



CSDE Alliance Districts

Year Two Application Amendment | Spring 2013

Form Number: Ed 701

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SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template <i>(for districts with Review/Turnaround schools)</i>
2. TIME Collaborative Application <i>(for districts with Review/Turnaround schools)</i>
3. Priority School District Grant <i>(for Priority School Districts)</i>

***Please find supplemental application materials on the CSDE website at:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>***



PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts – the districts with the lowest district performance index (DPI) scores statewide – and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district’s receipt of its designated ECS allocation is conditional upon district submission and the Connecticut State Department of Education’s (CSDE) approval of an Alliance District plan in the context of the district’s overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described year one performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

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

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a year two Alliance District plan amendment, completing the application amendment template contained in this document. The year two amendment requires districts to reflect upon year one progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The ESEA waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” must develop and submit school improvement plans as a part of the year two Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school, (2) submit a preexisting

school plan that has shown evidence of results, or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s website at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.



- **Priority School District Grant.** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s website: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>.

3. Application Instructions

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

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

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 247 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 247 Hartford, CT 06106 Attention: Debra Kurshan</p>
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4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013



4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan
Chief Turnaround Officer
Connecticut State Department of Education
Telephone: (860) 713-6777
Email: Debra.Kurshan@ct.gov



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

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

Name of School District:	Windsor Public Schools			
Name of Grant Contact Person:	Mary Anne Butler			
Phone # of Contact Person:	860-687-2000 x 231			
Email of Contact Person:	mbutler@windsorct.org			
Address of Contact Person:	Street Address:	601 Matianuck Avenue		
	City:	Windsor	Zip Code:	06095
Name of Superintendent:	Jeffrey A. Villar, Ph.D.			
Signature of Superintendent:		Date:		
Name of Board Chair:	Doreen Richardson			
Signature of Board Chair:		Date:		
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Date of Plan Presentation to the Local Board:				
Priority School District?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values



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

The following was drafted by the Board of Education as they worked to develop a new mission statement. The statement remains in draft form as it has not been finalized by the Board of Education.

- We cultivate a love of learning
- Complex problems motivate students to achieve mastery
- Educators are passionate about their profession and work in a cohesive, well run, collaborative community of learners
- We are committed to continuous improvement of high quality, culturally relevant, challenging curriculum
- Instruction is responsive to each child's needs and passions, generating logical and creative thinking and analysis
- Windsor Public Schools are desirable and attractive to families with children
- Our facilities are attractive, modern, efficient, and conducive to learning
- The community trusts that we exercise good stewardship over our fiscal resources
- Stakeholders view the Board of Education as an exemplary, high performing governance team

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

The mission of the Windsor Public Schools is to develop the genius in every child and to create lifelong learners.

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



The following is a statement drafted during the work which led to the development of a new district Mission Statement: The statement remains in draft form because the Board of Education has not finalized it.

We, the Governance Team of the Windsor Public Schools, are committed to the following values and beliefs. The Windsor public schools should:

- Provide an excellent education for each of our students
- Address the needs of the whole child—social, emotional, physical, and intellectual
- Commit to the belief that every student has the potential and desire to learn
- Employ staff members who demonstrate and encourage caring and a passion for learning, and who always seek to develop the full potential of each student
- Develop and implement excellent curriculum and instruction, understanding that learning is relational, contextual, and individualized
- Provide a safe environment where mutual respect is expected of everyone
- Assure a culture of openness to a diversity of ideas, of backgrounds, and of the breadth of humanity
- Foster a lifelong love of learning
- Generate the community's widespread confidence in the Windsor Public Schools, encouraging partnerships and opportunities to serve and inspire our students

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



The Windsor Public Schools serve a diverse student body that has been underperforming for many years as demonstrated by the district's results in the Connecticut Mastery Tests. The district seeks to improve the performance of all of our students while paying particular attention to the gaps in achievement that exist among different groups of students (e.g. Black, White, Hispanic, Special Education, English Language Learners, and Economically Disadvantaged).

In the spring of 2012, Windsor engaged in a strategic planning process which began with the identification of the core components of the educational system that require improvement in order to best meet the needs of all learners. These core capacities are: the development and maintenance of a guaranteed and viable curriculum, the development and regular use of meaningful assessment which inform instruction and district action, establishment and maintenance of a positive, culturally relevant, learning environment, and the adoption of effective research-based inclusive practices for all learners.

