3 years WHS has seen the number of students enrolled science, math and English AP classes increase from 74 in 2008-2009 to 192 in 2010-2011. The number of qualifying scores increased from 4 in 2008-2009 to 85 in 2010-2011. Over 3 years, 20 teachers participated in 93 Laying the Foundation modules for a total of 558 hours of professional development.

Five Year Strategies and Implementation Steps:

- Students will enroll in academies as follows:
 - SY 2012-2013: Grade 9: 100 new students in each academy
Grade 10: 100 students/academy roll up from 2011-2012 WHS Grade 9
 - SY 2013-2014: Grades 9: 100 new students/academy
Grades 10-11: 100 students/grade/academy
 - SY 2014-2016 Grade 9: 100 new students/academy
Grades 10-12: 100 students/grade/academy
- Implement, evaluate and adjust a trimester schedule **(Year 1)**. **The effectiveness of the new trimester schedule will be under ongoing review. Summative and formative student assessment data will be consistently examined during data teams in each academy and upper school, as well as at the end of each trimester. Anecdotal information will be collected through meetings with School Governance Councils, student forums and community conversations.**
- Develop extended learning opportunities for students that include required extracurricular activities (Early College Experiences, library study/access, tutoring, computer access and dinner schedule). **(Year 1)**
- Adopt and implement PBIS framework (SPDG grant). **(Year 1-5) WHS staff had some initial training in PBIS during SY 2011-2012. Implementation of PBIS was inconsistent throughout WHS and student suspensions, expulsions and arrests continued to be of concern (there were 997 students in-and-out of school suspended during SY 2011-2012 in a school with a 775 student enrollment, e.g.). Training will be provided again this year for all staff in each academy and the upper school with the expectation that PBIS strategies will be fully implemented. Effectiveness of PBIS implementation will be assessed by consistent examination of SWIS data reports (during data teams).**
- Upgrade classroom technology to support new school design and a college/career-ready curriculum. **(Year 1-5)**
- Continue to fund Project Opening Doors (POD) to increase numbers of students participating in AP classes and to provide high quality professional learning experiences for science teachers. **(Year 1-5)**
- Continuously monitor student achievement data to monitor program effectiveness. **(Year 1-5)**

Year 1 Implementation Steps Description:

1. A Headmaster was hired for each academy.
2. Each academy will enroll 100 students in Grade 9 and Grade 10.
3. Each academy will run on a trimester schedule.
4. Each academy will develop a School Governance Council.
5. Educators in each academy will have ample collaboration time during common planning time and contractual after school time.
6. Hire a second Parent Liaison to support parent and community engagement.
7. WPS will partner with UCONN, ECSU, EASTCONN, SERC and Quinnebaug Community College to continuously improve instruction.

Years of Implementation:

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

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **New** **Existing**

Overview:

Windham Middle School (WMS) is in the redesign process with the goal being the creation of a high performing, developmentally appropriate middle school, serving students in grades six through eight. The decision to redesign WMS was made, in part, due to concerns with student achievement and achievement gaps. Based on CMT School Performance Targets from the 2012 administration of CMT, WMS has an SPI (51.6), well below state expectations for student performance. Also of great concern are gaps in achievement in the Students with Disabilities, Hispanic and ELL subgroups. The following are WMS's SPI:

- Students with Disabilities: 19.6
- Eligible for F/R Lunch: 47.2
- Black: 54.3
- Hispanic: 44.6
- ELL's: 31.2
- Reading: 50.2
- Math: 50.1
- Writing: 58.3
- Science: 47

WMS will be redesigned (SY 2012-2013) to provide students with developmentally appropriate and rigorous interdisciplinary learning with a strong focus on the sciences, technology and the arts. WMS's new design nurtures the social, cognitive and physical development of transescent students. WMS will operate with two vertically organized houses for students in Grades 6-8. Additionally, an accelerated academy has been developed to address the learning needs of gifted and talented students.

WMS will ultimately be organized based on the Core-Encore Model. Students will participate in core classes (reading/language arts, mathematics, science, art, physical education, music and technology education). They will participate in an encore block, which will allow hands-on extension of core skills. Additionally, each student will participate in an advisory period daily to strengthen student/adult connections. Students at WMS will attend school for an additional 15 minutes from August-December 2012 and an extra 45 minutes from January- June 2013.

Five Year Strategies and Implementation Steps:

- Develop/expand implementation of Encore exploratory program (**Plan Year 1, Implement Years 2-5**).
- Implement, evaluate and adjust trimester schedule (**Years 1-5**).
- Create an environment and structures to address the specific developmental needs of transescent students (advisory period, exploratory programs family style dining) (**Plan Year 1, Implement Years 2-5**).
- Adjust the implementation of PBIS framework (**Years 1-5**).
- Upgrade classroom technology to support new school design and a college/career-ready curriculum. (**Years 1-5**)
- Continuously monitor student achievement data to analyze program effectiveness (**Years 1-5**).

