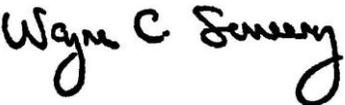**PART II: YEAR 3 ALLIANCE AND PRIORITY SCHOOL DISTRICT
CONSOLIDATED APPLICATION**

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 3 Alliance and PSD consolidated application, and provide that individual's contact information.

Local Education Agency (LEA):		
Windsor Locks Public Schools		
Contact Person:	Contact Title:	
Susan A. Bell	Assistant Superintendent (Appointed Superintendent 7/1/2014)	
Telephone:	Email Address:	
860.292.5000	sbell@wlps.org	
Street Address:	City:	Zip Code:
58 S Elm Street Windsor Locks, CT 06096	Windsor Locks	06096
Local Board Approval of Plan:	PSD:	
☒ Yes ☒ No	☐ Yes ☐ No	
Name of Superintendent:		
Wayne C. Sweeney		
Signature of Superintendent:	Date:	
(signature: Wayne C. Sweeney)	4/11/14	
Name of Board Chair:		
Patricia King		
Signature of Board Chair:	Date:	
(signature: Patricia L. King)	4/11/14	

Instructions: Conduct a needs analysis identifying the district's strengths and growth areas in the following areas:

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;

- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;

- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and

- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

Reflect upon and critically evaluate Alliance District and PSD programming and accomplishments over the past year. Briefly summarize the district's most significant strengths and Year 2 accomplishments, in addition to the district's most critical growth areas. Complete and submit *Appendix A: District Self-Diagnostic Tool*, and use the self-diagnostic tool to inform the needs analysis below.

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Implement year two of our ED/EY program in K – 8 schools	All students attending and participating in the on-going Extended Year program experienced growth in ELA, Math or both depending on the services they received. The data below demonstrates such growth **– Grade 2: 43** children participated all or part of the 16 days of instruction. Avg. daily attendance was 88% An avg. 18% growth in reading and math was earned by students as measured by Measures of Academic Progress (MAP). **Grades 3 – 5: 32** children participated in all or part of the 16 days of instruction. An avg. of 18% $\pm$ growth in math was earned by students as measured by MAP. **Grades 6 – 8: 33** children participated all or some of the 16 days of instruction. 89% of students improved their reading fluency, 82% improved in their on-demand prompt responses, 89% improved their language usage scores, 100% of students improved their math number systems and 89% improved multiplication fluency. 2013 ED enrollment has continued to meet and exceed our goal at every level. K – 2: 31 participants; 3 -5: 34 participants; 6-8: 30 participants. Quarter 1 demonstrated our success as a school district implementing our ED/EY program. Winter MAP data demonstrates students participation in the ED program is having a positive impact on student success. We can clearly certify the number of students participating has remained constant and at our maximum capacity.
2. Implement Saturday tutoring program for all schools	The Saturday tutoring program, called Saturday Academy, has been successful beyond or imagination. While the program began slowly, we are now seeing over 100 students attend every Saturday Academy session.

3.	Formal planning and implementation of a seven year plan for the Class of 2020 to become the first graduating class of Windsor Locks High School whose diploma is based on competency	Our formal planning has been completed and we are well into the implementation phases. To date we have completed the District "Cross Curricular" Graduation standards, which have been vetted in the community and were approved by the BOE on April 10, 2014. We have also recently completed the "Content Standards" and "Performance Indicators" for each content standard. These standards will now begin a year-long process of vetting by students, staff, community, and higher education professionals. Additionally, we have completed a visual long-range implementation calendar identifying key dates and times for our work to be completed (attached).(This was not attached)
4.	Principals and their assistants will be able to speak to the specific plans generated each week and will provide targeted support with implementing the improved process for instructional design.	Quality instruction continues to be the most important focus. We are laser-focused on instruction through classroom visitations and formal and informal classroom observations. As of this writing, every teacher has had at least three informal observations followed by specific feedback via either face-to-face interaction or electronic communication. I would encourage SDE staff to visit our Leadership Team meetings to truly understand the focus we have placed on the quality of instruction and the use of our new Teacher Evaluation Plan rubric. Even with the Governor's recent announcement of flexibility within the evaluation plan, we are proud of the fact that most teachers in WL have had a minimum of 4 classroom observations and follow up discussions.
5.	Curriculum refinement and revision will occur to more fully align the delivered curriculum with the CT CORE STANDARDS.	Throughout the spring and summer of 2014 we will have over 40 certificated instructors working on the revision of our literacy and numeracy curriculum. After having completed one full year of implementation, the revisions are almost complete. 100% of our staff are using learning targets derived from the CT Core Standards (CT CS) and teacher-developed rubrics to determine student growth and progress toward the learning targets. Our new Teacher Evaluation plan is designed and written by our staff based on best practice. The rubric focuses on the use of high quality learning targets to guide the entire instructional process. To date, almost all of the literacy and numeracy units have been updated. We are on track to complete the revisions before year's end. Professional learning (PL) days and half-day PL session continue to focus on the CT Core Standards and our work on developing a K – 12 Competency-based school system. The CT CS is the baseline document used for the development of the standards in every discipline.