Curriculum is the core of our business in education and is often severely neglected. The extent to which curriculum is developed and implemented well in Windsor will be the extent to which we can dramatically impact the learning outcomes for all students enrolled in the district's schools. In brief, curriculum should meet the following expectations:

- Identify best teaching practices on how things are taught
- Require that all students have access to specific learning experiences (significant tasks)
- Allow time for pre-teaching and re-teaching, when necessary, along with other forms of differentiation
- Ensure instruction is aligned with State Standards, National Standards and Grade Level Expectations (GLEs)
- Eliminate independent contractors
- Provide a clear scope and sequence for instruction
- Clearly communicate to teachers, students and parents; what is taught, what are best practices for teaching it, how much time is normally required to teach the concept, how can we differentiate in a reasonable manner?

The second vital component for quality education system is the use of regular meaningful assessments. Assessments must be aligned with required curriculum and provide the education system with the following:

- Valuable information relayed to teachers regarding student learning
- District-meaningful information on performance of the system
- Data necessary for robust SRBI model
- Fuel for district improvement and collaboration in district-level and school-level management teams



Curriculum-based assessments are of particular importance to the district improvement process because they provide the following:

- Context-based measurement of learning
- Built in curriculum--common among all learners
- Allowance for clear bench marking
- Allowance for teachers to focus on instruction
- Restriction of conflicting messages of importance often sent by assessments

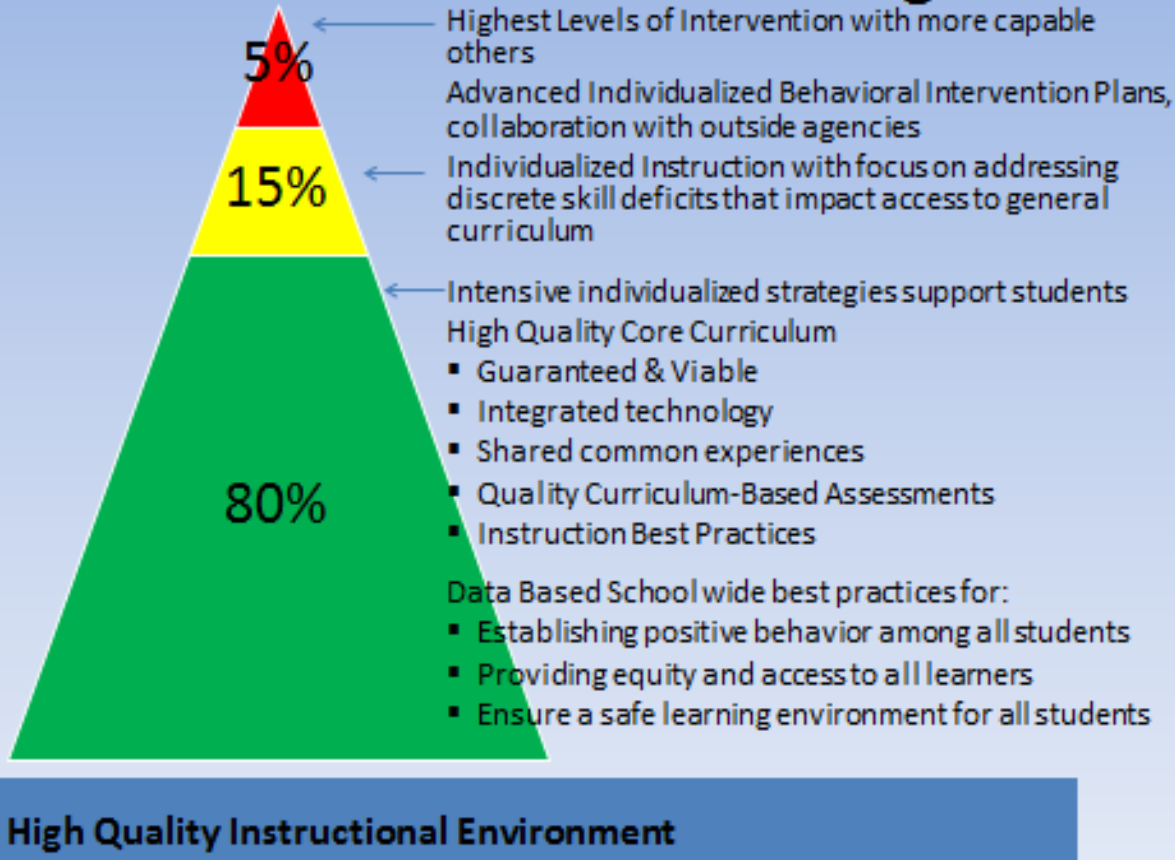
Engagement of the learner in education has long been understood to be an important component of the learning process and is particularly difficult with a highly-diverse population of students. The lack of engagement can often be discovered when one examines school climate and behavioral data. In Windsor we are committed to the implementation of Positive Behavioral Interventions and Supports (PBIS). This systemic, data-based approach to improving the learning environment for all learners has been demonstrated to be highly effective which has led to improved learning outcomes for students. In addition to using student and faculty generated data, the district is using all stakeholders' surveys to measure the quality of the learning environment provided to our students.

