

## 2016-17 Consolidated Alliance and Priority School District Application

Directions: Using the space provided below, please identify a main point of contact for the 2016-17 Consolidated Alliance and Priority School District (PSD) application, and provide that individual's contact information.

<b>Local Education Agency:</b>	
Windsor Locks Public Schools	
<b>FY 2016 Alliance District Allocation:</b>	<b>FY 2016 PSD Allocation (if applicable):</b>
\$596,043	
<b>Contact Person:</b>	<b>Contact Title:</b>
Susan A. Bell, Ed.D.	Superintendent
<b>Telephone:</b>	<b>E-mail Address:</b>
860-292-5743	<a href="mailto:sbell@wlps.org">sbell@wlps.org</a>
<b>Name of Superintendent:</b>	
Susan A. Bell, Ed.D.	
<b>Signature of Superintendent:</b>	<b>Date:</b>
	28-Apr-16
<b>Name of Board Chair:</b>	<b>Local Board Approval of Plan (Yes/No):</b>
Patricia L. King	28-Apr-16
<b>Signature of Board Chair:</b>	<b>Date:</b>
	28-Apr-16

## 2016-17 Talent Priorities

**Step 1: Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place an "X" beside the district's 2016-17 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.**

<input type="checkbox"/>	Recruitment and human capital pipelines	<input type="checkbox"/>	Instructional coaching
<input type="checkbox"/>	Hiring and placement processes	<input checked="" type="checkbox"/>	School leadership development
<input checked="" type="checkbox"/>	Professional development	<input type="checkbox"/>	Retention of top talent
<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's talent-related reform priorities (identified in Step 1). Summarize district talent strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Talent Priorities:		Aligned SMART Goals:
1.1.	<p>Educator Evaluation and Support: District and building leaders will continue to strengthen pedagogical expectations to inform professional learning needs across the district through conducting Visible Learning Visits (VLV's) at the Leadership Level. Eight visible learning visits will be conducted (Each school, 2X/year) with the support of a leadership coach from Central Connecticut State University. This is our second year of conducting Visible Learning Visits at the Leadership Team level; however, each building conducts Visible Learning Visits with their teachers as well. Our middle and high schools, on average, conduct 8-10 visible learning visits with teachers per year, and Instructional Specialists in each department coordinate and conduct their own as well. Data is gathered and used from all of these visits to engage in significant discussion at the team, building, and district level to determine present performance levels related to our Educator Performance Rubric, and helps leaders focus/narrow their professional learning priorities based on areas where growth needs to be made. In essence, our instructional practices are no longer isolated. Based in the work of John Hattie, who has written at least two books on the subject of visible learning, we developed these Visible Learning Visits to move our school and district from having "pockets" of instructional excellence to a coherent, common language around the pedagogical skills and knowledge necessary to transform our instructional repertoire from a traditional approach to a mastery-based, student-centered approach.</p>	<p>Increase the percentage of classrooms visited during VLV's instructing their classes at Webb's Depth of Knowledge levels 3 and/or 4 (as indicated by the learning target language) from 25% in June 2016 to 75% by June 2017, as measured by both district and building level VLV data.</p>