Year 1 Implementation Steps Description:

1. A new principal with experience in Turning Points was hired to lead Windham Middle School.
2. A Dean of Students was hired for each house.
3. Educators plan collaboratively by grade level.
4. Trimester schedule implemented.
5. An accelerated academy has been developed for students to participate in enriched instruction.
6. Renzulli Learning system will be implemented to provide students with independent enrichment opportunities
7. Implementation of READ 180 has been expanded so students in each house will have access.
8. Beginning in January 2013, an additional hour will be added to the school day to allow for expansion of Student-Teacher Advisory time and Encore programming.

Years of Implementation:

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

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?

New

X Expanding

Overview:

WPS Connecticut Mastery Test (CMT) scores in reading in grades three through five evidence minimal improvement in percentage of students at proficiency or better (2010: 43.5%; 2011:48.5%; 2012: 55.7%). A major achievement gap exists, particularly between ELL students and their native English speaking peers; and Students with Disabilities and their peers. The districts' expectations for student achievement are much higher than the level at which students are performing.

In order to address student achievement in reading and eliminate the achievement gap, the district has strengthened its foundational programs at the elementary level in all schools with a particular focus on reading mastery in grades kindergarten through three. All staff members are involved job-embedded professional development and coaching through *Literacy How*. *Literacy How* were chosen for use in Windham due to its potential to improve achievement as evidenced in other districts with similar demographics. In one district, two years of a three-year pilot project in five schools (2006-09), showed that participating kindergarten, first and second grade students outperformed peers in both state Degrees of Reading Power (DRP) and national Group Reading Assessment and Diagnostic Evaluation (GRADE) comparisons.

In addition to its work with *Literacy How*, the district will implement a core reading program, *Imagine It*, during the 2012-2013 school year. The implementation will take place in grades kindergarten through three. North Windham School (NWS) piloted the program in grades kindergarten through two during SY 2011-2012. Teachers participated in on site training and received direct support and ongoing training through McGraw-Hill. WPS decided in May 2012 to implement *Imagine It* for all elementary schools. Professional development and program implementation will begin In August 2012.

The success of each program's implementation will be closely monitored to assess effectiveness in improving student achievement and closing the achievement gap. Specifically, DIBELS and DRA scores for each student will be monitored three times a year. A data review provided by *Literacy How* in June 2012 evidenced that the percentage of students well below the benchmark on DIBELS dropped from 38% to 24% during the course of the year in fourth grade; 35% to 25% in third grade; 30% to 27% in second grade; 55% to 29% in first grade and 54% to 24% in kindergarten. WPS administration expects the percentage of students well below the benchmark to drop significantly during the 2012-2013 year as teachers will be in their first year of implementation of *Literacy How*. In addition to district benchmark data, CMT scores will be used to evaluate the literacy programs' effectiveness.

REQUESTED REVISION

In the 2011-2012 academic year, Literacy How acknowledged the need for its training to be complemented by the expertise of those with a background in Second Language Acquisition, linguistic differences (between students' first (L1) and second (L2) languages), teaching reading to student learning English (ELLs), and Spanish literacy in order to better meet the needs of the Windham Public Schools, the school district with the highest incidence of identified English Language Learners in the state of Connecticut. To this end, Literacy How brought Dr. Liz Howard Eileen Gonzalez, both from the University of Connecticut, to deliver specific professional development trainings on the linguistic differences (between English and Spanish) to aid monolingual English-speaking teachers to better interpret the reading and writing needs and performance of their students for whom English is the second language.

Literacy How coach, Margaret Marinelli, also worked with North Windham Elementary School's Dual Language (Compañeros) Program Spanish Component teachers to collaboratively plan two sessions on Spanish orthography. These two sessions were complementary to Literacy How's teachings and were delivered by North Windham Compañeros teacher, Eva Jimenez, to a small group of Windham's Bilingual teachers (from both the Dual Language and Transitional Bilingual Education programs).

Windham Public Schools will continue collaborative professional development to ensure continued success for ELLs during the upcoming academic year.

Five Year Strategies and Implementation Steps:

- Ongoing professional learning for teachers will be conducted during SY2012-2013 for *Literacy How*, as outlined above.
- Capacity building measures will be implemented throughout SY 2012-2013 to ensure that the tenets outlined in *Literacy How* can be maintained at no cost to the district, using WPS Instructional Consultants and Reading Teachers to become Literacy Mentors. **(Years 1 and 2 with sustainability through Year 5).**
- Professional development in *Imagine It* will be provided for teachers of students in grades kindergarten through three. **(Years 1 and 2)**
- An extensive review of data will take place **in the five-year period** to evaluate the impact of the programs and materials put in place to ensure that student achievement is improving and the achievement gap is closing. Examination of assessment data will be informed by the recommendations made in Barbara Q. Beaudin, Ed.D.'s *Windham Public Schools Assessment Audit and Proposed Measures of Academic Performance and Progress*, an evaluation conducted for the WPS.