The establishment of a supportive learning environment which provides the best research-based inclusive practices for all learners is an essential component of a quality educational system. The implementation of SRBI in Windsor is viewed as a critical path to success for all students. Moreover, SRBI represents a significant shift in how education occurs in public schools. Early efforts to implement these significant changes have demonstrated a need to clearly express to all stakeholders the interconnected nature of SRBI and other education reform efforts. Failure to do so has resulted in educators feeling overwhelmed by change.

The attention to core components previously outlined has shifted the district's improvement focus to changing how classrooms function. We are no longer simply adding to expectations for what teachers are expected to do. In essence, the district is working to connect the dots, making meaningful systemic connections between, SRBI, data teams, curriculum development, assessments, PBIS and climate. The graphic below demonstrates how these two models converge to result in the new paradigm.



New Instructional Paradigm



Education is a multivariate endeavor and causation is not a feasible target of analysis. The indicators of success do not attempt the folly of seeking direct causation but rather look to provide an indication that success is occurring as a result of the effort. In this manner, the Holistic Accountability Framework will require the district to maintain a deliberate focus and will provide a clear alignment of resources and effort. The establishment of measurable implementation action plans and the collection of both implementation data and student performance data are essential for the analysis required by the framework.

The framework will discourage the district from engaging in the common annual process of adopting the change initiative of the year that has plagued district improvement for decades. The framework supports the important work of improving the core capacities of the district and maintains a high degree of focus allowing stakeholders to commit to continuous improvement and reestablish faith that effort spent learning a new method or system will not be for waste due to a system change in the near future.

3. District Data Profile



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

District Overview (2012-13):					
Total Enrollment:	3370	Per Pupil Allocation: ²	\$15,473 (SDE 2011-2012)		
Total # Schools:	6	Operating Budget:	\$62,443,130		
# Review Schools: ³	0	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	29.8	% F/R Lunch:	34.2		
% Black:	46.7	% IEP:	15.6		
% Hispanic:	14.6	% ELL:	3.51		
% Other:	8.9	Attendance Rate:	95.9 Source ED006		
District Personnel (2012-13):					
# Certified School-Based Staff:	350	Median Teacher Salary: ⁴	\$63,516		
Student/Teacher Ratio: ⁵	9.69	# Central Office Administrators:	13.5 w/Cabinet		
# School Administrators:	15	# Central Office Support Staff:	29		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	ST did not give	ST did not give	78.8	77.2 (target)	
Math	Gr. 3 at/above Goal:	53.6	52.8	70	Not yet released
	Gr. 5 at/above Goal:	64.7	67.4	65.9	Not yet released
	Gr. 8 at/above Goal:	66.5	57.6	77.3	Not yet released
	Gr. 10 at/above Goal:	45.9	34.4	36.9	Not yet released
Reading	Gr. 3 at/above Goal:	52.4	46.8	61.1	Not yet released
	Gr. 5 at/above Goal:	54.9	61	60.9	Not yet released
	Gr. 8 at/above Goal:	64.9	70	74.1	Not yet released
	Gr. 10 at/above Goal:	28.9	26.8	26.4	Not yet released
Chronic Absenteeism Rate: ⁶	5.6	7.9	7.8	7% over 18 days absent	
Graduation Rate:	90.8	80.1	87%/94% w/Aug grads	93% does not include Aug grads	
% Pursuing Higher Education:	76.7	83.9	88	84	