1.2.	<p>Professional learning: Provide continued support in student-centered learning approaches by engaging teachers in "Management in the Active Classroom" and other learning modules through Expeditionary Learning Education. This will be monitored and measured through both Visible Learning Visits and the Teacher Evaluation Rubric. In June of 2016, we are offering our 7th cohort of Assessment in Daily Instruction - which is the precursor to both Management in the Active Classroom and Using Data with Students. During the 2015-2016 school year, we were able to see significant shifts in instructional strategies used by our teachers in order to improve achievement and help create self-directed learners. By providing these workshops, we will help all teachers take the work to the next level by developing their skills in elevating student voice and purpose in the classroom by learning strategies of how to place students in the driver's seat of not only their learning, but key routines that will help them have confidence and support to become learning leaders. Teachers will learn about the many opportunities they have to develop these skills in their classes, including the use of portfolio reviews to help students understand where they were, where they are, and where they are going in their learning, and how that helps prepare students for the all-important and newly required student-led conferences that students will lead with the support of their teachers (at elementary level) and Advisors (at secondary level). While we have been employing goal-setting with students based on assessment data, we would like to ensure that our teachers have the essential skills to conduct those goal-setting sessions with meaning and purpose, and how those initial goals get carried through to each work product the student completes. Teachers will learn effective techniques for helping to build students' knowledge and skills around reflection and action planning. As stated above, MAC is designed for teachers who already have a firm grasp of successful strategies and a record of solid implementation of Assessment in Daily Instruction already under their belts. The entire high school faculty will receive MAC instruction between two institute days. Using Data with Students is a precursor to helping our students both reflect on their learning standards and the success they have had in meeting them as evidenced by their own work, and as a means to preparing for student-led conferences which is a contractual obligation for all teachers that will be in effect in Spring of the 16-17 school year. One institute is priced for approximately 25 participants. A threshold of 30-35 people requires a second facilitator, according to EL Education's policy. We are still in the process of determining exactly how many days we will need. But our current projections are definitely in the range of the number in the AD Investment column.</p>	<p>Increase the number of teachers regularly employing student-centered learning strategies as measured by our Visible Learning Visit inventory and the Windsor Locks Teacher Evaluation rubric from 70% in June 2016 to 90% in June 2017.</p>
1.3.	<p>School Leadership Development: Continue to establish a strong, integrated system of reading and math intervention and supports for all struggling students in grades PK-2 with an emphasis on building the capacity of the school leadership team to develop, implement, evaluate and refine the SRBI process from Tier 1 through Special Education support. Over the course of the 2015-2016 school year, we have contracted with SERC to provide in-depth training to our PK-2 school on calibrating assessment of student work and conducting effective and efficient grade-level meetings around identification of students who may be referred to the grade-level SRBI team. In order to continue to grow each educator's capacity to continue to strengthen this reflective and proactive system of intervention and identification of needs, we would like to continue our work with SERC through next year so that current Tier 1 strategies can be strengthened and expanded, while at the same time supporting the teaming structures that have been established at the grade level, the intervention level, and the building-based team level to effectively and efficiently address the needs of students at all levels.</p>	<p>Because we will be improving teachers use of tier 1 strategies, we expect to decrease the percentage of students in grade K-2 requiring Tier 2 and Tier 3 interventions from 24.6 %in June 2016 to 14% June 2017.</p>

**Step 3: Directions:** Identify talent-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); and (d) total use of Alliance District funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
<i>Compensation for teachers to attend in-district Expeditionary Learning institutes for Management in the Active Classroom, Assessment in Daily Instruction, and/or Using Data with Students</i>	1.2	27 teachers X 4 institutes X 22 hours per institutes X 40\$/hour	\$ 95,040.00
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 95,040.00</b>
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>			
Leadership Consultant to Conduct Visible Learning Visits and assist leadership in developing coherence across the district	1.1	Consultant fees for Tony Rigazio-Digilio, Chair of the Educational Leadership Program at CCSU - \$800 X 10 full days	\$ 8,000.00
"Management in the Active Classroom" and Using Data with Students" Institutes to further develop the capacity of staff to use high-leverage student-centered strategies to ensure students master grade-level and graduation standards	1.2	EL Education Institutes - Management in the Active Classroom (MAC) and Using Data with Students (UDS) - offered on some weekdays but mostly Saturdays to our teachers. One Institute includes the cost of the three Institute days and 6 follow-up on-site coaching days: \$4500/day of the institute (up to a total of 15 days); \$2500/day X up to 30 days of coaching.	\$ 112,500.00

Job-Embedded SRBI Support to continue the development of our Tier 1-3 and Special Education systems at North Street School	1.3	Up to 12 days of in-district support @ \$1,200/consultant and additional workshop days per SERC's recommendation	\$ 24,000.00
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 144,500.00
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -
<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			

## 2016-17 Academic Priorities

**Step 1: Place an "X" beside the district's 2016-17 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.**

<input type="checkbox"/>	Common Core-aligned curriculum transition	<input type="checkbox"/>	Alternative/Transitional programs
<input type="checkbox"/>	Assessment systems	<input type="checkbox"/>	Full-day kindergarten
<input checked="" type="checkbox"/>	Supports for special populations	<input type="checkbox"/>	Pre-kindergarten
<input checked="" type="checkbox"/>	SRBI and academic interventions	<input type="checkbox"/>	Pre-K - Grade 3 literacy
<input type="checkbox"/>	College and career access	<input type="checkbox"/>	Instructional technology
<input checked="" type="checkbox"/>	High school redesign	<input checked="" type="checkbox"/>	Other: __Personalized learning opportunities_____