Year 1 Implementation Steps Description:

Literacy How training will take place during the 2012-2013 school year as follows:

- Each school's mentor will meet with staff to assess program implementation and will develop a plan for 2012-2013 based on the information.
- A total of 20 hours of professional development will be provided to professional staff. Content will build on 2011-2012's base and will focus on building robust vocabulary and improving reading comprehension.
- Mentors will provide weekly on-site mentoring to teachers.
- Mentors will meet weekly with each building principal and monthly with district administrators.
- In an effort to build internal district capacity, each school's Instructional Consultant and reading staff members will be trained to be internal facilitators to support the implementation of program practices.

Imagine It training will take place from August 2012-January 2013. Grade levels will be trained together at school sites.

Years of Implementation:

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

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform **New** **Existing**

Overview:

- Research has shown that high-achieving schools have high-quality teachers and effective principals who serve as instructional leaders. Windham Public Schools' talent management strategy will focus on teacher and leader effectiveness; the internal and external recruitment, training and development of future teachers and leaders who are at or above effective range as determined by Connecticut's System for Educator Evaluation and Development (SEED).

A comprehensive and transformative talent management strategy will be developed to:

1. Recruit the most highly qualified teachers and administrators to work with Windham's students, improve achievement and eliminate the achievement gap.
2. Provide a comprehensive year-long induction program, "*Windham Transformative Teachers Talent Academy*" (WT3A). The WT3A will serve a number of purposes:
 - a. Partnering highly qualified "Transformative Teachers" (TT) with Beginning Teachers (BT);
 - b. Teaming a TT with a BT for a full year co-teaching experience;
 - c. TT's will be master teachers, as evidenced by student achievement data and administrator assessment. TT's will be considered before other candidates for inclusion in the Windham Leadership Academy.
 - d. TT and BT will collaborate on planning, providing quality Tier I instruction and Tier II/Tier II interventions;
 - e. Students with the greatest needs (as evidenced on district and state testing data) will be placed in the TT/BT classroom.
 - f. BT's will be relieved of teaching duties two days a month to attend WT3A classes, facilitated by the Deputy Superintendent/guest instructors. Classes will serve as ongoing professional learning opportunities
 - g. TT's will be relieved of teaching duties one day a month to attend WT3A TT Coaching/Leadership classes facilitated by Deputy Superintendent/guest instructors. Classes will focus on skills related to developing and coaching beginning teachers and will provide an introduction to leadership.
3. Develop a leadership recruitment program to build leadership capacity from the quality teaching core in the WPS.

Five Year Strategies and Implementation Steps:

- Begin WT3A. (Plan in Year 1, begin in Year 2)
- Expand the number of Transformative Teachers in the district (Years 2-5).
- Continue to develop and revise training materials for BT's and TT's. (Years 1-5)
- Identify and recruit talented teachers to grow as potential leaders. (Years 1-5)
- Develop teacher leader opportunities for identified talented teachers. (Years 2-5)
- Analyze district student achievement data to assess effectiveness of WT3A model. (End of Year 2, Year 3-5)
- Analyze educator evaluations for BT's and TT's for improvement in quality of instruction. (Years 2-5)

Year 1 Implementation Steps Description:

- Serve as pilot district for SEED.
- Hire consultant to partner in design of WT3A and Leadership Academy.
- Develop curricula for BT/TT training classes.
- Collaborate with WFT to develop job description for Transformative Teachers.
- Establish a relationship with President and pertinent faculty at Eastern Connecticut State University (ECSU) and the University of Connecticut (UCONN), potential partners in talent development.

Years of Implementation:

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



Key District Initiative

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **New** **Existing**

Overview:

Extended time for learning has led to improved student achievement and eliminating the achievement gap in several schools in the country. While extra time for learning is beneficial for all students, students at-risk for academic failure benefit the most. WPS will use Alliance and other funding to effectively implement the use of extra time to improve student achievement and eliminate the achievement gap at Sweeney Elementary School and Windham Middle School (WMS). Extended learning time at Sweeney and WMS will be used to provide students with focused achievement goals based on a review of data, rigorous and relevant curriculum, individualized acceleration or remediation (based on data-evidenced needs), ongoing assessment and analysis of data to inform instruction, teacher development and collaboration and a strong culture of high expectations for all students' achievement.

WPS will stage in extended time in two ways over five years: adding 300 hours for student instruction and reducing academic regression by limiting the length of student breaks from instruction by creating a year round campus for students in kindergarten through grade eight. A model similar to Capitol Preparatory Magnet School's will be developed in Windham.

Five Year Strategies and Implementation Steps:

- Utilize Windham Redesign Team (WRT), led by Deputy Superintendent and comprised of school administrators, teachers, Windham Federation of Teachers (WFT), parents and other stakeholders to create plan for redesigned school.
- Offer parents/families option of year round classes in "staged-in" system each of five years, beginning in July 2013 and continuing through SY 2016-2017.
- Continuously review student achievement data to assess effectiveness of programming.