Growth Areas:	Explanation and Data to Substantiate:
1. Curriculum refinement and revision will occur to more fully align the delivered curriculum with the CT CORE STANDARDS.	While this is a strength, it is also an area for growth; as our curriculum aligned to the CT CS is a dynamic document and will require continuous updating and revisions.

2. Continue to collect and populate curriculum templates with unit-based learning targets, lessons, CFA's other materials and resources	While this is a strength, it is also an area for growth; as our curriculum aligned to the CT CS is a dynamic document and will require continuous updating and revisions.
3. Teams will engage in targeted professional learning around shared leadership. Within a change process, teams will be provided to Governance Teams with the help of an outside university professional. (Resource: Implementing Change by Hall and Hord, 3rd Edition)	No excuses, but with curriculum revision, CT CS implementation and the new teacher evaluation plan we have yet to schedule training for building governance teams with Dr. Rigazio-Digilio. The district administrative leadership team has continued our work with Dr. R & D and it has moved our skill set to new levels. We continue to be committed to his support and ongoing professional development.
4. Culture and Climate section 3.2 : Family Engagement	While this area is an area of needed growth we are addressing the family engagement indictor through our Windsor Locks Long Range Plan and not through Alliance strategies. Specifically our LRP focuses on: • District and building parent/community advisory teams • Twice annually community meetings • An aggressive Choice Parent Outreach program • On-going interactions with local town leaders
5. Culture and Climate section 3.3: Wraparound Strategy	While this area is an area of needed growth we are addressing the wrap around services indictor through our Windsor Locks Long Range Plan and not through Alliance strategies. This is especially difficult, as Windsor Locks has limited services for children and families outside of school. We are however providing social, emotional and academic services through our extended day, week and year programs. In addition, we have been lobbying for Windsor Locks to become a Family Resource Center addition.

2. Talent Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ *Educator evaluation and support systems ☒ *Professional development/coaching ☒ *School leadership development ☒ *Other: Focus on quality instruction	N/A – PSD funds cannot be used to support talent-related initiatives.	☐ Recruitment and human capital pipelines ☐ Hiring and placement processes ☒ Professional development/coaching ☒ School leadership development ☐ Retention of top talent ☒ Other: Focus on quality instruction

Summary: Briefly describe the district's talent-related reform priorities, as indicated above.

- **Educator Evaluation:** Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CT CORE STANDARDS.
- **Professional Learning:** Describe how evaluation processes inform professional development. Explain the district's approach to providing meaningful and impactful professional learning opportunities that are aligned to the CT CORE STANDARDS.

1. **Educator Evaluation:** Administrators continue to focus on spending time in classrooms observing instruction and providing formal and informal feedback. During the Spring of 2013, over 30 staff members worked collabortively to finalize a hybrid evaluation plan which is focused on the use of the Windsor Locks Public Schools common instructional language/vocabulary and the CCT. In spite of the Governor's announced "flexibility", we contiue to focus on instruction resulting in building administrators still averaging 10-15 hours per week in classrooms observing instruction and having meaningful follow-up discussions about our craft with teacher colleagues.

   In addition, we have an amazingly strong labor-management working relationships resulting in weekly "check in" meetings with labor leaders to understand and listen to successes and concerns regarding the new evaluation plan. A recent survey, conducted by the labor leadership on the evaluation plan, found that a majority of the members think the evaluation plan is having a positive influence on their craft; that the administrators have a clear understanding of the evaluation rubric and the process; and that there is still work to be done to improve "inter-rater" reliability and the performance indicators defining the "student as worker." We are committed to working with the Evaluation Committee (over 30 staff memebrs K – 12) to revise the plan to ensure clarity of purpose, improve undertsanding of each performance indicator which will enhance follow up disucssions about our craft, and to ensure that every teacher receives the feedback they deserve to achieve at rates never before imagined.