**Step 2: Identify a core set of strategies to advance the district's academic-related reform priorities (identified in Step 1). Summarize district academic strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Academic Priorities:		Aligned SMART Goals:
2.1.	Support children in grades Kindergarten Through 2 with the development of early numeracy skills which serve as the foundation of their continued math success. While our students in grades K-2 are certainly performing better in math, as measured by the MAP assessments, there is still work to be done. Adding to our intervention team an elementary specialist in the area of numeracy as both an interventionist and coach in the classroom and for grade level teams can help our cause significantly. The majority of support our interventionists are providing at the primary grades level is in the area of reading, which is having an impact, but we need to provide support in numeracy as well.	Increase the number of students in grades K-2 meeting grade level expectations, as measured by the math MAP assessments within one school year by 25% from 57% in June 2016 to 82% in June 2017.
2.2.	Expanded Early College Experiences for students in grades 10-12: In a continuing effort to provide further personalized options for students in grades 9-12 and engage them in credit-bearing coursework that will make a difference to their future college enrollment, we have partnered with Goodwin College to offer students who would like to participate in a full early college program. The potential for credit earning is at least 15-18 per year, with a seamless matriculation into further college coursework and programs upon graduation from high school. This program has the potential to provide up to 11 students per year the chance to enroll in this highly sought after high school option.	100% of up to 11 students enrolled in the Early College Program at Goodwin College will earn dual credit (high school and college) toward a degree program of their choice. Since this is the first year of the program, this will be a baseline year

**Step 3: Identify academic-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Elementary Numeracy Specialist	2.1	1.0 FTE Teacher - up to \$92,231 salary	\$ 92,231.00	\$ -
				\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 92,231.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
				\$ -
				\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
Tuition for Goodwin Early College Program	2.2	11 students X 50% tuition and fees cost (approximately \$1350)	\$ 14,850.00	\$ -
Transportation for Goodwin College	2.2	Balance of cost for one bus to transport students to Goodwin College (\$20,000 already paid for)	\$ 29,350.00	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ 44,200.00	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 136,431.00	\$ -



## 2016-17 Culture and Climate Priorities

**Step 1: Place an "X" beside the district's 2016-17 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school climate. Please note that Alliance Districts with a 2014-15 chronic absenteeism rate exceeding 10 percent must pursue strategies to decrease chronic absenteeism.**

<input checked="" type="checkbox"/>	Attendance/Chronic absenteeism	<input type="checkbox"/>	Graduation/Dropout prevention
<input type="checkbox"/>	Behavior management	<input type="checkbox"/>	Family engagement
<input type="checkbox"/>	Wraparound services	<input checked="" type="checkbox"/>	Other: <u>Implementation of Personalized Learning Plans</u>

**Step 2: Identify a core set of strategies to advance the district's culture and climate-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Culture and Climate Priorities:		Aligned SMART Goals:
3.1.	Attendance/Chronic Absenteeism: After some months of reviewing and intervening at the school level for chronic absenteeism issues we have decided we need to make a bigger impact with families of students who are chronically absent from school at the district level. What we find is that we are trying to intervene with individual students when typically, a systemic problem is at the root of the issue for families who have multiple children whose attendance rates fall above the chronically absent threshold. Creating the conditions and building the capacity of our leadership teams at each school and at the district level to address these issues is at the heart of our focus. We do believe that through a more personalized learning environment we should see the trends start to reduce, but all the same, we must use strategic action to stop the problem in its tracks. The truancy task force will include Assistant Principals/Deans at Middle/High School, Social Workers, School Psychologists with some teachers supporting principals at each of the elementary schools. We will convene a district task force under the direction of the superintendent.	Decrease the percentage of chronically absent students from 17% in 2016 to 8% in 2017.