Year 1 Implementation Steps Description:

- Contract with Steve Perry, Principal of Capitol Preparatory Magnet School in Hartford, Connecticut, to consult on K-8 year round school project (**Year 1**).
- Create Windham Redesign Team (WRT), led by Deputy Superintendent and comprised of school administrators, teachers, Windham Federation of Teachers (WFT), parents and other stakeholders to create plan for redesigned school (**Year 1**).
- Develop/refine year round curriculum and instruction expectations (**Years 1-5**).
- Schedule consistent meetings for WRT to develop extended time school redesign (**Year 2**).
- Negotiate with WFT to establish a year round salary for elementary and middle school teachers (**Year 1**).
- Add one hour of instructional time a day at WMS and Sweeney Elementary School beginning in September 2013.

Years of Implementation:

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

Section II: Differentiated School Interventions

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

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

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

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

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

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

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

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

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

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

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

3. Differentiated School Intervention Timeline

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

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

A. Tiered Approach to School Improvement

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>			<p>Leadership: <input type="text"/></p> <p>Instruction/Teaching: <input type="text"/></p> <p>Effective Use of Time: <input type="text"/></p> <p>Curriculum: <input type="text"/></p> <p>Use of Data: <input type="text"/></p> <p>School Environment: <input type="text"/></p> <p>Family and Community: <input type="text"/></p>
<p><i>Schools that require moderate support and oversight:</i> These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.</p>	<p>North Windham School</p>		<p>Leadership: <input type="text"/> The leadership team at NWS has earned greater autonomy in decision making due to its achievement. The DLT will support NWS leaders in areas requested by the NWS leadership team.</p> <p>Instruction/Teaching: <input type="text"/> <ul style="list-style-type: none"> Staff at NWS will continue to improve literacy instruction by implementing the instructional strategies learned in <i>Literacy How</i> training. Instructional and Reading Consultants will refine their roles to more actively support teachers’ delivery of instruction. NWS will refine its use of consultants to employ a co- </p>

			<p>teaching/coaching model.</p> <ul style="list-style-type: none"> • Staff will continue to refine delivery of instruction for all learners in all content areas. Staff will be provided with professional learning to support co-teaching for general education students, special education students and ELL's. <p>Effective Use of Time:</p> <p>NWS staff will focus on evaluating and improving their use of instructional time as a means to improve student achievement. The building master schedule will be developed to allow for adequate blocks of time in core instructional areas and dedicated school-wide SRBI intervention band time. Teachers' use of time will be evaluated and compared to student achievement data.</p> <p>Curriculum:</p> <p>The district is in the process of supporting all schools by developing curriculum that is rigorous, relevant and in line with Common Core State Standards. Reading and mathematics curriculum will be aligned and implemented following the unit design of CCSS.</p> <p>Use of Data:</p> <ul style="list-style-type: none"> • NWS educators will continue to examine data and use information to make powerful instructional decisions. The leadership team at the school continues to refine its Data Team process and has requested assistance from the Deputy Superintendent during the 2012-2013 SY to ensure that the DT process is effective. • NWS educators will refine
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			<p>their implementation of SRBI progress monitoring to ensure that students are entered into and exited from Tier II/III intervention in a timely and data based manner.</p> <p>School Environment:</p> <ul style="list-style-type: none"> • NWS will begin implementation of PBIS during SY 2012-2013. • Climate and environment issues will be assessed through School Climate surveys. • NWS PBIS team will make recommendations for improving school climate as a result of the information gathered. <p>Family and Community:</p> <p>The following mechanisms will be developed or refined in order to actively involve families and the community at NWS:</p> <ul style="list-style-type: none"> • The NWS School Governance Council will be continue to play a role in governance at the school and will have a role in decisions made at the school level. • NWS has a Family/Community Liaison working at the school. Family liaisons provide a bridge between the school and community. They provide services that will benefit students and their families while supporting educational programs, activities and the school community. • Family members will be actively recruited to participate in PTO meetings and events.
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<p><i>Schools that require most significant support and oversight:</i> If your district contains Focus, Turnaround, or Review schools, these schools have been provided to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).</p>	<p>Sweeney Elementary School Windham Center School</p>		<p>Leadership:</p> <p>Sweeney: The principals at Sweeney and WCS School will receive a high level of support from the DLT due to their status as review schools. Principals will receive support to:</p> <ul style="list-style-type: none"> • Refine and improve the Data Team process • Ensure that SRBI/PBIS are being implemented as designed • Solidify quality Tier I instruction • Principal at WCS will continue working with Executive Coach from CAS. <p>Instruction/Teaching:</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> • Tier I literacy instruction will be strengthened in each building with the implementation of <p>1. <i>Literacy How</i> 2. <i>Imagine It.</i></p> <ul style="list-style-type: none"> • Each building's Tier II/III interventions will be assessed as to their effectiveness and refined as necessary. • Classroom teachers' ability to provide effective Tier II intervention will be assessed and refined. • The Early Intervention Process (EIP) will be strengthened as a means to reduce referral to special education services. • Service delivery models for English Language Learners will be implemented more effectively. </div> <p>Effective Use of Time:</p> <div style="border: 1px solid black; padding: 5px;"> <p>WCS and Sweeney's use of time will be closely scrutinized. Each building will develop a master schedule that will be approved by the DLT. It will be required that the building master schedule be developed to allow for adequate blocks of time in core instructional areas and dedicated school-wide</p> </div>
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			<p>SRBI intervention band time. Teachers' use of time will be evaluated and compared to student achievement data.</p> <p>Curriculum: The district is in the process of supporting all schools by developing curriculum that is rigorous, relevant and in line with Common Core State Standards. Reading and mathematics curriculum will be aligned and implemented following the unit design of CCSS.</p> <p>Use of Data:</p> <ul style="list-style-type: none"> • The DLT will provide oversight of WCS and Sweeney's use of data as a means to improve student achievement. • The Deputy Superintendent will meet monthly with each principal to review student data and discuss implications for instruction. • The Deputy Superintendent will partner with each principal to revise the data team process. • The Deputy Superintendent will provide oversight of Data Teams in each building and will attend (or assign a designee) meetings weekly. <p>School Environment:</p> <ul style="list-style-type: none"> • Sweeney School will continue its implementation of PBIS during SY2012-2013. SWIS behavioral data will be examined consistently to evaluate the effectiveness of PBIS. Teachers whose data indicates the need will be retrained in use of PBIS
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			<p>techniques.</p> <ul style="list-style-type: none"> • WCS will begin its first year of SRBI implementation during SY 2012-2013 • Climate and environment issues will be assessed through School Climate surveys. <p>Family and Community:</p> <p>The following mechanisms will be developed or refined in order to actively involve families and the community at Sweeney and Windham Center Schools:</p> <ul style="list-style-type: none"> • School Governance Councils will be continue to play a role in governance at each school and will have a role in decisions made at the school level. • Each school has a Family/Community Liaison working at the school. Family liaisons provide a bridge between the school and community. They provide services that will benefit students and their families while supporting educational programs, activities and the school community. • Family members will be actively recruited to participate in PTO meetings and events. • Community forums will be conducted to keep community members apprised/solicit feedback about school redesign at Sweeney Elementary School. <p>Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II</p>
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			specific forms below.
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B. Interventions in Low Performing Schools