This focus and positive working relationship will continue in year three.

2. **Professional Learning:** The district's professional learning committee works throughout the year to ensure all professional learning is aligned with the district's focus and initiatives which are all aligned to the CT CS's and the CCT's. While we have both formal and informal professional learning activities, the most effective learning takes place during PLC time, SRBI meetings, and any gathering where two or more of our professionals gather to talk about their craft.
This committee and their focus will continue in year three.

3. **School Leadership:** In Windsor Locks, school leadership is defined as all adults who are leading colleagues and peers toward the achievement of the district's mission and core focus; this is inclusive of teacher leaders, parent leaders, and administrative leaders. In-order to be a successful leader, the system must establish that the conditions for leadership are distributed and purposeful. During year one and two, the district's PLC's, governance teams, committee structures, curriculum, evaluation plan, and parent advisories have afforded adult stakeholders many opportunities to lead. Inside each of these structures, the focus is professional learning, purposeful dialogue, and multiple opportunities for active and meaningful engagement in creating the future structures of the district. The entire administrative team will meet with Dr. Anthony Rigazio-Digilio on a monthly basis to plan strategies for helping teacher leaders with practicing transparent and shared leadership while understanding the needs of teachers experiencing significant change. Governance teams meet monthly to plan and monitor implementation of the strategies in the School Improvement Plan. Each monthly meeting the governance/leadership team progress is discussed and leaders receive essential feedback and advice on moving their team to the next level of performance. Monthly meetings will result in action items, follow-up will be improved on action items, and members will meet agreed-upon objectives by established timelines. At least twice throughout the year, each building/department's governance team will convene for a half-day learning/teaming calibration to improve team performance and efficiency.

   This will continue in year three.

1. **Focus on quality instruction:** - Research is clear: quality instruction has the greatest impact on increasing student achievement. In Windsor Locks, due in part to the positive working relationship we have with our professional unions and the dedication and commitment of every administrator, we have placed a significant emphasis on improving instruction. Instruction improvement is evidences through the collaboratively developed hybrid evaluation plan; the hundreds of observation hours our administrative team spends weekly in classrooms ;the subsequent follow up discussion regarding the instructional observations; and the countless peer classroom observations that take place annually. All of these endeavors are aligned to the teacher observation rubric and student achievement.

2. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process:** We are very proud of the work that has been accomplished in this domain. We plan on continuing our work without any new initiatives.

2. Talent Section

During the 2011-2012 year we developed new mathematics and English Language Arts (ELA) curricula that were fully aligned to the CT CS. The 2012-2013 school year was our first full year of implementation of this new curriculum. During the summer of 2013, all teachers who had originally wrote and then subsequently taught the new curriculum, began the process of revising ito further align it with the rigorous revision standards of CT CS. By summer 2014, the entire curriuclum will have been completely revised, new "tested" lessons uploaded to our curriulum database, and new formal CFA's developed. In addition, we have continued with our extensive use of NWEA-MAP assessments (which are aligned with the CT CS's) by analyzing that data to inform our responsive approach to student learning needs in the classroom.

Throughout the review, evaluation, and revision process we continue to use common formative assessments. Through our PLC's and team/grade level meetings we continue to develop CFA's aligned with each of the new CT CS aligned units of study.

This will continue in year three.

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. **Educator Evaluation:** Classroom observations by peers and administrative team will occur throughout the year using the teacher observation rubric as the model for quality instruction.	• 90% of observations demonstrate that teachers understand and implement the instructional model at proficient and exemplary levels.		X	X	X
2. **Professional Learning:** Provide ongoing training and support to staff for understanding the CT CORE STANDARDS and how the standards should be implemented	• 90% of observations demonstrate teachers' understand and demonstrate the implementation of the CT CORE STANDARDS with fidelity as outlined in our curriculum.	X	X	X	X
3. **Professional Learning:** Provide ongoing training in the Columbia University Teacher's College Reader's and Writer's workshop model	• **95% of teachers** implementing curriculum strategies learned through professional learning sessions.		X	X	X

