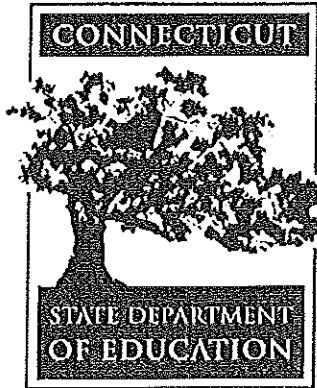


FINAL APPLICATION  
WINDSOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF ACCOUNTABILITY AND IMPROVEMENT



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

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

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

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

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**STEFAN PRYOR  
COMMISSIONER OF EDUCATION**

**Nondiscrimination Statement**

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Levy Gillespie  
Equal Employment Opportunity Director  
Title IX /ADA/Section 504 Coordinator  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2071

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

## Part I: Submission Instructions

### A. Application Completion

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

### B. Application Deadline

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

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

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

### C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: [lol.fearon@ct.gov](mailto:lol.fearon@ct.gov).

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

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

**E. Application Approval Notice**

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

**F. Questions**

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

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

## **Part II: Alliance District Overview**

### **A. Introduction**

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

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

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

### **B. Eligibility Requirements**

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

### **C. Responsibilities of Approved Applicants**

Each approved applicant must:

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

### **D. Review of Applications**

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

#### **E. Application Procedure**

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

##### Section I: Overall District Improvement Strategy

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

##### Section II: Differentiated School Interventions

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

##### Section III: Budget

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

#### **F. Use of Evidence and Data**

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

#### **G. Substantial Majority Requirement**

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

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

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

## H. Menu of District Reform Initiatives

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

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

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

## I. Competitive Opportunities

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

COVER SHEET

Name of District:	Windsor Public Schools	
Name of Grant Contact:	Mary Anne Butler	
Phone: 860-687-2000	Fax: 860-687-2009	Email: mbulter@windsoret.org
Address of Grant Contact:	601 Matianuck Ave Windsor, CT 06095	
Name of Superintendent:	Jeffrey A. Villar, Ph.D.	
Signature of Superintendent:		
Name of Board Chair: Date: 7-18-2012	Doreen Richardson	
Signature of Board Chair: Date:		
<p>Please indicate if plan approved by local board of education: <u>NO</u>  Date of Approval: _____</p> <p>If not, please indicate date at which plan will be presented to local board of education; <u>September 2012</u></p> <p>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.</p> <p>Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.</p>		



### 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 Windsor Public Schools is implementing a Holistic Accountability Framework based upon the work of Douglas Reeves and Mike Wasta. We have contracted directly with the Leadership and Learning Center to provide the Board of Education and the district leadership team with the training necessary to successfully implement this framework.

Building upon the Holistic Accountability Framework, the district is focused on improving several foundational aspects of education with a systemic focus upon the successful implementation of research-based improvement strategies which have been determined to have the greatest potential to yield the greatest results (Wasta, 2011). Specifically, our work is focused upon: writing, revising and establishing a guaranteed and viable curriculum aligned with new Common Core Standards (Marzano, 2003); providing teachers with meaningful student assessment data in a timely fashion fueling professional collaborative action (McNulty & Besser, 2010); establishing a positive, culturally-relevant learning environment; and providing access to core curriculum through inclusive practices for all learners (Marzano, 2003).

Windsor is establishing a new educational paradigm which seeks to redefine what instruction looks like within our classrooms. We can no longer view reforms as new initiatives but rather must clearly define our expectations of what instruction looks like in the 21<sup>st</sup> Century.

Establishing a guaranteed and viable curriculum implemented with a high degree of fidelity will:

- Identify best teaching practices on how things are taught
- Require that all students have access to specific learning experiences (significant tasks or shared experiences)
- Differentiate instruction
- Ensure instruction is aligned with State Standards, National Standards and Grade Level Expectations (GLEs)
- Eliminate independent contractors (e.g. teachers closing their door and teaching their own personal curriculum)

Providing teachers meaningful assessment data in a timely manner will:

- Provide teachers with valuable information regarding student learning to inform their practice
- Provide district-meaningful information on performance of the system
- Provide data necessary for a robust SRBI model
- Fuel teacher collaboration (Data Team/Professional Learning Communities)

Establishing a positive, cultural-relevant learning environment and providing inclusive practices for all learners will:

- Require quality co-teaching to provide access to content for all students
- Require an improved SRBI model
- Require improved cultural competence among educators to enhance learning for all students
- Require complete sustainable implementation of PBIS district-wide

#### References

Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: ASCD

McNulty, B. & Besser, L. (2010). *Leaders Make It Happen!*. Englewood, Colorado: The Leadership and Learning Center

Wasta, M. (2011). *The District Data Team*. Englewood, Colorado: The Leadership and Learning Center

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.

A review of district systems, staffing and budget, and academic results suggests that Windsor is a significantly under-performing school district. The large gaps in student achievement, especially among Black/African American, Hispanic and White students in all assessed content areas (See highlighted assessment results below for 2011 Reading and Mathematics (these results will be updated with 2012 results soon)), demonstrates a need for systemic reform. Further evidence of this need can be found when one examines our demographic data which reveals that nearly 70% of our students are represented in under-performing subgroups. These results are troubling because the social-economic profile of Windsor does not lend itself to traditional explanations of the achievement gap which have relied on the connection between poverty and poor school performance. Windsor is a suburban community with less than 30% of its students qualifying for free and reduced lunch. Moreover, it is one of the most affluent centers of Black and African American culture within the United States.

Review of the SPI metric recently introduced by the State Department of Education (see below) also reveals performance below expectations along with substantial gaps in performance among subgroups. We believe establishing a Holistic Accountability Framework will provide the structure necessary for the application of a systemic approach to eliminating the achievement gaps that exist within Windsor. The success of this strategy hinges upon our ability to make substantial changes to the core of the Windsor Public Schools. To do so, foundational work must be accomplished to improve our overall accountability, data management, leadership, curriculum and instruction, climate, and services for at-risk students.

School	SPI	# Tested Stud.	F/R SPI	Hisp SPI	Bl. SPI	SWD SPI	ELL SPI	4 Yr Grad
John F. Kennedy	68	212	54	69	62	35		
Clover St	70	180	56		64	41		
Windsor High	71	329	57	67	63	47		80
Poquonock	79	184	62		65	57		
Oliver Ellsworth	80	237	68	75	71	65		
Sage Park	81	807	73	81	74	57	63	

Mastery Test Results-----							
			2011	CMT Reading			
		State Average			Windsor		
Group	Grade	Number Tested	% At/Above Proficiency	% At/Above Goal	Number Tested	% At/Above Proficiency	% At/Above Goal
State	3	37904	73.9	58.3	252	64.7	46.8
Black or African Am	3	4795	53.9	33.7	112	56.3	36.6
Hisp/Lat or any race	3	6973	53.1	33.7	50	64	48
White	3	23381	83.5	69.8	68	82.4	66.2
Asian	3	1948	83	70.3	-	-	-
Am Ind or AK Native	3	106	69.8	39.6	-	-	-
Nat of HI or Pac Isl	3	-	-	-	-	-	-
Two or more races	3	683	74.7	60.8	-	-	-
State	4	38449	74.7	62.5	258	72.9	60.9
Black or African Am	4	4689	52.1	36.3	115	64.3	46.1
Hisp/Lat or any race	4	6812	52.1	36.3	30	56.7	50
White	4	24230	84.9	74.2	81	86.4	80.2
Asian	4	1745	85	75	-	-	-
Am Ind or AK Native	4	146	61	45.9	-	-	-
Nat of HI or Pac Isl	4	21	81	71.4	-	-	-
Two or more races	4	806	70.8	60.7	-	-	-
State	5	38972	75.1	61.4	264	74.6	61
Black or African Am	5	4863	49.4	31.8	121	61.2	44.6
Hisp/Lat or any race	5	6767	51.6	34.5	39	71.8	59
White	5	24664	86	73.7	87	89.7	79.3
Asian	5	1859	85.4	75.3	-	-	-
Am Ind or AK Native	5	124	66.1	49.2	-	-	-
Nat of HI or Pac Isl	5	27	63	44.4	-	-	-
Two or more races	5	668	72.9	58.7	-	-	-
State	6	39272	86.6	76	235	88.9	72.8
Black or	6	4960	72.7	54.9	106	84.9	66