<p>3.2. Implementation of Personalized Learning Plans: With the change in our high school program towards creating more personalized learning environments to help students meet rigorous academic standards in a variety of challenging ways, we are in need of supporting our teachers not only in the pedagogical shifts they must make in their day to day instruction, but also the role they are taking next year as case managers for a concept called Raider Block. Raider Block is our Advisory Program for students where an individual advisor is paired with a group of no more than 12 students for four years. The students are guided through the development of their personalized student success plans. Where Raider Block is a little different than typical Advisory programs is the students are with their Advisory 1-2 times per week for individual conferencing, group conversations about life goals, instructional supports that help them with transition to life after high school, career exploration, etc.; and then 2-3 times/week, they take advantage of different learning opportunities aimed at 1) areas where they are struggling and need additional time or additional support to master a skill or concept, 2) enrichment or extension activities such as Extended Learning Opportunities (ELO's out in a particular placement, or 3) working on group or individual projects in a self-directed way that are connected to the standards they are required to master. It is designed to be both a source of personalized planning and intervention or enrichment support (or a combination of both) to more deeply personalize each student's education. The concept is not foreign, and a version of what we are trying to accomplish is already in place. We have made great headway with the teacher's union in creating a space in each teacher's day for this personalization to happen with small groups of students who are followed by each teacher for four years. However, we do need to provide our teachers some learning opportunities to know how to make the most out of that time. That is one thing we promised the teachers when we engaged in these discussions. We have a solid commitment to professional learning and we feel this next step is necessary for our students to get the individualized attention they truly deserve. Teachers at the high school next year will act as advisors for a group of up to 12-15 students whom they will work with to develop their personalized learning plans. Crew training will support this endeavor through helping teachers develop the group processing and individual skill-building and goal-setting protocols that students will need to drive their plan for learning and for making the overall climate and community one where everyone supports each other in reaching their goals. We piloted a student-led Advisory program this year and it was a great success.</p>	<p>90% of high school staff and students will express satisfaction with the Raider Block program as measured by the School Climate Survey. This will be a baseline measure.</p>
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**Step 3:** Identify climate-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -	\$ -
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -	\$ -
<b>300: Purchased Professional and Technical Services</b>				
Contract with CHR to provide site-based support with addressing chronically absent students whose mental health profiles include trauma, emotional disturbance, drug abuse and other risk factors for school avoidance	3.1	Contracted services with Community Health Resources for mental health support (family counseling, substance abuse counseling, medical exams, etc.)	\$ 4,161.00	\$ -
Provide compensation to District task force to increase student attendance for their efforts (using guidelines and tools from Attendance Works)	3.1	6 hrs/month X \$26 X 9 months X 10 teachers	\$ 14,040.00	

EL Education CREW institutes	3.2	Two institutes for Crew Training from EL Education: \$4500/institute Day X up to 2 days, \$2500 for an additional 6 coaching days (1 institute = 25 staff, 2 institutes to address staff of approximately 50)	\$ 24,000.00	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ 42,201.00	\$ -
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -

<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -
<b>Talent Subtotal:</b>			\$ 42,201.00	\$ -

## 2016-17 Operations Priorities

**Step 1: Place an "X" beside the district's 2016-17 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations.**

<input type="checkbox"/>	Budgeting and financial management	<input type="checkbox"/>	Student enrollment processes
<input checked="" type="checkbox"/>	School operations	<input checked="" type="checkbox"/>	Extended learning time
<input type="checkbox"/>	Technology integration	<input type="checkbox"/>	Other: _____

**Step 2: Identify a core set of strategies to advance the district's operations-related reform priorities (identified in Step 1). Summarize district climate strategies and identify a S.M.A.R.T. goal aligned to each strategy that is specific, measurable, actionable, realistic, and time-bound. S.M.A.R.T. goals will be central to the 2016-17 quarterly progress monitoring. Add or remove rows as necessary.**

Operations Priorities:		Aligned SMART Goals:
4.1.	<p><b>Extended Learning Time:</b> Our extended year program is designed for students who need extra time to master certain skills that are foundational to mastering standards. However, we have found the need to also provide students with additional time to accelerate learning beyond the Extended Year program. We need to offer students who transfer into the district midyear and/or mid-school career (around middle school age) with a different type of summer skill-building program - as we are finding more and more students who move into Windsor Locks from other districts are not performing even close to our grade level expectations, and in a personalized system, we strive to get students the support they need. Therefore, we are looking to offer this program to select students who will benefit from extended time with teachers who will design a specific program for each of them and work to deliver that instruction in ways that will help students accelerate their acquisition of those skills, internalize the basic skills, and ultimately, get back on track with their grade level peers. This program will happen during the summer of 2016 for a small group of students already identified through the SRBI process, but deep supports will continue through systemic tier 2 and tier 3 interventions throughout the school year.</p>	<p>All (10) 7th and 8th grade students identified for the summer skill workshop will increase their basic skills by 1-2 grade levels from as measured by a skills-based pre-assessment administered in June 2016 and a post-assessment administered in June 2017 and the mini-MAP assessments in Reading and Math.</p>