	• Teachers College and support from CREC mathematics consultants will provide embedded PD **monthly** during year two of implementation.				
4. **Professional Learning:** Initiate training on Expeditionary Learning for staff 6 – 12. Expeditionary Learning training sessions and technical support are provided to professional staff K – 12, including phase 2 for 6-12.	• 90% of observations demonstrate that teachers understand and implement Expeditionary Learning techniques with fidelity.		X	X	X
5. **Professional Learning:** Teams will engage in targeted professional learning around shared leadership within a change processes will be provided to Governance Teams with the help of an outside university professional. (Resource: Implementing Change by Hall and Hord, 3rd Edition)	• 95% of teachers will report in a survey that they benefit from shared leadership training.		X	X	X
6. **School Leadership:** Plan and monitor implementation of the strategies in the School Improvement Plan.	• 90% of observations demonstrate that teachers understand and implement strategies in the school improvement plan with fidelity.		X	X	X
7. **School Leadership:** Midyear and end of year assessments of Long-Range Plan implementation. Building Administration meets formally on a monthly basis with the superintendent.	• 100% of each school's annual Improvement objectives are met or are on track to be met.		X	X	X
8. **Focus on quality instruction:** Classroom observations by peers and administrative team	• 95% of observations produce evidence that teachers understand and implement the CT CS's as they are intended and as outlined in our curriculum. Each observation is recorded on		X	X	X

	the Windsor Locks Observation 360 tool documenting the growth and progress of each professional educator.				
9. Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process Continue the curriculum refinement and revision process to more ensure fully aligned curriculum with the CT Core Standards	• 100% of units will be completed and will include a pre- and post- assessments as well as formal CFA's.	X	X	X	X
	• 95% of teachers in a given grade/subject using common assessments.	X	X	X	X
	• 95% of observations producing evidence that common rubrics are being used.	X	X	X	X
10. Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process Continue defining and documenting learning targets that are extrapolated from the CT Core Standards to form the basis for both rubric assessment and instructional design and delivery	• 95% of observations indicating that lessons designed during PLC are being implemented across classrooms.	X	X	X	X
	• 95% of teachers will use learning targets and associated rubrics as they implement collaboratively developed instructional strategies.	X	X	X	X
11. Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process: Continue to collect and populate curriculum templates with unit-based learning targets, lessons, formal CFA's; as well as other materials and resources.	• 100% of curriculum units will be completed by January and will include learning targets, lessons and CFA's will be refined and/or newly developed and uploaded to	X	X		

	our online curriculum and assessment documents.				
12. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process:** Provide ongoing professional learning and support to staff for understanding the CT Core Standards and how the standards should be implemented	• 95% of teachers will implement strategies learned from Teachers College and CREC mathematics consultants related to CT CS implementation and alignment evidenced during walkthroughs.	X	X	X	X
	• 95% of teachers will implement strategies learned through CT CS aligned curriculum development and revision processes, as well as professional learning sessions.	X	X	X	X
13. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process**: PLC's will electronically submit minutes from every PLC meeting to building administrators for review and feedback	• Response to PLC feedback will be evident during 85% of administrative walkthroughs.	X	X	X	X
14. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process:** Administrators in each building will visit and monitor weekly PLC planning sessions on a rotating basis to ensure consistent supervision on a monthly basis.	• Response to PLC feedback will be evident during 85% of administrative walkthroughs.	X	X	X	X
	• 95% of teachers will report that they receive support implementing the improved process for instructional design.	X	X	X	X
15. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process:** Administrators will utilize teacher leaders and other informal leadership structures (Instructional Specialists, Curriculum	• 90% of PLC evaluations will reveal that teachers received support when necessary	X	X	X	X
	• 90% of PLC evaluations will				

2. Talent Section

Coordinators, Governance Teams) to evaluate PLC effectiveness and make plans to improve PLC's that may be struggling with implementation.	reveal that were able to implement instruction despite their classroom challenges.				
16. **Other: Development of a systemic K-12 Competency Based School system:** Initiate the development of "performance indicators" for each content area in grades 5, 7, 9, and 11.	• 100% of performance indicators will be developed for vetting.	X	X	X	X

3. Academics Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 academic-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance Common Core implementation. Districts may choose, but are not required, to pursue additional strategies to strengthen academics. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ *Transition to the CT CORE STANDARDS and next-generation assessments and support the PLC process ☒ *Other: Development of a systemic K-12 Competency Based School system	☐ Dropout prevention ☐ Alternative and transitional educational programs ☐ Kindergarten program ☒ Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) ☐ Instructional technology	☐ Supports for special populations ☐ SRBI and academic interventions ☐ High school redesign ☒ Other: Development of a systemic K-12 Competency Based School system