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

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

Focus School: Windham Middle School (WMS)	Grades Served: 6-8	# of Students: 720
Diagnosis		
<p>a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students)</p> <p><i>Please note that this should be informed by assessment data and qualitative assessments.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Based on CMT School Performance Targets from the 2012 administration of CMT, WMS has an SPI (51.6), well below state expectations for student performance. Also of great concern are gaps in achievement in the Students with Disabilities, Hispanic and ELL subgroups. The following are WMS’s SPI:</p> <ul style="list-style-type: none"> • Students with Disabilities: 19.6 • Eligible for F/R Lunch: 47.2 • Black: 54.3 • Hispanic: 44.6 • ELL’s: 31.2 • Reading: 50.2 • Math: 50.1 • Writing: 58.3 • Science: 47.0 </div>		
<p>b. What are the reasons for low performance in this school? (Please provide evidence)</p> <div style="border: 1px solid black; padding: 5px;"> <p>The primary reasons for low performance at WMS are as follows:</p> <ol style="list-style-type: none"> 1. Lack of K-4 instructional alignment in the district, leading to students entering WMS poorly prepared to face more rigorous curriculum/lacking requisite skills to think critically. 2. WMS was not organized structurally to meet the needs of the transescent learner. The school was organized around a “junior high school” model rather than a middle school model. 3. Teachers lacked the content specific knowledge necessary to teach at a higher </div>		

	<p>level of rigor.</p> <ol style="list-style-type: none"> 4. Students were not in school for an extended enough period of time to accelerate learning. 5. Ineffective implementation of data teams leading to ineffective decisions about delivery of instruction. 6. District curriculum was not designed for vertical coherence and lacked rigor and relevance. 7. Ineffective implementation of PBIS, leading to climate issues interrupting learning time.
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Performance Targets¹

<p>a. How will the district measure the success of the intervention?</p>	<p>The district will measure the success of redesigning WMS and providing extended learning time by reviewing SPI progress. Specifically, it is the district’s expectation that WMS will improve by five index points in all areas each year. In addition to SPI progress, WPS will measure the success of interventions by examining district benchmark data, attendance and truancy data, behavioral data (office referrals, suspensions, expulsions), parental involvement data.</p>
<p>b. How will the district monitor school progress?</p>	<p>The district will monitor school progress through consistent examination of student achievement data as outlined in section ‘a’ above. The district uses eSchool as its student data warehouse. Student data can be tracked by teacher and course; as such, the district will monitor school progress at several levels.</p>