African Am								
Hisp/Lat or any race	6	6736	70	52.4	34	88.2	61.8	
White	6	25178	93.2	85.6	73	95.9	87.7	
Asian	6	1681	94.6	89.1				
Am Ind or AK Native	6	131	86.3	72.5				
Nat of HI or Pac Isl	6	22	54.5	50				
Two or more races	6	564	87.9	76.8				
State	7	40189	85.7	77.8	242	81	71.1	
Black or African Am	7	5047	70.3	56.4	124	72.6	61.3	
Hisp/Lat or any race	7	7076	67.8	55.3	42	85.7	69	
White	7	25689	93.3	87.6	59	89.8	84.7	
Asian	7	1666	92.3	88.3				
Am Ind or AK Native	7	145	75.2	70.3				
Nat of HI or Pac Isl	7	31	80.6	71				
Two or more races	7	535	84.9	77.6				
State	8	39992	83.4	74.7	270	83.3	70	
Black or African Am	8	5130	66.2	51.4	130	71.5	53.8	
Hisp/Lat or any race	8	6583	63.6	49.9	25	88	76	
White	8	26986	91.3	84.9	92	96.7	85.9	
Asian	8	1628	91.8	86.7				
Am Ind or AK Native	8	120	81.7	65.8				
Nat of HI or Pac Isl	8							
Two or more races	8	535	83	74.2				

Group	Grade	Mathematics					
		STATE			Windsor		
		Number Tested	% At/Above Proficiency	% At/Above Goal	Number Tested	% At/Above Proficiency	% At/Above Goal
ALL	3	38316	84.3	63.2	252	78.6	52.8
Black or African Am	3	4854	66.5	36.4	112	65.2	37.5
Hisp/Lat or any race	3	7090	69.6	41.1	51	84.3	54.9
White	3	23610	91.6	73.8	67	92.5	76.1
Asian	3	1951	95	82.4	-	-	-
Am Ind or AK Native	3	106	80.2	55.7	-	-	-
Nat of HI or Pac Isl	3	-	-	-	-	-	-
Two or more races	3	687	84.1	65.8	-	-	-
ALL	4	38961	85.1	67.2	255	85.5	60.8
Black or African Am	4	4768	65.1	37.7	110	78.2	44.5
Hisp/Lat or any race	4	6954	70.9	44.9	31	74.2	48.4
White	4	24493	92.5	78.4	82	95.1	81.7
Asian	4	1769	94.6	83.8	-	-	-
Am Ind or AK Native	4	144	79.9	54.9	-	-	-
Nat of HI or Pac Isl	4	21	85.7	66.7	-	-	-
Two or more races	4	812	82.5	62.6	-	-	-
State	5	39298	87.6	72.7	264	85.6	67.4
Black or African Am	5	4902	71.3	46.3	119	77.3	50.4
Hisp/Lat or any race	5	6880	73.4	50.4	38	84.2	65.8
White	5	24814	94.2	83.1	89	96.6	88.8
Asian	5	1871	96.5	89	-	-	-
Am Ind or AK Native	5	130	79.2	59.2	-	-	-
Nat of HI or Pac Isl	5	28	67.9	50	-	-	-
Two or more races	5	673	85.4	67.8	-	-	-
State	6	39591	88.5	71.6	239	92.5	66.9
Black or African Am	6	5003	73	45.2	107	89.7	57.9

Hisp/Lat or any race	6	6832	74.6	48.4	34	91.2	55.9
White	6	25338	94.8	82	74	97.3	86.5
Asian	6	1690	97.3	88.7	-	-	-
Am Ind or AK Native	6	133	82.7	68.4	-	-	-
Nat of HI or Pac Isl	6	21	66.7	52.4	-	-	-
Two or more races	6	574	88.3	67.9	-	-	-
State	7	40374	87.2	68.7	249	89.6	63.6
Black or African Am	7	5090	70.3	40.9	128	84.4	49.2
Hisp/Lat or any race	7	7131	71.2	42.9	42	90.5	64.3
White	7	25771	94.5	80.2	62	96.8	83.9
Asian	7	1671	96.1	87	-	-	-
Am Ind or AK Native	7	147	80.3	54.4	-	-	-
Nat of HI or Pac Isl	7	30	76.7	50	-	-	-
Two or more races	7	534	86.9	67.2	-	-	-
State	8	40096	86	66.8	271	88.6	57.6
Black or African Am	8	5136	67.7	37	134	82.1	41
Hisp/Lat or any race	8	6612	67.7	39.2	25	80	52
White	8	26047	93.7	78.8	89	97.8	76.4
Asian	8	1633	95.6	85.3	-	-	-
Am Ind or AK Native	8	121	86.8	55.4	-	-	-
Nat of HI or Pac Isl	8	-	-	-	-	-	-
Two or more races	8	537	87	61.6	-	-	-

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?

Past improvement efforts have used the metric of improvement as measured by the CMT and CAPT tests. These assessments occur too infrequently and their results are produced too late to have a meaningful impact on district reform as the instructional year progresses. These data points are useful only as measures of trends and indicators of systemic improvement as measured over a long period of time. Therefore, the district will use the CMT and CAPT tests to provide a longitudinal view of progress combined with indicators of success as determined through the implementation of a Holistic Accountability Framework. This fall, Windsor will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments. It is intended that these assessments

will provide a more granular level of data which will provide teachers and administrators with the information necessary to make significant changes to instruction thus better meeting the needs of our students. The first year of MAP implementation will provide the district with a clearer picture of the impact of instruction on individual student improvement. What is missing which is a critical component to our overall success, is the development of metrics which measure the extent to which adult behaviors are changing and the impact that such changes are having upon student learning.

In addition to academic data collected through standardized tests, the district will gather data on a monthly basis and report our progress to the Board of Education in the form of a district progress report /report card. The District Data Team will select metrics that it believes will best track the changes in adult behaviors necessary for reforms to occur as well as the corresponding impact these changes will have on student performance. Some key data points under consideration are: numbers of teacher performance observations, amount of curricula revised, and results of data team observations. Proposed student data may be the number of students in secondary schools with averages below 70, the number of students for whom attendance is a problem, suspension rates, and the number of students participating in after school extended-learning opportunities.

The implementation of a Holistic Accountability Framework demands such metrics are developed and fine-tuned as we progress in our work. Wherever possible, we have attempted to develop these metrics now and have described them within the action plans associated with each initiative described within this application.

Preliminary SPI targets based on 2011 data (Table reflects goal of improving 3 SPI points annually):

School	SPI	Target SPI for 2012-13	# Tested Stud.	F/R SPI	Target F/R SPI 2012-13	Hisp SPI	Target Hisp SPI 2012-13	Bl. SPI	Target Bl SPI 2012-13	SWD SPI	Target SPI SWD 2012-13	ELL SPI	Target ELL SPI 2012-13	4 Yr Grad	Target 4 Yr grad 2012-13
John F. Kennedy	68	72	212	54	57	69	72	62	65	35	38				
Clover St	70	73	180	56	59			64	67	41	44				
Windsor High	71	74	329	57	60	67	70	63	66	47	50			80	83
Poquonock *															
Oliver Ellsworth*															
Sage Park	81	84	807	73		81	84	74	77	57	60	63	66		

\* These schools have been reconfigured to become K-2 schools for 2012-2013.