Summary: Briefly describe the district's academic-related reform priorities, as indicated above.
- **Common Core Strategy:** Describe how the district is working to implement Common Core-aligned curricula, instruction, and assessments; describe the methods for determining that the district's curricula are aligned to the CT CORE STANDARDS. If you use Common Core curricular programs, specifically on-line or technology-related programs, how does the district determine alignment to the CT CORE STANDARDS? Explain the district's approach and parameters, if any, to interim and formative assessments aligned to the CT CORE STANDARDS. Explain how the district is monitoring implementation and providing necessary professional development that is aligned to the CT CORE STANDARDS.
- **K-3 Literacy:** Describe the district's K-3 literacy strategy, including the use of universal screening assessments and targeted interventions.

3. Academics Section

- **K-3 Literacy:** Windsor Locks continues to be committed to early literacy. We believe that early literacy initiatives are the foundation to creating a successful competency based school district. Beginning in the 2011 school year, we established a goal to ensure 100% of our students leaving 2nd grade would be at grade level as measured by multiple district and standardized assessments. To accomplish this we introduced a number of strategies. First we implemented daily intervention blocks for every grade level ensuring every specialist was deployed to the grade level intervention time thus reducing the adult to teacher ratio in every literacy intervention block. The intervention block increased targeted instruction daily by 40 minutes. Second, we implemented a long-range plan to gradually provide universal pre-school. As a result of being awarded a number of grants over the last 3 years, WLPS now serves approximately 60% of the 4 year old population in a free half-day preschool program. Lastly, we have reallocated staff to ensure literacy and numeracy is the focus of our K – 2 extended day and year programs. Prior to the start of the 2014-2015 school year we plan to add the final early literacy initiative by implementing a 2 week jump start program in August to support our students' need to "jump start" their literacy work. It is expected each school will hire five staff members and a Jump Start Coordinator for the inaugural program, via SRBI select students and plan for program implementation

    Other: Development of a systemic K-12 Competency-Based School system: Here too, we are very proud of the work that has been accomplished this year. We believe we are leading the state in this initiative! We believe that developing a competency-based educational system requires more than having students sit in class for 180 days each year and "earn" 24 credits towards graduation. In WLPS, we believe that a competency-based school system is a fundamental change in culture, belief, and delivery systems. Windsor Locks has been working for the last three years to establish the conditions to actually move the entire educational community towards the conclusion that **all** graduates must be college and career ready. To accomplish this, we fully believe that "learning **must** be constant and time must be the variable."

    In the fall 2013, we publically announced the graduating class of 2020 would be the first Windsor Locks graduating class that would earn their diploma based on competency and not seat time. We have worked closely with all of the stakeholders to develop the "Cross Curricular Graduation Competencies" which will be measured to determine competency in all of the 21st century skills, as well as the "Content Standards and Performance Indicators" which will be measured to determine competency within required subject areas. For the class of 2020, 24 credits will be earned based on demonstrating competency against all graduation standards. All students must meet or exceed those graduation standards in order to earn a WLHS diploma.

Aligned Strategies: Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each strategy.	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. **Transition to the CT CORE STANDARDS and next-generation assessments and enhance and support the PLC process**: Student progress will be monitored during PLC's and students	• Response to PLC feedback will be evident in 90% of student referrals to SRBI	X	X	X	X

	Goal	Measure				
	will be referred to ED/EY and SRBI through the PLC process	• when students do not respond to multiple Tier 1 strategies.				
2.	**K-3 Literacy:** Support intervention blocks to ensure all literacy specialists are assigned to grade level intervention block times	• 45% increase in reading scores .		X	X	X
3.	**K-3 Literacy:** Open two new pre-school classrooms	• Enroll 60% of the 4 year old population in Windsor Locks.				
4.	**K-3 Literacy:** Plan and implement new Jump Start program to assist in transitioning 4 year olds to kindergarten and support rising first graders who are in need of additional literacy support.	• 25% increase in Kindergarten readiness assessment • 15% in targeted students' beginning of the year literacy assessment.	X	X		
5.	**Other: Development of a systemic K-12 Competency Based School system:** Use the "Cross Curricular Standards" to support stakeholders understanding of the "Content Area Standards."	• Hold two annually community stakeholder meetings for input into the "Content Standards" before approval.		X	X	X
6.	**Other: Development of a systemic K-12 Competency Based School system:** Develop competency based student progress review reporting for grades 7 & 5.	• 100% of 5 & 7 grade reporting documents will be completed and uploaded online for student and parent access and further input. • A student survey will reveal that 85% of students report that they reviewed their progress on-line. • A parent survey will reveal that 25% of parents report that they reviewed their child's progress on-line.	X	X	X	X

4. Culture and climate

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ N/A		☐

Summary: Briefly describe the district's climate-reform priorities, as indicated above.