4.2.	<p><b>Extended Learning Time:</b> We will continue the Running Start program begun last year as an opportunity for students with unique learning and transition profiles to become acquainted and comfortable in their new school. The Running Start Program is an opportunity for students in our transitioning grade levels (Elementary through Middle) to build important skills and connections prior to beginning their new school. The program is two weeks in August and involves a social skills curriculum designed to help students become stronger self-advocates, and pairs them up with adults who will then take on the responsibility of continuing to mentor the students throughout the school year. The program had significant success last summer, which is why we wish to continue the program this summer. Students who participated in the Running Start program last year had fewer behavioral infractions, improved academic outcomes, and an overall better connection to the school than they had previously experienced in their sending school. The staffing for the Running Start Programs consists of at least 2-4 teachers, at least one school psychologist or Social Worker, as well as school counselors at the middle and high school levels. A large portion of the two-week program is focused on community building and forging positive adult-student connections.</p>	<p>At each of the participating schools, reduce the number of disciplinary incidents for participating students by 5% from spring 2016 to spring 2017. <i>Baseline information for South Elementary School (SES): 0.5% disciplinary incidents, Windsor Locks Middle School (WLMS) 0.5%, 0 for North Street School (NSS.)</i> Reduce the absenteeism rate by 5% from Spring of 2016 to Spring of 2017. <i>Baseline info for SES, 9.29 days absent, Baseline for NSS (PK only) 17 days absent, Baseline for WLMS, 5.67</i></p>
4.3.	<p><b>Extended Learning Time: Saturday Academy/Focused Tutoring/Credit Recovery for Special Programs:</b> We plan to modify our Saturday Academy and limit it only to special Programs such as Homework Club, AP Focused Tutoring, or Enrichment. This is in response to the overall understanding that while Saturday Academy has indeed extended the school week for some students, it has been done with mixed results in terms of increased student success for our struggling students. Students who spend extra time with specific programs, such as the Advanced Placement focused Tutoring, do experience gains in their own success; therefore we would like to continue to offer this program to the students who take AP classes as well as credit recovery/advancement options. In Windsor Locks, we have been working for five years to expand learning time for as many students as possible. With Extended Day and Extended Year, we have been able to support more struggling students needing intervention; Saturday Academy is a key time for students who need additional contact time with teachers to internalize content and skills necessary for success in their AP classes and on the final assessment that provides them with college credit. Our students' AP scores have risen in the past few years but are not at the level we expect them to be - with a targeted effort on Saturday mornings, our students can get the important help they need to improve their chances of earning that credit to help them offset college costs in the future. This program is available to students involved in specific academic programs that do not get the time during the week to have additional exposure to content and skills. In Windsor Locks, we feel this is a worthwhile opportunity to provide our students who would not have traditionally enrolled in Advanced Placement classes.</p>	<p>Increase the number of "passing scores" (a score of 3, 4 or 5) on Advanced Placement Exams from 57% in May of 2016 to 75% in May of 2017.</p>
4.4.	<p>Support students in grades 6-12 by implementing the School wide Enrichment Model (Renzulli) with the support of a Grades 6-12 Enrichment Coordinator. Currently, our district employs one teacher whose role is to provide enrichment-based instruction to students both identified as Talented and Gifted and those whose MAP scores indicate their performance falls within the 95th percentile of nationwide performance. A workgroup comprised of teachers, parents, and eventually students, as well as administrators are in the process of designing a plan that will help us to provide enrichment support to all students in grades K-12, but that kind of support is not available currently because we only provide enrichment programming in grades K-5. Having a dedicated program coordinator will allow us to grow the concept of enrichment as something more than an add-on to tier one instruction, but helps build the capacity of both teachers and students to design and deliver these opportunities themselves.</p>	<p>Expanding opportunities for enrichment to grades 6-12 engaged in the School wide Enrichment by 100% through the implementation of a school-wide enrichment program, that would be up and running by January 2017. Designed, implemented and evaluated, at least one per grade level.</p>

<p>4.5 <b>Budgeting/Financial Management:</b> This funding would help us to support our work in year 2 of the DMC study. Conduct a staffing review with an outside agency to determine 1) how best to use our human capital to generate the best performance outcomes for our students and 2) the budget efficiency of our current staffing allocations. As this is really a budget/operations priority, we are trying to ensure that for all of our programs that work to address the needs of struggling learners, we have the most qualified individuals working with those students. The report and in-depth support they have provided to us is invaluable in helping us to shift our system of supports for students to a high performing structure that enables all students to become independent learners. They have recommended a second year of support for our work, and we agree, given the changes we need to make for our students.</p>	<p>Increase the percentage of students (who receive specialized instruction or intervention services) making progress towards mastering or exceeding Reading and Math standards from approximately 45% in 2016 to 70% in 2017, as measured by student/school-level progress reports/report cards.</p>
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**Step 3: Identify operations-related expenditures aligned to the strategies outlined above. Provide a line-item budget, separating expenditures by ED 114 cost categories, adding rows as necessary. Provide the following information for each line item: (a) cost, position, or service; (b) alignment to talent strategies outlined in Part I; (c) detailed budget justification and cost basis (e.g., cost structure, unit cost, number of units); (d) total use of Alliance District funding for the particular cost; and (e) total use of PSD funding for the particular cost.**