Areas of School Redesign

<p>What actions will the district and school take to ensure:</p>	
<p>a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?</p>	<p>A new principal and two Deans of Students were hired at WMS during the summer of 2012. This strong administrative team will lead the staff to improve achievement for all students while eliminating the achievement gap. The DLT will position the administrative team for success by:</p> <ul style="list-style-type: none"> • Providing an Executive Coach through CAS. • Supporting their work with teachers through SEED. • Ensuring that financial and human resources are repurposed to improve student achievement. • Providing extended learning time for students.
<p>b. That teachers are effective and able to deliver high-quality instruction?</p>	<p>Teachers’ effectiveness and ability to deliver high-quality instruction will be assessed as follows:</p>

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

- A wide variety of student data (CMT, district benchmarks, attendance, truancy, behavior referral, suspension, expulsion) will be examined to measure teachers' effectiveness.
- WPS will be piloting SEED and will use evaluation information to make determinations about teachers' effectiveness.
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- c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?

During SY 2012-2013 and beyond WMS will begin to use time more effectively and will provide students with opportunities for extended learning time. Effective August 2012, WMS will begin functioning on a trimester schedule. 15 minutes has been added to the school day. Beginning in January 2013, students will attend school for an extra 45 minutes a day. Time will be added consistently across the next five years to work to an increase of 300 hours a year. During the next five years, WMS will join Sweeney Elementary School to function as a K-8 year round campus.

- d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?

WMS has been redesigned (SY 2012-2013) to provide students with developmentally appropriate and rigorous interdisciplinary learning with a strong focus on the sciences, technology and the arts. WMS's new design nurtures the social, cognitive and physical development of transescent students. WMS will operate with two vertically organized houses for students in Grades 6-8. Additionally, an accelerated academy has been developed to address the learning needs of gifted and talented students.

WMS will ultimately be organized based on the Core-Encore Model. Students will participate in core classes (reading/language arts, mathematics, science, art, physical education, music and technology education). They will participate in an encore block, which will allow hands-on extension of core skills. Additionally, each student will participate in an advisory period daily to strengthen student/adult connections.

The Assistant Superintendent for Teaching and Learning is developing new curricula in all areas to ensure that the rigor intended in the Common Core State Standards (CCSS) is being delivered. **WPS is in the process of revising curricula in all areas to meet the needs of the new CCSS and to support the WMS redesign. Art, Music and Physical Education curricula have been completed in draft form and are in alignment with CCSS. The district sought technical assistance from CSDE to complete the curricula. The Math curriculum has been completed in draft form,**

is completely aligned with CCSS and is vertically aligned with the grades 3-5 curriculum. The Science curriculum is in initial stages of revision. WPS is developing Science curriculum in line with CCSS, that will have 6-12 scientific flow so that all students will have experiential learning opportunities.

Additional Information Added 9/21/12

2011-2012 school-year: A team of educators involved in ELA curriculum writing were provided with the links to the CSDE CCSS-ELL Connections documents in ELA on March 19, 2012. (Windham requested and was given advance access to these documents that were still in draft form to begin its work in seeing the connections between CCSSs and the CT ELL Framework goals.) When the CCSS-ELA and CCSS-Math –ELL Connections documents were finalized and published on CSDE’s website, the link to the final/published documents was then forwarded to the Assistant Superintendent and Director of Curriculum on April 17, 2012. District administrators were provided with information about these documents and the location of these documents during this past summer (August, 2012).

Additional Information Added 9/21/12

2012-2013 school-year: As teachers are trained in and begin their hands-on work with the Common Core State Standards they will be reminded that the CT ELL Framework standards should be used in their planning, instructing, and assessing of all content. Content area certified teachers are expected to make explicit connections between the CCSSs and the ELL Goals/Standards. The two standards documents should be used side-by-side (in a complementary fashion) in planning and assessing.

Additional Information Added 9/21/12

On June 22, 2012, a hard-copy of Windham’s State BOE-approved 3-Year Strategic Operating Plan (S.O.P.) 2012-2015 was sent to CSDE’s Bilingual/ELL Consultant, Marie Salazar Glowski with all strategies and implementation steps that are related to improving the programs, services, and instruction of ELL students flagged within the hardcopy. **In the S.O.P., Goal 4: Improve Instruction for All Students, Strategy, Strategy 9: Create and implement a college/career-ready PK-12 curriculum in reading, math, writing, and science aligned with Common Core State Standards (CCSS); Implementation Step 13: Connect content area standards to the English Language Proficiency Standards (Connecticut ELL Framework) expresses that the district will connect CCSS and ELL standards in the content areas in Years of Implementation: Year 1, Year 2 – school years 2012-2013 and 2013-2014 respectively.**

Additional Information Added 9/21/12

This undertaking will occur at all schools, not only at Windham Middle School. Professional Development for connecting the core content and ELL standards will be needed. The district’s Director of ESOL, Bilingual Education, and World Languages was involved in the design and roll-out of CSDE’s own training on this topic in 2007-2009. A similar training will be designed and provided in Windham

(year 2 – 2013-2014) following the curriculum writing work (year 1 – 2012-2013 and ongoing in a curriculum writing cycle).