Projected SPI Targets for next four years

John F. Kennedy	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	68	72	75	78	81
F/R Lunch SPI	54	57	60	63	66
Hispanic SPI	69	72	75	78	81
Black SPI	62	65	68	71	74
SWD SPI	35	38	41	44	47
Clover St	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	70	73	76	79	82
F/R Lunch SPI	56	59	62	65	68
Hispanic SPI	n/a				
Black SPI	64	67	70	73	76
SWD SPI	41	44	47	50	53
Sage Park	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	81	84	87	90	93
F/R Lunch SPI	73	76	79	82	85
Hispanic SPI	81	84	87	90	93
Black SPI	77	80	83	86	89
SWD SPI	57	60	63	66	69
ELL SPI	63	66	69	72	75

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Windsor High School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	71	74	77	80	83
F/R Lunch SPI	57	60	63	66	69
Hispanic SPI	67	70	73	76	79
Black SPI	63	66	69	72	75
SWD SPI	47	50	53	56	59
ELL SPI	n/a				
4 year grad	80	83	86	89	92

Preliminary District Performance Index Targets

District Performance Index (DPI)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
District Performance Index (DPI)	78.8	81.8	84.8	87.8	90.8
Students w Disabilities	44.3	47.3	50.3	53.3	56.3
Free and Reduced Lunch	67.1	70.1	73.1	76.1	79.1
Black	72.4	75.2	78.2	81.2	84.2
Hispanic	76.2	79.2	82.2	85.2	88.2
English Language Learners	69	72	75	78	81
Reading	76.6	79.6	82.6	85.6	88.6
Mat	81.8	84.8	87.8	90.8	93.8
Writing	80.4	83.4	86.4	89.4	92.4
Science	74.8	77.8	80.8	83.8	86.8

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

The district is working to provide a unified, coordinated and focused approach to reform. The initiatives described within this grant form the core of the work the district will undertake over the next five years. To sustain this work, it is essential that all available resources including Title funds, Alliance funds and local dollars are focused to support these efforts. Historically the district has committed Title I funding to support the various literacy needs of the elementary schools. Given these resources are tied directly to literacy coaches, reading teachers and other support staff, we will continue to use this funding in the same manner. The Title I funding has also been used to support initiatives such as the implementation of PBIS which remains an important component of our district improvement plan. The District has used Title II funds to support new teacher induction and will expand its use to include the implementation of a Leadership Academy for our administrators and teacher leaders. Title III funds continue to support the needs of English Language Learners accessing district curricula. The Holistic Accountability Framework will allow the district to improve the coordination of literacy instruction across grade levels and will provide a highly-focused professional development plan which meets the needs of individual teachers and administrators.

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.

District leadership has met for the past four months to review and to discuss previous efforts regarding district improvement. The district improvement plan, developed collaboratively with relevant stakeholders (e.g. Windsor Education Association, Windsor School Administrator and Supervisor Association, Windsor Board of Education and community members) and the technical assistance of the Connecticut State Department of Education, and ultimately approved by the Connecticut State Board of Education, has served as a foundation for the new work proposed within this grant application.

The implementation of a Holistic Accountability Framework, in connection with a remodeling of our existing school-level data teams, will improve overall alignment of district effort, improve utilization of resources, and incorporate the fusion of thoughts, ideas and suggestions for important stakeholders within our teacher and administrative associations as each are required to have membership on the district and school-level teams.

#### **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: Implement Holistic Accountability Framework  
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?    x New       Existing

Overview:

The Holistic Accountability Framework will allow the district to successfully implement its district improvement plan while ensuring improvement efforts are aligned across the district and provide for the strategic decision-making authority at the appropriate levels, thus providing a positive impact on student learning. While Windsor has worked with Data Teams in the past, the district has not fully embraced the Accountability Framework as described in the work of Douglas Reeves and Mike Wasta. For example, previously developed District and School Improvement Plans have failed to gather data that reflects the level to which adult actions take place. They also have failed to gather meaningful data that demonstrate the degree to which any given strategy has been fully implementing. Evidence of this can be found in the report presented to the Board of Education in the Spring. The extent to which the district and its schools have been successful gathering data represents the intersection of implementation/adult actions data and student learning data is reflected on student performance on standardized assessments.

The District Data Team membership is also undergoing realignment. The previous District Data Team, while representative of many different stakeholders, failed to include important district employees who wield the positional authority necessary to require and promote change. For example, each building principal will be assigned to the newly reconstituted District Data Team whereas in the previous iteration only a select few participated.

The Windsor Board of Education and administration is committed to establishing a strategic vision and goals that will provide the necessary direction for the school system and to systematically improve learning outcomes for all of our students. This initiative does not come directly from the Menu of District Reform Initiatives listed in the grant application, but it does address the accountability for development and implementation of other initiatives listed on the menu that Windsor plans to pursue under the Alliance District Plan.

Five Year Strategies and Implementation Steps:

Year 1

BOE/Task Force will meet to determine achievement goals for all students by clearly defining excellence and success.

- Use data to describe status of current system
- Identify strengths and weaknesses
- Identify system goals and student outcome indicators
- Decide on priority actions
- Write an action plan for each adult action
- Create results indicators

<ul style="list-style-type: none"> <li>• Monitor results and adult actions</li> </ul>
<u>Years 2 -5</u> <ul style="list-style-type: none"> <li>• Review District Data Team performance and impact</li> <li>• Modify improvement plan based on data analysis</li> <li>• Develop training/retraining as determined by data analysis</li> <li>• Revisit Board of Education goals based upon data analysis</li> </ul>
<b>Year 1 Implementation Steps Description:</b> <ul style="list-style-type: none"> <li>• Establish collaborative relationship with Leadership and Learning Center</li> <li>• Provide Board of Education and administration with broad overview of Holistic Accountability Framework</li> <li>• Schedule Board of Education goal-setting workshops</li> <li>• Communicate Board of Education approved goals to district and community</li> <li>• Reconfigure District Data Team to ensure complete alignment and consideration of positional authority</li> <li>• Provide District Data Team with specific training on process and provide ongoing support</li> <li>• Develop tools to measure effectiveness of District and school-level Data Teams</li> <li>• Incorporate District Data Team effectiveness metric into district improvement plan and district report card</li> </ul>
<b>Years of Implementation:</b> <ul style="list-style-type: none"> <li>• Year 2</li> <li>• Year 3</li> <li>• Year 4</li> <li>• Year 5</li> </ul>

**Holistic Accountability Framework Action Plan**

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicator(s)
Contact Leadership Learning Center contract consultant	Jeffrey A. Villar	April 2012		Contract
BOE overview presentation	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	June 5, 2012	\$2200 District Budget	Meeting minutes
BOE goal-setting workshops	Jeffrey A. Villar, Doreen Richardson, President BOE	August 21 & 25, and TBA	\$3000 District Budget	Meeting minutes
Post BOE goals on district website	Jeffrey A. Villar	October, 2012	N/A	Website
Send out press release on district goals	Jeffrey A. Villar	October, 2012	N/A	Website will reflect press release
Develop schedule for 2012-2013 District Data Team meetings	MaryAnne Butler	July, 2012	N/A	Posting of schedule
Establish membership of revised District Data Team meeting	Jeffrey A. Villar, MaryAnne Butler	August , 2012	N/A	Post DDT membership list
Provide initial training /retraining for District Data Team and ongoing technical support	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	September 2012, November 2012	\$15000 District Budget	Meeting minutes existence of support documents

		January 2013		
Develop District / School Data Team reflection protocols as means to measure effectiveness	Jeffrey A. Villar, Mary Anne Butler, Members of DDT	October 2012	\$500 District Budget	Development of Tool
Develop District report card report for BOE	Jeffrey A. Villar, Mary Anne Butler, Members of DDT	October 2012	\$500 District Budget	Monthly reports to the BOE
Collect data regarding effective functioning of District Data Team for incorporation into District report card	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	December 2012 February 2013 May 2013	N/A	Annual report will include data on effective functioning of District Data Team

**Key District Initiative: Develop Robust Data Systems to Inform Practice**  
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?     New        • Existing

**Overview:** Holistic Accountability Framework demands immediate access to instructional and implementation data. Moreover, efforts to close the achievement gap require meeting the needs of each individual student which also necessitates extensive information management systems. The district currently has underutilized data systems which include products such as Powerschool, Inform, IEP Direct, and Munis Financial Systems. The district will work to develop a synergy amongst the information management systems in place and implement systems that provide timely, meaningful data to teachers and administrators. This initiative links to the first option on the Menu of District Reform Initiatives enhancing the timeliness and usefulness of data provided to teachers to accelerate student learning at all grade levels and in all subject areas.