Cost:	Alignment:	Description:	AD Investment:	PSD Investment:
<b>100: Personnel Services - Salaries</b>				
Summer skill building for grades 7& 8	4.1	2 teachers X 20 days X \$40/hour X 4 hours/day	\$ 6,400.00	\$ -
Running Start Program	4.2	8 teachers X \$40 per hour X 4 hours/day X 8 days (some teachers work less, some more, but it equals the amount in the investment cell)	\$ 10,240.00	\$ -
Focused tutoring	4.3	880 hours of focused tutoring X \$40/hour	\$ 32,000.00	
Grades 6-12 Enrichment Coordinator	4.4	1.0 FTE Teacher - up to \$92,231 salary	\$ 92,231.00	
District Management Council		Portion of the annual cost of continued services for year 2	\$ 37,000.00	\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			<b>\$ 177,871.00</b>	<b>\$ -</b>
<b>200: Personnel Services - Benefits</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>300: Purchased Professional and Technical Services</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			<b>\$ -</b>	<b>\$ -</b>
<b>400: Purchased Property Services</b>				
			\$ -	\$ -
			\$ -	\$ -

			\$	-	\$	-
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<b>400: Purchased Property Services Subtotal:</b>			\$ -	\$ -
<b>500: Other Purchased Services</b>				
				\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -	\$ -
<b>600: Supplies</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>600: Supplies Subtotal:</b>			\$ -	\$ -
<b>700: Property</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>700: Property Subtotal:</b>			\$ -	\$ -
<b>800: Other Objects</b>				
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>800: Other Objects Subtotal:</b>			\$ -	\$ -

<b>Talent Subtotal:</b>	<b>\$ 177,871.00</b>	<b>\$ -</b>
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## Non-Reform Budget - Optional Section

**Directions:** In the event that your district proposes using Alliance District funds for purposes other than new or expanded reforms, summarize such investments below. Provide detailed budget information for proposed non-reform expenditures. Separate expenditures by the ED 114 cost categories.

Cost:	Alignment:	Description:	AD Investment:
<b>100: Personnel Services - Salaries</b>			
			\$ -
			\$ -
			\$ -
<b>100: Personnel Services - Salaries Subtotal:</b>			\$ -
<b>200: Personnel Services - Benefits</b>			
			\$ -
			\$ -
			\$ -
<b>200: Personnel Services - Benefits Subtotal:</b>			\$ -

<b>300: Purchased Professional and Technical Services</b>			
			\$ -
			\$ -
			\$ -
<b>300: Purchased Professional and Technical Services Subtotal:</b>			\$ -
<b>400: Purchased Property Services</b>			
			\$ -
			\$ -
			\$ -
<b>400: Purchased Property Services Subtotal:</b>			\$ -
<b>500: Other Purchased Services</b>			
			\$ -
			\$ -
			\$ -
<b>500: Other Purchased Services Subtotal:</b>			\$ -

<b>600: Supplies</b>			
			\$ -
			\$ -
			\$ -
<b>600: Supplies Subtotal:</b>			\$ -
<b>700: Property</b>			
			\$ -
			\$ -
			\$ -
<b>700: Property Subtotal:</b>			\$ -
<b>800: Other Objects</b>			
			\$ -
			\$ -
			\$ -
<b>800: Other Objects Subtotal:</b>			\$ -
<b>Talent Subtotal:</b>			\$ -

## Appendix A. Statement of Assurances

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

**PROJECT TITLE:** 2016-17 Alliance and Priority School District Consolidated Application

**THE APPLICANT:** Susan A. Bell, Ed. D. 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)

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

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- (9) "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 Connecticut General Statutes § 32-9n;  
and

(10)"public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

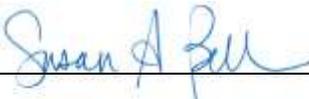
(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section 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 Connecticut General Statutes §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.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with,

litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:	 _____
Name: <i>(typed)</i>	Susan A. Bell, Ed. D. _____
Title: <i>(typed)</i>	Superintendent of Schools _____
Date:	May 2, 2016 _____