Every single initiative in Windsor Locks is designed to include all of the stakeholder's participation and voice resulting on an improved culture and climate of trust and engagement. To accomplish this the district's long range plan focuses on engaging voices of staff, parents, students, and community members in every initiative's planning, implementation, review, evaluation and revision. While the Alliance grant does not fund specific culture and climate strategies each is addressed in the LRP.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015

5. Operations Section

Year 3 Reform Priorities: Place an "X" beside the district's Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
☒ *Extended learning time	☐ Use of technology ☐ NEASC accreditation	☐ Budgeting and financial management ☐ School operations ☐ Technology integration ☐ Student enrollment and registration

5. Operations Section

		☐ Other:_____

Summary: Briefly describe the district's operations-related reform priorities, as indicated above.

Extended Learning Time: Windsor Locks Public Schools continues its success with our **Extended Day/Year program** (EDEY) in grades **PreK-12.** The program's implementation has been so successful that students and parents actually request to become a part of the program. This is a direct result of the quality of instructors that had been assigned. We still have ten (10) existing staff members serving as EDEY teachers from the original design of the plan. Students involved in the Extended Day program continue to be selected through each week's PLC cycle and students remain in the Extended Day program until they are able to demonstrate mastery in the skill area of need, while also receiving additional support in their regular day classes.

As the district has become more efficient in the data review and analysis process, teachers' observations of all students through the SRBI Tier 2 and 3 guidelines for interventions have determined that additional support is needed. In addition, we are considering ways to accommodate the very important need many of our students have for enrichment and extension when they have already met or exceeded their grade level standards.

While we continue to serve well over 130 different students in ELA and math support through the EDEY program, we wish to expand the program. This year's efforts will be focused on maintaining the quality of the current program while increasing services on a limited basis for a "Running Start" program and providing services to more K – 12 students in the extended day and year programs.

There will be new initiatives in this area during year three of the grant.

This year we have also seen an expansion of technology in the classroom. We will be entering our third year of a long-range technology plan, where at the end of the five year plan there will be a 1:1 iPad to student ratio. All secondary students will have an iPad and there will be an almost 1:2 access for grades K – 5 by the end of our 3 year technology plan. We leveraged the state technology grant to ensure we were prepared for SBAC in both infrastructure and personal computing devices.

A significant portion of this work is completed during our PLC meetings, which are collaborative opportunities for grade level and subject area teachers to focus on and develop the "science" of teaching. The PLC meetings are two hours of collaboration time and occur most Mondays throughout the school year. During the PLC meetings, teachers follow a specific data-driven protocol to generate both introductory lessons and responsive teaching strategies throughout each unit of study. This protocol has been reviewed, evaluated, and revised during the 2013-2014 year.

Aligned Strategies: Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as	**Progress Metric:** Identify progress indicators to monitor the implementation and impact of each	**Timeline:** Place an "X" indicating when strategies will occur.			
		Summer	Fall	Winter	Spring

5. Operations Section					
the foundation for Year 3 progress monitoring.	strategy.	2014	2014	2015	2015
1. **Extended Learning Time:** Implement year three of our ED/EY program in K – 8 schools	• 45% increase in student participation in the Year 3 Extended Day program.	X	X	X	X
2. **NEW - Extended Learning Time**: Expand the Extended Day portion of the ED/EY to increase the number of teachers serving children	• The number of teachers that provide extended day support will increase 200% across the district**.**	X	X	X	X
3. **Extended Learning Time:** Expand Saturday tutoring programs from 20 to 30 Saturdays	• 80-120 students (grades K-12) will participate in each of the 30 Saturday sessions throughout the year.	X	X	X	X
4. **Extended Learning Time**: Initiate a "Running Start" program for students needing a "before school starts" time to engage in math and ELA learning (primarily transition grades).	• 98% of the students who are enrolled will demonstrate growth in ELA and/or math as measured by CT CS aligned pre- and post-assessments and CT CS NWEA MAP survey assessments.	X	X	X	X
	• At least 50 students will enroll in the "Running Start" program.	X	X	X	X

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 3 consolidated application. Follow the instructions outlined below.