**Five Year Strategies and Implementation Steps:**

Year One

- Establish administrative position to coordinate district data systems
- Review current data management systems and develop a plan for improving overall integration
- Identify quality assessments and implement revised district assessment calendar
- Make necessary changes in hardware and software to ensure usability and timely access to data and reports
- Establish clear training and professional development for end users to ensure consistent access to instructional information
- Establish training for teachers and administrators in the evaluation and use of instructional data to improve teaching and learning
- Develop annual survey to capture data on teacher feedback with district data systems

Year Two

- Provide teachers with extensive professional development in understanding and interpreting data and reports produced by MAP and other district assessments
- Incorporate data systems training into annual teacher training cycle
- Implement use of online collaborative platforms such as Google DOCs with faculty and students
- Provide teachers with training on use of Edline Learning Management System

Year Three

- Identify reporting methods using instructional data gathered through assessments such as the MAP which best impact the work of teachers
- Identify and develop assessments that provide meaningful instructional data at the high school level and incorporate this data into weekly teacher meetings (PLC)
- Survey teachers on the impact and usability of district data management systems



- Incorporate data systems training into annual teacher training cycle

Year Four

- Provide teachers with mobile devices to enhance use of data systems
- Provide access to clear reports which explain district progress on established Board of Education goals to members of Board of Education and public
- Survey teachers on the impact and usability of district data management systems
- Incorporate data systems training into annual teacher training cycle

Year Five

- Assess impact of district data collection and management systems
- Survey teachers on the impact and usability of district data management systems
- Incorporate data systems training into annual teacher training cycle

**Year 1 Implementation Steps Description:**

- Create administrative position to assist in evaluating and coordinating district data systems
- Evaluate district assessment calendar
- Implement NWEA MAP assessments
- Implement teacher-friendly, student-data reporting and management system (Milepost) that will track student achievement data, 504 plans, SRBI interventions and progress monitoring and behavior intervention plans
- Implement Edline Learning Management System that allows teachers to communicate with parents via the world wide web (Year 1 will focus on establishing simple web presence. Year 2 will focus on utility of software for teachers)
- Survey teachers annually regarding impact and functionality of data management systems

**Years of Implementation:**

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

Develop Robust Data Systems to Inform Practice Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicator(s)
Create administrative position to coordinate district data systems	Jeffrey A. Villar Craig Cooke	June 2012	Approximately \$110,000 District Budget (another position was cut)	N/A
Review current data management systems and develop plan for improving overall integration.	Doug Couture District Technology Coordinator	Oct 1, 2012	N/A	Existence of a plan for district data systems integration
Implement NWEA MAP assessments	Mary Anne Butler and Doug Couture District Technology Coordinator	September – Nov 2012	\$30,000 Alliance Grant 10,000 District Budget	Development of implementation plan with timelines
Implement Milepost software	Jeffrey A. Villar, Doug Couture District Technology Coordinator	Initial data setup August Administrator training November Lead Teacher Training Jan 2013 Teacher Training May 2013	\$27,000 Alliance Grant 13,000 District Budget	Development of implementation plan with timelines; existence of product accessible online for all staff members; monitor percentage of staff regularly accessing software by building
Implementation of Edline Learning Management System	Mary Anne Butler, Doug Couture, Katrina Palazzolo, and Dan Phelon	Sept 2012 – establish district website January 2013 begin planning for full teacher implementation.	\$14,000 District Budget	Development of implementation plan with timelines; existence of product accessible online for all staff members; monitor percent of staff members who regularly access the resource post go live date

**Key District Initiative: Establish Windsor Leadership Development Academy**  
 Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform?      X New      • Existing

**Overview:** Provide district leadership, including potential leaders and members of the Board of Education, with focused professional development and real-time coaching opportunities developing overall district capacity in teaching and learning. This initiative addresses the talent strategy option listed in the Menu of District Reform Initiatives. It will bolster the performance of teachers and administrators through the new performance evaluation system. The initiative also provides mentoring and personalized professional growth plans within the Leadership Development Academy to develop teachers and administrators for future leadership positions. Administrators will receive ongoing professional development in the use of protocols to guide conversations about student work, teaching practices and strategic decision-making using data. Additional professional development will be provided to enhance administrators' use of technology especially to collaborate with all stakeholders in the community as well as to evaluate teachers. The administrators will complete readings on research-based practices to improve student learning with a focus on students of poverty to learn behaviors and interventions that influence student achievement within the subgroup. The research will then be disseminated with staff to implement the strategies in the classroom setting. The Leadership Development Academy will also provide personalized professional development experiences to participants. Mentors will be matched with participants to fit their professional goals, be it a building-based leadership goal or a Central Office leadership position. The mentor will collaborate with the Academy, participate to identify projects, experiences, and professional development opportunities to support growth towards the identified career goal. Funds will be made available to participants to offset the cost of college course work or the cost of out of district professional development aligned to their professional goals. The plan for individual participants will span a period of two years and the professional pathways of participants will be tracked.

**Five Year Strategies and Implementation Steps:**

1. Develop professional development activities for district administrators and district teachers that provide training in each of the performance expectations as identified in the Connecticut Standards for School Leaders (vision, mission and goals, teaching and learning, organizational systems and safety, family and stakeholders, ethics and integrity, and the educational system)
2. Establish principal executive coaching program
3. Seek opportunities to provide leadership with access to online in-service resources
4. Provide administrators with training in the PEAC process
5. Provide teachers with training in performance expectations of school leaders
6. Develop personalized plans for principals and teacher leaders
7. Monitor programs through surveys of participants and placement of teachers into administrator positions

**Year 1 of Implementation**

- Develop professional development calendar which provides clear learning opportunities in each of the performance categories identified for school leaders

- Create a mechanism to identify potential future leaders and develop an application process
- Create personalized professional development plans for district administrators
- Identify executive coaches who are willing to work with principals over time
- Establish Teacher Leadership Academy
- Identify in-house mentors for current administrators and future potential leaders
- Identify online resources for leadership training
- Develop professional development calendar for the Board of Education
- Seek professional development opportunities for Board of Education members to expend their collective understanding of governance and policy setting structures
- Develop professional development calendar for teacher training
- Identify trainers both in and outside the district for Teacher Leadership Academy
- Identify teachers to participate in the academy which will be based on a two-year model

#### Year 2

- Continue year 2 of the Leadership Academy with the original cohort
- Collect feedback on the value and effectiveness of the academy from all participants
- Adjust Leadership Academy application/model for the upcoming cohort based upon feedback
- Disseminate application for the upcoming year 3 cohort
- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

#### Year 3

- Identify a second cohort of Leadership Academy candidates
- Identify trainers both in and outside the district for Teacher Leadership Academy
- Design a two-year program for participants and identify the appropriate mentor for each candidate
- Survey to follow up on the first cohort changes in leadership appointments
- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

#### Year 4

- Continue year 2 of the Leadership Academy with the second cohort
- Collect feedback on the value and effectiveness of the academy from all participants
- Adjust Leadership Academy application/model for the upcoming cohort based upon feedback
- Develop professional development calendar for teacher training
- Disseminate application for the upcoming year 5 cohort
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

#### Year 5

- Identify a third cohort of Leadership Academy candidates
- Identify trainers both in and outside the district for teacher academy
- Design a two-year program for participants and identify the appropriate mentor for each candidate
- Survey to follow up on the first and second cohort changes in leadership appointments

- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

### Establish Windsor Leadership Development Academy Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Conduct needs assessment of district administrators	Craig Cooke Mary Anne Butler	October 2012	N/A	Post Results
Implementation of Leadership and Learning Center Contract	Jeffrey A. Villar	June 2012	\$17,000 year one District Budget	Contract
Develop training program agenda for administrators and teachers	Craig Cooke Mary Anne Butler	October 2012	N/A	Post agenda and calendar of administrative PD dates
Identify teachers/administrators to participate in Leadership Academy	Craig Cooke Mary Anne Butler	October 2012	N/A	Post results and develop survey to evaluate program
Contract with consultants to provide job embedded professional development/coaching to building principals and teachers	Craig Cooke Mary Anne Butler	schedule approximately 30 of days throughout school year	\$50,000 Alliance Grant	Principals will complete survey and self-reflection of impact of support
Contract with higher education institutes for professional development for administrators to support implementation of new evaluation model	Craig Cooke Mary Anne Butler	2012/13 school year	Year one of PEAC training is free of charge due to district participation in Pilot	Survey feedback
Develop program which grants teachers reimbursement for professional development programs and/or courses	Craig Cooke Mary Anne Butler	All five years	\$24,000 Alliance Grant	Course completion presentation/sharing of results by teachers. Increased number of teachers with 092

Key District Initiative: Systemic Improvement of School Climate		
Please copy/paste template on the following pages for each additional reform initiative.		
New or Existing Reform?	New	X Existing
<p><b>Overview:</b></p> <p>The district began to implement PBIS (Positive Behavioral and Intervention Supports) in the 2010-11 school year. We have been working with CREC consultants to provide the training. PBIS is a framework for implementing evidence-based practices that result in behavioral and academic achievement for all students and is highly effective in improving school climate. PBIS uses data to determine the effectiveness of practices that are implemented. The data is used for decision making to determine if outcomes are being effectively achieved.</p> <p>Sage Park Middle School is moving into year 3 of a four-year implementation plan. Windsor High School, Clover Street and JFK began initial training during the 2011-12 school year. The district has decided to accelerate the process of implementation so that all schools will have full implementation of PBIS by the end of the 2013-14 school year. In addition to training and implementation of Tier 1, 2 and 3 strategies, each school will be utilizing SWIS (School Wide Information System). Annually, each school will utilize the SET (School Evaluation Tool) to monitor PBIS implementation. We have already seen a significant reduction in student disciplinary referrals at Sage Park this past school year. We will begin to implement the Check in and Check out model (CICO) and will train all schools in Tier 3 interventions this coming year. In addition to PBIS, the district administered the Comprehensive School Climate Inventory (CSCI) this past spring. The survey was provided to parents, students (grades 3 and above), and staff. The CSCI was developed by the National School Climate Center (NSCC). We will utilize the results of the survey to provide base line information by school across the school climate domains employing tool measures (safety, relationships, teaching and learning, and environment). The results of the survey and yearly re-administration will assist the district as a whole, and by school, in assessing and improving school climate.</p> <p>A critical component of the whole process is the role of the District Climate Committee. This group formed two years ago to provide oversight to the PSIS implementation and roll out throughout the school district. This past spring the committee expanded and assumed the role of the District Climate Committee, in conjunction with the implementation of a District School Climate Plan. That committee will continue to interface with each school and oversee the PBIS and other work to systematically improve school climate throughout the district.</p> <p>Although this initiative is not specifically mentioned on the Menu of District Reform Initiatives it is foundational to all teaching and learning improvement efforts as academic success hinges on the establishment of a positive school climate.</p>		
<p><b>Five Year Strategies and Implementation Step</b></p> <ol style="list-style-type: none"> <li>1) Full implementation of PBIS district-wide</li> <li>2) Staff training in Tier 1, 2 and 3 strategies</li> <li>3) Data collection and analysis of trends using School Wide Information system (SWIS)</li> <li>4) Implementation of Check in and Check out (CICO)</li> <li>5) Specific training to school social workers and school psychologists to maximize use and effectiveness of functional behavior assessments (FBA) and Behavior Intervention Plans (BIP) for tier 3 interventions</li> <li>6) Conduct school wide review annually of PBIS using the School Evaluation Tool (SET)</li> <li>7) Conduct school climate survey annually to parents, staff, and students in grades 3 and above, using</li> </ol>		

the Comprehensive School Climate Inventory (CSCI)

8) Analyze results of school climate survey by school and across the district

9) Review and revise District and School Improvement Plans with respect to school climate based on findings

10) Work with National School Climate Center (NSCC) to ensure that district has access to best practices to improve school climate, based on national trend data provided by the NSCC

11) Utilize individual school and the District Climate Committee to oversee practices and to help promote and support successful practices across the district

12) Use relevant information from PBIS and School Climate data to improve parental involvement in the Windsor Public Schools

**Year 1:**

- Establishment of School Climate Committee at each school
- Year 1 PBIS training to the PBIS teams at Oliver Ellsworth and Poquonock Schools
- SWIS training to Oliver Ellsworth and Poquonock Schools
- Year 2 PBIS training to the PBIS teams at Clover Street, JFK, and Windsor High School
- Year 3 PBIS training to the designed Pupil Services staff and PBIS coaches at all schools in the district
- Check in Check out training to all schools
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school and district improvement plans specific to school culture based on the survey results
- Analysis monthly at each school of SWIS data
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school and district improvement plans specific to school culture based on the survey results

**Year 2:**

- District and School Climate Committees continue to meet
- Year 2 PBIS training to the PBIS teams at Oliver Ellsworth and Poquonock Schools
- Continued implementation of PBIS at all schools
- Develop internal capacity to provide SET analysis
- Establish coaches meetings in district for school PBIS coaches share data and inform effective practices across the district
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year

- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school improvement plans specific to school culture based on the survey results

**Year 3:**

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school improvement plans specific to school culture based on the survey results

**Year 4:**

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise School Improvement Plans specific to school culture based on the survey results

**Year 5:**

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise School Improvement Plans specific to school culture based on the survey results



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**School Climate Action Plan**

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
District Climate Committee meets with school climate leaders	Jody Lefkowitz, Bill Fisher	September, January, May (three times per year)	N/A	Meeting minutes
Designated staff from Oliver Ellsworth and Poquonock to attend PBIS Year 1 training	Jody Lefkowitz, Bill Fisher, building principals	October 2012 January 2014 April 2013	\$14,000 Alliance Funds	Team per school trained to implement Year 1 PBIS strategies; SET (school evaluation tool) completed.
Creation of School Climate Committee at each school	Building principals	September 2012	N/A	List of committee members by school
School climate committee at each school reviews data from national climate survey and develops school climate action plan	Jody Lefkowitz, Bill Fisher, school climate leader at each school.	Annually	N/A	Action steps and results indicators developed by school climate committee at each school.
Designated staff from Clover Street, JFK, and Windsor High School attend PBIS Year 2 training	Jody Lefkowitz,; Bill Fisher, respective school climate leaders	September 2012 November 2012 March 2013	\$14,000 Title I	Team per school train to implement year 2 PBIS strategies; analysis of SWIS data and SET completed.
Designated school staff from all schools attend PBIS year 3 training	Jody Lefkowitz, Bill Fisher, building principals	December 2012 May 2013	\$14,000 Alliance Funds	Implementation of Tier 3 strategies at every school
Designated staff from Poquonock and Oliver Ellsworth attend PBIS year 2 training	Jody Lefkowitz, Bill Fisher, building principals	2013-2014 school year	\$6,000 Alliance funds	Implementation of Tier2 strategies at all schools
Administer the NSCI by school to all parents, staff, and students (grades 3 and above)	Jody Lefkowitz, Bill Fisher, building principals, Katrina Palazzolo, Dan Phelon	April- May annually	\$3,000 District Budget	90% response to survey by all groups

**Key District Initiative : Community Collaboration Addressing Needs of At Risk Students**

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

New or Existing Reform?	X New	Existing
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Overview:

The district will establish collaborative relationships with community-based organizations with the focused purpose of coordinating programs and funding sources to provide students grades K-12 who may be at-risk for high school failure and dropout with focused wraparound interventions. A coordinator of these efforts will be selected to fill a newly-created position as School and Community Resource Coordinator. The individual will be charged with coordinating efforts within the Windsor Public Schools and greater Windsor community to identify and coordinate resources to assist students who are at risk for school drop out and further adjudication. The cooperation and coordination of local governmental agencies and community programs will be employed to provide those students most at risk with wraparound services as described on the Menu of District Reform Initiatives.