Additional Information Added 9/21/12

Finally, in Windham, all teachers are expected to write both content and language lesson objectives, as well as demonstrate Sheltered Instruction strategies in their teaching. Sheltered Instruction components and features have been explicitly built into the teacher evaluation in WPS in the past. With Windham’s participation in the State’s pilot teacher evaluation and support plan, it will begin to assess whether components and features of Sheltered Instruction have been appropriately included in that pilot plan.

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

The data team process will be refined at WMS. WMS redesign has allowed for consistent time for teachers to collaborate as grade level teams. This daily common planning time will allow for consistent, deep conversation about student achievement and the implications for instruction based on data. The new principal at WMS will revise implementation of data teams to improve effectiveness. Data team meetings will be conducted weekly to will allow staff to share data information, improve instructional practices and will change the professional culture at the school.

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

The redesign specifications for WMS will automatically address students’ social, emotional and health needs as well as issues associated with school safety and discipline. The school has an organizational structure that supports the transescent learner. The school is smaller, as grade five students have returned to their home schools. The school has been divided into two vertically organized houses of approximately 360 students. Advisory time, exploratory programs and family-style dining are but a few of the redesign elements that will create an environment and structures to address the specific developmental needs of the transescent student.

In concert with the structural changes being implemented at WMS, the implementation of PBIS will be more robust through the State Personnel Development Grant (SPDG), ensuring a healthier school climate, a safer community and reduction in rates of office referral, suspension and expulsion.

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

The following mechanisms will be developed or refined in order to actively involve families and communities at WMS:

- The WMS School Governance Council will continue to play a role in

	<p>governance at the school and will have a role in decisions made at the school level.</p> <ul style="list-style-type: none"> • WMS will continue to have two Family/Community Liaisons working at the school. Family liaisons provide a bridge between the school and community. They provide services that will benefit students and their families while supporting educational programs, activities and the school community. • Family members will be actively recruited to participate in PTO meetings and events. • Community forums will be conducted to keep community members apprised/solicit feedback about school redesign.
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Funding

a.	<p>How much funding will be made available for the interventions in this school?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Sixty-five percent of the Alliance funding will be made available for the interventions at this school.</p> </div>
b.	<p>What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Alliance District funds, Priority School District funds, 21st Century funds, SPDG funds and Extended School Hours funds will be used in SY 2012-2013. The aforementioned funds will be supplemented with Title I funds previously reserved for SES in SY 2013-2014 and beyond.</p> </div>

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

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

Selection of Schools - NOT APPLICABLE
<ul style="list-style-type: none">Please list the subset of low performing schools that will be part of the Phase II cohort. <input type="text"/>
Data Examination
<ul style="list-style-type: none">How will your district support Phase II schools as they examine data to select areas of focus for improvement? <input type="text"/>
Diagnosis
<ul style="list-style-type: none">What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.) <input type="text"/>Which person(s) will be responsible for conducting the needs assessments? <input type="text"/>
Goal Setting
<ul style="list-style-type: none">How will you provide support for schools in the goal-setting process? <input type="text"/>
Intervention Selection
<ul style="list-style-type: none">What are the criteria you will use to select appropriate interventions for low performing schools? <input type="text"/>How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance? <input type="text"/>
Planning for Implementation
<ul style="list-style-type: none">How will you support schools in the development of comprehensive implementation plans? <input type="text"/>
Monitoring
<ul style="list-style-type: none">How will you monitor schools to ensure that interventions are implemented? <input type="text"/>How will you monitor schools to ensure that interventions lead to increases in student achievement? <input type="text"/>
Timeline

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

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.
 2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.
 3. **Budget for Alliance District Funding for Other Purposes**
 - a. If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.
 - b. In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2012-13 in electronic format only)*
- Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).***
4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

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

Appendix B – Legislation

Appendix C – Statement of Assurances

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

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

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

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

- (1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.
 - (2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.
 - (3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.
 - (7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.
- (b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.
- (c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.
- (2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any

guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

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

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

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

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

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

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: **Alliance Grant**

THE APPLICANT: **Windham** **HEREBY ASSURES THAT:**
 Windham Public Schools
(insert Agency/School/CBO Name)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Superintendent Signature:

Ana V. Ortiz

Name: *(typed)*

Superintendent

Title: *(typed)*

Date:

1. Key Initiative Budget Summary

Key District Initiatives	Alliance District Funding		Existing Funding		Total Resources Available for Initiative (A+B)
	Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)	Program Elements to be Funded with Existing Resources	Resources Funding Commitment (B)	
1. (1) EXTENDED TIME	1 Hour for Extended School Day at Sweeney School and at WMS for 66 school days (certified staff only) and 1.0 Family Liaison at WHS	\$334,038	None	\$0	\$334,038
Benefits for above	FICA on certified Staff (1.45%); and FICA and Health Insurance for 1.0 FTE WHS Family Liaison	\$14,539	None	\$0	\$14,539
Other Professional/Technical Services	Project Opening Doors; Professional Development	\$150,000	Additional % of POD	\$50,000	\$200,000
Supplies	Books for professional development, classroom supplies as needed	\$46,280	Additional % of Books and Classroom supplies	\$50,000	\$96,280
2. (2) Talent Strategy	1.0 FTE Talent Coordinator; Training after contractual hours for certified staff	\$100,000	None	\$0	\$100,000
3. Benefits for above	FICA and Health Insurance for Above	\$10,000	None	\$0	\$10,000
4. Other Professional/Technical Services	Professional Development Training for all staff-Literacy How	\$89,000	Additional % of Lit How Training	\$300,000	\$389,000
5. Supplies	Supplies for Staff Training, administration and other supplies as needed	\$20,000	Additional % of Training and Other Supplies	\$50,000	\$70,000
6. All 4 Other Initiatives funded by District	WHS STEM and Humanities Academics redesign wages, supplies; WMS redesign wages, supplies; WHS and WMS Exc-ELL training, Literacy How training	\$0	100% of Program Elements	\$750,000	\$750,000
7.		\$0		\$0	\$0
8.		\$0		\$0	\$0
	Total	\$763,857		\$1,200,000	\$1,963,857

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Extended Time

Element	Positions	Amount
Personal Services-Salaries-WMS/SWN		\$334,038
Extended Day; 1.0 FTE WHS Family Liaison		
Personal Services-Benefits		\$14,539
FICA and Health Insurance for Above Staff		
Purchased Professional Services	0.00	\$150,000
Project Opening Doors; Literacy How Training		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$46,280
PD Supplies; Classroom Supplies		
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$544,857

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$500,000	\$500,000	\$500,000	\$500,000
Personal Services-Benefits	\$7,250	\$7,250	\$7,250	\$7,250
Purchased Professional Services	\$37,607	\$37,607	\$37,607	\$37,607
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$544,857	\$544,857	\$544,857	\$544,857

2. Key Initiative Budgets for Alliance District Funding

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

Reform Initiative: Talent Strategy		
Element	Positions	Amount
Personal Services-Salaries-MS/SWN		\$100,000
Coordinator-Staff Training Wages		
Personal Services-Benefits		\$10,000
Health Insurance for Above/FICA		
Purchased Professional Services	0.00	\$89,000
Literacy How and Other Trainings for Staff		
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$20,000
Supplies for PD; Administrative & Other Supplies		
Property	0.00	\$0
Other Objects	0.00	\$0
Total	0.00	\$219,000

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$100,000	\$100,000	\$100,000	\$100,000
Personal Services-Benefits	\$10,000	\$10,000	\$10,000	\$10,000
Purchased Professional Services	\$89,000	\$50,000	\$50,000	\$50,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0		\$0	\$0
Supplies	\$20,000	\$59,000	\$59,000	\$59,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
Total	\$219,000	\$219,000	\$219,000	\$219,000

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than initiating or expanding key initiatives, please fill out the table below. Provide a line-by-line budget of these proposed expenditures.

Element	Positions	Amount	Justification
Personal Services-Salaries	0.00	\$0	
Personal Services-Benefits	0.00	\$0	Not applicable
Purchased Professional Services	0.00	\$0	
Purchased Property	0.00	\$0	
Other Purchased Professional Services	0.00	\$0	
Supplies	0.00	\$0	
Property	0.00	\$0	
Other Objects	0.00	\$0	
Total	0.00	\$0	

4. Budget for Total Alliance District Funding

District: Windham

Town Code: 163

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: <u>11000</u> SPID : <u>17041</u> FY 2012-13 (School Year 2012-13) Program: <u>82164</u> Chart field 1: <u>170002</u>
100	Personal Services/Salaries	\$434,038
200	Personal Services/Employee Benefits	\$24,539
400	Purchased Property Services	\$239,000
600	Supplies	\$66,280
700	Property	\$0
890	Other Objects	\$0
	TOTALS	\$763,857

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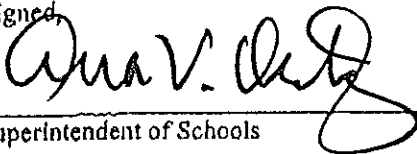
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Addendum to Windham Year I Alliance District Application

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

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

Signed



Superintendent of Schools