1. **Budget Cover Page:** Using Tab #1, please enter the district's name and total 2014-15 Alliance District and PSD, if applicable, allocation amounts. Do not add data in the remaining cells; these total amounts will be auto-generated as you enter budget information on the remaining tabs. Please note that the total Alliance District and PSD budget amounts should match the district's 2014-15 allocations exactly.

2. **Budgets for Reform Funding (for new priorities and the expansion of existing priorities):** Using Tabs #2-5, summarize reform expenditures as aligned in the Year 3 consolidated application, including strategies for talent, academics, culture and climate, and operations. Please provide a line-by-line budget that details the use of 2014-15 grant funding, as well as the use of other funds. Separate expenditures by the ED 114 cost categories, adding rows as necessary. Provide the following information for each line item:

    - Cost, position, or service;
    - Detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units);
    - Total use of Alliance District funding for the particular cost;
    - Total use of PSD funding for the particular cost;
    - Total use of other district funding for the particular cost; and
    - Indication as to whether the investment supports a new or expanded reform initiative.

3. **Investments in Low-Performing Schools:** All Alliance Districts with Turnaround, Review, and Focus schools must outline investments in each of the district's low-performing schools. Using Tab #6, itemize investments in each of the district's Turnaround, Review, and Focus schools. Please ensure that the district is using Alliance and/or PSD funds to properly resource reform efforts in the district's lowest-performing schools. If the investment/position will be divided across low-performing schools, please explain the allocation across schools in the cost and FTE columns.

4. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments in the final tab. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

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

- **Board of Education:** As a district practice, all initiatives are reviewed by, discussed with, and approved by the Board of Education as a part of the district's implementation of the LRP.
- **District Administrative Team** - All initiatives are reviewed and discussed and approved as a part of the district LRP. Building administrators facilitated the development of School Improvement Plans (SIP), which are completely aligned with the district's LRP.
- **Building leadership/governance teams** – These teams were integral in creating the SIP's and aligning them with the district's LRP under the direction of building administrators. Further, these teams were the driving force behind providing professional development sessions to help every staff member understand each action step, how it connected to the LRP, and what their role would be in carrying out the work.
- **District Teacher Evaluation Committee** - This committee became the initial driving force behind the district's hybrid Teacher Evaluation Plan. The 35 stakeholders involved in the Evaluation Committee included teacher and administrator representatives from all district schools. This committee then sought out significant input from the larger school community by engaging every professional staff member in the process.
- **District Professional Learning Committee** - This committee became the initial driving force behind the Professional Learning Plan which supports the CT CS implementation, PLC improvements, and all competency work. The 25 stakeholders involved in the Evaluation Committee included teacher and administrator representatives from all schools. This committee then sought out significant input from the larger school community by engaging every professional staff member in the process.
- **LRP Steering Committee and subcommittees** – This committee became the initial driving force behind setting the district's agenda for the next three years. The stakeholders involved in the Steering Committee included representatives from the following stakeholder groups: teachers, parents, community members, business leaders, political leaders, clergy, and staff, both certified and non-certified. This committee then sought out significant input from the larger school community by visiting with each school's staff, a representative group of high school students, and another representative group of community members to gather their input and infuse it into the final version of the LRP.
- **Windsor Locks Teacher's Association** – Our work with the teachers' professional union is remarkable and positive. The WLTA leadership is actively engaged in all pre-planning of initiatives.
- **Parent Advisories** – Each school has an active Parent Advisory Committee and provides ongoing input to building and district leadership on individual SIP's and the district's LRP. Building Administrators keep Parent Advisory members informed of progress related to SIP and LRP implementation.
- **Board of Finance** –The Board of Education and Superintendent provide on-going updates to the Town's Board of Finance regarding initiatives and student achievement growth, especially as it relates to the prioritization of funding in the town budget.