Examples of proposed intervention programs for Windsor High School:

Students of particular concern typically do not have a career focus and are often without family support to sustain their interest, motivation and focus in attending school. We have developed a system for the next school year for one of the high school counselors to focus their work on a smaller group of students (approximately 50 students in contrast to an average counselor caseload of 220 students) to provide more individual time and attention to this targeted group. These students have been identified by their respective counselors from this past school year who had poor grades and attendance issues.

Develop a student engagement and at-risk intervention program at Windsor High School that will identify and focus on approximately 20 students from Windsor High School, who are at high risk of dropping out. These would be students who: have repeatedly failed courses; have had negative interaction with the law; talk about dropping out of school; have significant attendance issues. The focus of the program would be to supplement school course work with a focus on school to career.

Some of the areas of activity would include:

- Individual transition assessment
- Creation of a career/ post secondary portfolio
- Job shadowing and internship experiences
- Field trips to technical and community colleges
- Meeting regularly with student and family and/or family support network
- Scheduled academic check ins
- Homework help and/or tutoring
- Assistance in finding jobs
- Individual mentoring
- Provide youth development activities
- Community outreach

Develop and implement an After School Academic Support Center which:

- Meets three times a week after school

- Provides students with transportation home
- Has identified certified teachers and peer tutors to participate in program
- Has identified a homework facilitator responsible for recruitment of students and staff and program evaluation

**Five Year Strategies and Implementation Steps:**

1. Development of oversight position and program descriptions
2. Implementation of high school program and After School Academic Support Center
3. Identify students for programs
4. Assessment of individual student needs
5. Develop job internship sites and job shadowing opportunities
6. Conduct annual review of program based on student success indicators
7. Expansion of programs that are established to have a positive impact upon participants based upon program evaluation

**Year 1:**

- Develop job description and recruit for appropriate candidate for School and Community Resource Coordinator
- Establish After School Academic Support Center
- Develop model for implementation of career plans for each student identified for the program
- Develop referral process to be used by school counselors, social workers and principals to recommend students
- Develop model for program evaluation
- Establish relationships with community resources such as: Windsor police, Windsor Probation officer, Windsor businesses, Windsor Youth Service Bureau, Windsor Youth Commission, local churches, etc.
- Identify students and assess individual needs
- Create internship and job shadowing experiences based on student interests and career aspirations
- Hire job coaches
- Meet with students and family or family support network on a regular basis
- Organize and meet with inter-agency work group
- Define and create additional youth development activities in consort with identified community resources
- Create and provide individual student mentorships
- Set up field trips visits to technical and community colleges
- Conduct program evaluation

**Year 2:**

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program
- Conduct program evaluation

**Year 3:**

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments

- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

**Year 4:**

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

**Year 5:**

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

**At Risk program: Action Plan**

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Write job description for program leader	Jody Lefkowitz, Lori Foote-Mitchell, Russell Sills, Craig Cooke	August 2012	N/A	Job description/ Posting
Recruit and hire program leader	Jody Lefkowitz, Lori Foote-Mitchell, Russell Sills, Deb Maccarone	September 2012	\$50,000 for Program Coordinator Alliance Funds (annually)	Candidate hired
Establish After School Academic Support Center  Continue program	Russell Sills and Program Coordinator	August/Sept 2012	\$17,000 (Alliance Funds)  Alliance Funds	Evaluation of impact of program upon involved students based upon improved academic performance and attendance
Establish Plan to begin community out reach and coordination	TBA - Program Coordinator	October 2012	\$1,000 marketing and coordination efforts annually	Development of materials
Develop grant process to support community efforts to assist at-risk students working collaboratively with schools	Program Coordinator	October -Nov 2012	\$25,000 annually will be available for seed monies to establish self-sustaining programs that can demonstrate positive impact (Alliance Funds)	Description of Grant Application Annual report on program results
Identify students for high school program	Lori Foote-Mitchell, Russell Sills	September 2012 and annually thereafter	N/A	List of students
Individual student assessed	Program Coordinator	October 2012 and September in subsequent years	N/A	Individual student portfolio developed
Plan internships and job shadow experiences for high school students	Program Coordinator	October 2012- June 2013; ongoing	Job coaches \$3000 (Alliance Funds) annually	Schedule of internships and job shadows
Meeting with high school student and significant others	Program Coordinator; school counselors	Ongoing	N/A	Log of meetings
Visits to colleges	Program Coordinator	Ongoing	N/A	Log of visits
Provide youth development activities	Program Coordinator; community resources	Ongoing	Transportation \$5000 (Alliance Funds) annually	Activity log
Evaluate program	Program Coordinator and administrators	May-June annually	N/A	Portfolio completion including record of student activities; student evaluation

<b>Key District Initiative: Conduct Curriculum Audit/Revision</b> Please copy/paste template on the following pages for each additional reform initiative.	
New or Existing Reform?	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing
<b>Overview:</b>  The Windsor Public School will audit our existing curriculum to determine if it meets the following criteria: <ul style="list-style-type: none"> <li>● Provides specific guidance to teachers for the use of instructional time to address content and pace instruction appropriately</li> <li>● Structures content so that teachers know what is most important to teach and outlines best practices for how to teach important content while allowing for the use of teacher creativity in the development of lessons</li> <li>● Aligned to both Common Core Standards and Assessments</li> <li>● Contain curriculum-embedded assessments that inform teachers and the district on student learning</li> <li>● Contain common shared learning tasks that are complex and significant in nature which include common assessments</li> <li>● Embed the continued development of 21st Century skills within instruction and assessment</li> <li>● Identify mechanisms to improve the quantity and quality of individualized instruction in Tier 1 (for example: flipping classrooms, implementing non-traditional programs such as Virtual Reality Education Pathfinder)</li> </ul> <p>This initiative will strengthen the foundational programs, including reading, as described on the Menu of District Reform Initiatives by enhancing the core program and the supporting professional development to ensure its implementation.</p>	
<b>Five Year Strategies and Implementation Steps:</b> <ul style="list-style-type: none"> <li>● Review the utility of current curriculum mapping/storage solution and determine if it meets needs of district, reconfigure if necessary</li> <li>● Develop schedule for review and revision of all district curriculum in accordance with newly established curricular expectations</li> <li>● Establish calendar for curriculum development work and editing that maximizes the involvement of a broad representative group of faculty members ensuring that most talented staff are involved in authoring and revising curriculum placing emphasis on providing time prior to implementation and after implementation</li> <li>● Develop calendar that provides for consistent ongoing conversations among teachers regarding curriculum, its implementation and revision requirements.</li> <li>● Align professional development to support implementation of curriculum and instructional</li> </ul>	

strategies associated with it

- Develop forum in which teacher feedback on curriculum development and implementation can be collected and used to help inform ongoing revision
- Identify resources needed to enhance instruction and assessment at all grade levels and tiers of instruction

#### **Year 1 Implementation Steps Description:**

- Identify and contract consultants to provide professional development to the curriculum team to support ongoing quality curriculum development
- Develop a new framework for curriculum development
- Expand the use of electronic format of curriculum storage, access and revision
- Develop or identify tools (e.g. walkthroughs, observation protocols, procedures for examining student work, etc.) to monitor the fidelity of implementation of new curriculum.
- Revise the composition of district assessments and assessment calendar at the elementary and secondary levels
- Train building level teams in the administration of the Measures of Academic Progress (MAP) assessment and interpretation of reports (Elementary and middle school)
- Plan for building teacher capacity in administration of MAP and interpretation of results to adjust instruction in a strategic manner
- Establish expectations and a schedule for building administrators, department chairpersons, curriculum supervisors including the assistant superintendent to visit classrooms and provide meaningful feedback and follow up to classroom teachers specific to implementation of the district curriculum
- Establish district revision plan which will prioritize the curriculum work done annually and develop accountability for the amount of curriculum revision that occurs each year
- Develop and deliver ongoing professional development to teachers and paraprofessionals to support the implementation of Tier I instruction
- Identify a schedule for when teachers and content supervisors can collaborate regularly regarding implementation of curriculum
- Partner with the University of Connecticut, NEAG School of Education, to strengthen early elementary vocabulary development via the Early Instruction and Intervention Project (EVI)
- Evaluate the effectiveness of district assessments in tracking student growth and informing curricular and instructional decisions
- Modify the assessment calendar as needed at the end of the academic year

#### **Year 2**

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Grow the partnership in research and professional development service with the University of Connecticut
- Expand the grade levels for administration of MAP to include Grade 9

- Modify the assessment calendar as needed at the end of the academic year

#### Year 3

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Grow the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year

#### Year 4

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Continue the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year

#### Year 5

- Prioritize the content areas for the next 5 year cycle of revision
- Revisit the appropriateness of the curriculum model and revise if necessary
- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Continue the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year



### Action Plan for Curriculum Development

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Develop a new framework for curriculum development	Mary Anne Butler and the Curriculum Supervisors	August, 2012	N/A	Completion and use of the new framework for curriculum writing
Contract consultants to support curriculum development	Mary Anne Butler	August, 2012	\$10,000 Alliance Grant	Completion of training by curriculum team members
Assessment of the mechanism to store and access curriculum documents	Mary Anne Butler, Doug Couture and the Curriculum Supervisors	September., 2012	N/A	Identification and use of a common mechanism to store and access curriculum documents
Identify common tools and procedures for monitoring the implementation of curriculum	Mary Anne Butler, Jody Lefkowitz, Principals and the Curriculum/Special Education Supervisors	October, 2012	N/A	Use of common tools and procedures to assess the implementation of the curriculum
Provide professional development for curriculum supervisors, administrators and writing teams on the new curriculum framework	Mary Anne Butler Curriculum Supervisors	September, 2012 ongoing for writing teams	N/A	Curriculum documents produced using the new framework Attendance sheets from professional development sessions
Development of a curriculum writing calendar	Mary Anne Butler Curriculum Supervisors	September, 2012	N/A	Posting of calendar
Identification of key talent to write curriculum	Mary Anne Butler Jody Lefkowitz Building Principals Curriculum Supervisors	Beginning August, 2012 and continuing	N/A	Rosters of writing teams
Begin curriculum development process	Mary Anne Butler, Curriculum Supervisors	August, 2012 and continuing	\$14,000 Alliance Grant	BOE approval of curriculum documents
Development of a calendar for ongoing, embedded curriculum revisions	Mary Anne Butler and Curriculum Supervisors	September, 2012	N/A	Posting of calendar and revision cycle
Develop schedule of implementation monitoring visits	Principals, Curriculum Supervisors and Mary Anne Butler	November, 2012	N/A	Written feedback from monitoring visits and evidence of improved practice
Development of a forum where all teachers can provide continued feedback on implementation strengths, challenges and improvements	Curriculum Supervisors Mary Anne Butler, Doug Couture	December, 2012	N/A	Collection of teacher feedback via an electronic mechanism
Modify district assessment calendar to inform instructional decisions	Principals, Curriculum Supervisors, Mary Anne Butler, Jeffrey Villar	July, 2012	N/A	Posting of district assessment calendars (elementary/secondary)
Train teams to administer MAP and interpret reports	Mary Anne Butler, Doug Couture and Terry Ryan	August 17, 2012	\$11,000 District	Completed training

to inform instruction and modify curriculum			Budget	
Plan and roll out teacher training in MAP	Mary Anne Butler, Principals	October, 2012	\$1,500 substitute costs District Budget	Completed training
Provide ongoing workshops to support Tier I implementation	Mary Anne Butler, Curriculum Supervisors, Principals	Ongoing	Alliance Funds- \$ 5,000/Title IIA Funds \$10,000	Completed training
Participate in EIV through UConn Neag School of Education	Mary Anne Butler Ronda Lezberg, R.J. Sullivan, Kindergarten teachers, Tracie Peterson	July 2012 - June 2013	N/A	Research data

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

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

**A. Tiered Approach to School Improvement**

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

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

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

Tier	List of Schools in Tier	Classification Criteria for schools in Tier	District Approach to Supporting Schools in Tier
<p><i>Schools that require the least support and oversight/should be given the most freedom:</i> These schools should be identified because of their high performance and/or progress over time.</p>	None	Schools that have an SPI of >85.	<p>Leadership: [ ]</p> <p>Instruction/Teaching: [ ]</p> <p>Effective Use of Time: [ ]</p> <p>Curriculum: [ ]</p> <p>Use of Data: [ ]</p> <p>School Environment: [ ]</p> <p>Family and Community: [ ]</p>
<i>Schools that require</i>	Clover	Schools that SPI are 65-85 will be	Leadership:

<p><i>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>	Street Elementary School	<p>considered schools in need of moderate support and oversight.</p> <p>All schools in Windsor fall within this category. District improvement efforts are accordingly focused upon improving core services. As we progress in our implementation of a Holistic Accountability Framework it is anticipated that school needs will become increasingly individualized as the data analysis becomes more granular. Each school will be required to examine the district goals and the performance data related to their specific student body and develop a school-level improvement plan which demonstrates the specific interventions and strategies that will be employed to impact student learning. Each school plan will need to clearly articulate how adult actions and the implementation of initiatives will be measured. Schools will be required to examine the intersect of this data with student performance data to justify continued investment in initiative as well as to demonstrate a positive impact upon student learning.</p>	Leadership Academy, Principal Coaching model
	John F. Kennedy Elementary School		Instruction/Teaching: Curricular Development, Leadership Academy, Coaching
	Oliver Ellsworth Elementary School		Effective Use of Time: N/A
	Poquonock Elementary School		Curriculum: Curriculum revision and alignment
	Sage Park Middle School		Use of Data: Development and implementation of data systems
	Windsor High School		School Environment: PBIS and School Culture
			Family and Community: Community outreach and wrap around services
<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</p>	Schools with SPI lower than 64.	Leadership:  Instruction/Teaching:  Effective Use of Time:  	

to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).			Curriculum:
			Use of Data:
			School Environment:
			Family and Community:
			Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.

**B. Interventions in Low Performing Schools**

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

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

Focus School:	Grades Served:	# of Students:
<b>Diagnosis</b>		
a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) <i>Please note that this should be informed by assessment data and qualitative assessments.</i>	N/A	N/A
b. What are the reasons for low performance in this school? (Please provide evidence)		

Performance Targets <sup>1</sup>		
a. How will the district measure the success of the intervention?	N/A	N/A
b. How will the district monitor school progress?		
Areas of School Redesign		
What actions will the district and school take to ensure:		
a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?		
b. That teachers are effective and able to deliver high-quality instruction?		
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?		
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?		
e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?		
f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?		
g. That ongoing mechanisms are in place which provide for family and		

<sup>1</sup> 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.



community engagement?		
<b>Funding</b>		
a. How much funding will be made available for the interventions in this school?		
b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?		