A. District Self-Diagnostic Tool

Instructions: Complete the district self-diagnostic tool below as part of the Year 3 needs analysis process. Reflect upon district system, processes, and performance in each of the categories outlined below. Rate the district as "1 - Needs Improvement, 2 - Developing, 3 - Proficient, 4 – Exemplary" using the rating key shown at right. After completing the self-diagnostic, prioritize each area as a low, medium, or high reform priority for the 2014-15 academic years. Please complete the self-diagnostic as accurately and honestly as possible.

Rating Key	
1 - Needs Improvement	Weak or nonexistent district systems and practices; poor and minimal implementation.
2 - Developing	Some district systems and some institutionalized practices; inconsistent and moderate implementation.
3 - Proficient	Solid district systems and largely universal practices; strong and consistent implementation across sites.
4 - Exemplary	Excellent district systems with universal practices; excellent implementation and commitment to continuous improvement.

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
Talent:					
1.1. Recruitment and human capital pipelines	☐	☐	☐	☒	LOW
1.2. Hiring and placement processes	☐	☐	☐	☒	LOW
1.3. Educator evaluation you described a great labor management relationship	☐	☐	☒	☐	HIGH Medium
1.4. Professional development/coaching you have a committee in place to support this effort	☐	☐	☒	☐	HIGH Medium
1.5. School leadership development	☐	☐	☐	☒	MEDIUM
1.6. Retention of top talent	☐	☐	☐	☒	HIGH LOW
Academics:					
2.1. Common Core-aligned curriculum and academic rigor Windsor Locks has	☐	☐	☒	☐	HIGH Medium

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
demonstrated strength in this area					
2.2. Fidelity in curriculum implementation	☐	☐	☒	☐	HIGH Medium
2.3. Comprehensive assessment system	☐	☐	☒	☐	HIGH Medium
2.4. Data-driven instruction	☐	☐	☒	☐	HIGH Medium
2.5. Support for special populations	☐	☐	☒	☐	HIGH Medium
2.6. SRBI and academic interventions	☐	☐	☒	☐	HIGH Medium
Culture and Climate:					
3.1. Positive behavior management	☐	☐	☒	☐	MEDIUM
3.2. Family engagement	☐	☒	☐	☐	HIGH
3.3. Wraparound strategy	☐	☒	☐	☐	HIGH
3.4. Attendance	☐	☐	☒	☐	HIGH Medium
3.5. Graduation and dropout prevention	☐	☐	☒	☐	HIGH Medium
Operations:					
a. Budgeting and financial management	☐	☐	☐	☒	LOW
b. School operations (e.g., facilities, transportation, food services)	☐	☐	☐	☒	LOW
c. Scheduling and extended learning time	☐	☐	☐	☒	HIGH Low
d. Collaborative staff planning time	☐	☐	☒	☐	HIGH Medium
e. Technology integration	☐	☐	☐	☒	HIGH Low

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
f. Student enrollment and registration	☐	☐	☐	☒	HIGH LOW

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

PROJECT TITLE: **Alliance and Priority School District Consolidated Application**

THE APPLICANT: **Wayne C Sweeney**   HEREBY ASSURES THAT:

Windsor Locks Public Schools

(insert Agency/School/CBO Name)

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

E. Grant funds shall not be used to supplant funds normally budgeted by the agency;

F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

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

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

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

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or

efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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

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

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

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

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

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

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

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

Superintendent Signature:

Wayne C. Sweeney

Name: *(typed)*

Wayne C. Sweeney

Title: *(typed)*

Superintendent

Date:

4.10.2014

CODE	OBJECT	Amount
100	**PERSONAL SERVICES – SALARIES.** Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	$559,084
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS.** Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	$
300	**PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.** Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. **UNALLOWABLE USAGE OF FUNDS**: **PSD and Extended School Hours cannot be used for Audits.**	$40,000
400	**PURCHASED PROPERTY SERVICES.** Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	$
500	**OTHER PURCHASED SERVICES.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. **Summer School funding cannot be used for Tuition and Travel.**	0
560	**TUITION**	
580	**TRAVEL**	
600	**SUPPLIES.** Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	$23,333
700	**PROPERTY.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	
890	**OTHER OBJECTS.** (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee	

CODE	OBJECT	Amount
	that are not covered by liability insurance, and interest payments on bonds and notes. **UNALLOWABLE USAGE OF FUNDS** **PSD funding cannot be used for Other Objects.**	
940	**INDIRECT COSTS.** Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. **UNALLOWABLE USAGE OF FUNDS:** **Summer School grant funds cannot be used for Indirect Costs.**	$0
	TOTAL	$622,417