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

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

<b>Selection of Schools</b>
<ul style="list-style-type: none"> <li>Please list the subset of low performing schools that will be part of the Phase II cohort.</li> </ul>
<b>Data Examination</b>
<ul style="list-style-type: none"> <li>How will your district support Phase II schools as they examine data to select areas of focus for improvement?</li> </ul>
<b>Diagnosis</b>
<ul style="list-style-type: none"> <li>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.)</li> </ul>
<ul style="list-style-type: none"> <li>Which person(s) will be responsible for conducting the needs assessments?</li> </ul>
<b>Goal Setting</b>
<ul style="list-style-type: none"> <li>How will you provide support for schools in the goal-setting process?</li> </ul>
<b>Intervention Selection</b>
<ul style="list-style-type: none"> <li>What are the criteria you will use to select appropriate interventions for low performing schools?</li> </ul>
<ul style="list-style-type: none"> <li>How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?</li> </ul>
<b>Planning for Implementation</b>
<ul style="list-style-type: none"> <li>How will you support schools in the development of comprehensive implementation plans?</li> </ul>
<b>Monitoring</b>
<ul style="list-style-type: none"> <li>How will you monitor schools to ensure that interventions are implemented?</li> </ul>
<ul style="list-style-type: none"> <li>How will you monitor schools to ensure that interventions lead to increases in student achievement?</li> </ul>
<b>Timeline</b>

- 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

<b>PROJECT TITLE:</b>	Alliance Grant	
<b>THE APPLICANT:</b>	Windsor Public Schools, Jeffrey A. Villar, Ph.D. Superintendent	HEREBY ASSURES THAT:
	Windsor Public Schools	

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- A. 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;
- A. 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;
- A. 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;
- A. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- A. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- A. 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;
- A. 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;
- A. 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;

- A. 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;
- A. 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;
- B. 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 32-91; 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.

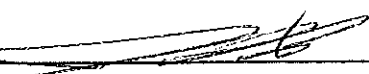
7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, 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.

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

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

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

Superintendent Signature: 	
Name: Jeffrey A. Villar, Ph.D.	
Title: Superintendent of Schools	
Date: 8/2/2012	

1. Key Initiative Budget Summary

		Alliance District Funding	
Key District Initiatives		Program Elements to be Funded with Alliance District Resources	Alliance District Funding Commitment (A)
1.	Holistic Accountability		\$0
2.	Development of Robust Data management Systems	Implement NWEA MAP Assessment and Milepost Reporting Software, Edline Learning Management Software	\$57,000
3.	Establishment of Leadership Academy	Identification of Various Administrative Trainers for teachers and Admin, substitutes and materials, professional development grants for teachers	\$76,000
4.	Systemic Improvement of School Climate	CREC Training and support of PBIS	\$27,000
5.	Community Collaboration Addressing Needs of At Risk Students	Coordinator of Community Liason, seed money for community based programs to help at-risk students, job coaches, transportation, High school intervention programing	\$122,000
6.	Curriculum Audit and Revision	Curriculum Consultants, Curriculum resources, implementation support	\$24,000
7.	Carry Over for Unanticipated Costs		\$985
8.			\$0
		<b>Total</b>	<b>\$306,985</b>

WINDSOR PUBLIC SCHOOLS  
 601 MATIANUCK AVENUE  
 WINDSOR, CT 06095

Existing Funding		
Program Elements to be Funded with Existing Resources	Existing District Resources Funding Commitment (B)	Total Resources Available for Initiative (A+B)
Initial training	\$17,500	\$17,500
PowerSchool and Inform Technology Coordinator Position, Edline Learning Management Software	\$147,000	\$204,000
Training from Leadership and Learning on Holistic Accountability Professional Development Funding	\$58,300	\$134,300
CREC Training and support of PBIS and School/district Climate surveys	\$29,000	\$56,000
	\$0	\$122,000
Instructional Services 10,205 Curriculum Development and Management 69,640	\$79,845	\$103,845
	\$0	\$985
	\$0	\$0
	\$331,645	\$638,630

**Holistic Accountability Budget**

**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:

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$0
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>0.00</b>	<b>\$0</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$0	\$0	\$0	\$0
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Development of Robust Data Systems**

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

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	57,000.00	\$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
<b>Total</b>	<b>57,000.00</b>	<b>\$0</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$57,000	\$57,000	\$57,000	\$57,000
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
<b>Total</b>	<b>\$57,000</b>	<b>\$57,000</b>	<b>\$57,000</b>	<b>\$57,000</b>



**Development of District Leadership Academy**  
**2. Key Initiative Budgets for Alliance District Funding**

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	0.00	\$24,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$50,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$0
Supplies	0.00	\$2,000
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>0.00</b>	<b>\$76,000</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$24,000	\$24,000	\$24,000	\$24,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$50,000	\$50,000	\$50,000	\$50,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$0	\$0	\$0	\$0
Supplies	\$2,000	\$2,000	\$2,000	\$2,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$76,000</b>	<b>\$76,000</b>	<b>\$76,000</b>	<b>\$76,000</b>

**School Climate**

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

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	0.00	\$0
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$27,000
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
<b>Total</b>	<b>0.00</b>	<b>\$27,000</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$0	\$0	\$0	\$0
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$27,000	\$24,000	\$24,000	\$24,000
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
<b>Total</b>	<b>\$27,000</b>	<b>\$24,000</b>	<b>\$24,000</b>	<b>\$24,000</b>

**Community Collaboration around At Risk Students**  
**2. Key Initiative Budgets for Alliance District Funding**

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	1.00	\$67,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$20,000
Purchased Property	0.00	\$5,000
Other Purchased Professional Services	0.00	\$14,000
Supplies	0.00	\$15,000
Property	0.00	\$0
Other Objects	0.00	\$1,000
<b>Total</b>	<b>1.00</b>	<b>\$122,000</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$67,000	\$68,500	\$70,000	\$71,500
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$20,000	\$16,500	\$16,500	\$16,500
Purchased Property	\$5,000	\$0	\$0	\$0
Other Purchased Professional Services	\$14,000	\$10,000	\$10,000	\$10,000
Supplies	\$15,000	\$15,000	\$20,000	\$25,000
Property	\$0	\$0	\$0	\$0
Other Objects	\$1,000	\$1,000	\$1,000	\$1,000
<b>Total</b>	<b>\$122,000</b>	<b>\$111,000</b>	<b>\$117,500</b>	<b>\$124,000</b>

**Note: Please copy this template for each key initiative that will be u:**  
 2. Key Initiative Budgets for Alliance District Funding

a. Year 1: Please fill out the tables below for each reform initiative that you propose using Alliance District funding for 2012-13.

Reform Initiative:

Element	Positions	Amount
Personal Services-Salaries	0.00	\$14,000
Personal Services-Benefits	0.00	\$0
Purchased Professional Services	0.00	\$10,000
Purchased Property	0.00	\$0
Other Purchased Professional Services	0.00	\$5,000
Supplies	0.00	\$0
Property	0.00	\$0
Other Objects	0.00	\$0
<b>Total</b>	<b>0.00</b>	<b>\$29,000</b>

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

Element	FY 2013-14 Amount	FY 2014-15 Amount	FY 2015-16 Amount	FY 2016-17 Amount
Personal Services-Salaries	\$14,000	\$14,000	\$14,000	\$14,000
Personal Services-Benefits	\$0	\$0	\$0	\$0
Purchased Professional Services	\$10,000	\$10,000	\$10,000	\$10,000
Purchased Property	\$0	\$0	\$0	\$0
Other Purchased Professional Services	\$5,000	\$5,000	\$5,000	\$5,000
Supplies	\$0	\$0	\$0	\$0
Property	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$29,000</b>	<b>\$29,000</b>	<b>\$29,000</b>	<b>\$29,000</b>

3. Budget for Alliance District Funding for Other Purposes

If the district proposes to allocate any funding for purposes other than please fill out the table below. Provide a line-by-line budget of these p

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

4. Budget for Total Alliance District Funding

WINDSOR PUBLIC SCHOOLS  
 601 MATIANUCK AVENUE  
 WINDSOR, CT 06095

District: Windsor

Town Code: 164

ED114 DISTRICT SUMMARY BUDGET WORKSHEET

CODE	OBJECT	FUND: 11000 SPID : 17041 FY 2012-13 (School Year 2012-13)  Program: 82164 Chart field 1: 170002
100	Personal Services/Salaries	\$105,000
200	Personal Services/Employee Benefits	\$183,000
400	Purchased Property Services	\$0
600	Supplies	\$17,000
700	Property	\$0
890	Other Objects	\$1,985
	TOTALS	\$306,985

Sep. 7. 2012 12:01PM

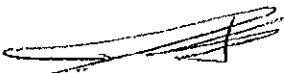
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## Addendum to Windsor Year 1 Alliance District Application

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

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