² Per pupil allocation should include all sources of funds (including local operating, state, federal, and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis



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

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

<p style="text-align: center;">Academics</p>	<ul style="list-style-type: none"> ● Completion of curriculum development aligned to the Common Core State Standards in Language Arts including Grades K-11 ● Completion of curriculum development aligned to the Common Core State Standards in Mathematics: Grades K-8, Algebra 1, Geometry and Algebra II ● Development of a plan for monitoring the implementation of the curricula in both Language Arts and Mathematics and the creation of a monitoring tool for use in the upcoming academic year ● A curriculum revision plan has also been developed to guide and organize the curriculum development process over the next three years ● Professional Learning Communities have been established at the elementary level with support from Central Office and at building level which has resulted in gains in this practice ● An ELL supervisor with TESOL certification has been hired to coordinate ELL services and provide embedded professional development to staff directly working this population ● Two teachers are enrolled in the ARCTELL program and will be complete the program of study by next spring
<p style="text-align: center;">Human Capital</p>	<ul style="list-style-type: none"> ● The district uses technology (Munis /Excel) for position control ● Collaboration between HR and school leaders and the prioritization of low-performing schools ● Early hiring and recruitment of diverse candidates ● UCONN partnership providing student teachers and interns ● Alignment of professional development to SEED and CCSS ● Salary scale steps have been reduced; more dollars are allocated to the top of the scale to assist in teacher retention ● Renewed focus on supporting new teachers
<p style="text-align: center;">Operations</p>	<ul style="list-style-type: none"> ● Coordination between the Central Office and school leaders to ensure effective resource allocation ● Use of technology aligned to AD plan priorities ● Capital improvement plan



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

Academics

The greatest area of need within the academic arena is in curriculum development, implementation and monitoring of implementation. Tier 1 practices have not been aligned to rigorous and well-crafted curricula. The monitoring of the implementation of curricula has not been underway and instructional coaching has not been aggressive or effective on a large scale. Consequently, student performances in Reading, Writing, and Mathematics have generally been well below state averages (see tables below). A monitoring tool has been developed to track the implementation of the new curricula next year and provide timely professional development based upon the trend data collected. Substantial work needs to continue in the development and implementation of curricula in all content areas. The focus areas, however, will continue to be Language Arts and Mathematics in Grades K-12. The concentration of efforts in year 2 will focus on the improvement of Tier 1 practices to minimize the need for Tier II and III interventions. Training and rollout of the new curricula will include both general education and special education staff to enhance collaboration among those professional groups. Professional Learning Communities (PLCs), established this year at the elementary level, will be expanded to include the secondary levels next year. The PLCs have and will continue to serve as a venue for special and general educators to meet and discuss teaching and learning together. Attention to the full implementation of targeted learning in Tier II and III will take place in year 3.

Improvement is needed in the depth and scope of services to the English Language Learners (ELLs) within district. Increased direct instruction opportunities will be in place at the secondary level during year 2 of the grant. A reallocation of resources will take place next year to better serve the elementary ELL students. By the end of the academic year 2014, two additional staff members, one at the secondary level and one at the elementary level, will have completed the ARCTELL program and be available in year 3 to provide additional direct support to our ELL students.

% At/Above Standard						
District -DRP	Historical				Interim	Goal
Subgroup	08-09	09-10	10-11	11-12	12-13	13-14
Grade 3						
All students	55.6	45.7	37.3	45.5		75
Asian	46.7*	57.9*	28.6*	37.9		
Black	33.6	31.3	29.5	36.8		
ELL	14.3*	31.8	0	16.7*		
F/R Lunch	21.9	21.9	24.1	24.0		
Female	53.4	50.9	36.4	43.9		
Hispanic	53.3	13.1	35.9	53.3		
Male	43.1	40.9	38.1	47.5		
SPED	15.4	20.0	3.7	5.9		
White	69.1	73.5	54.2	56.8		
Grade 4						
All students	55.9	63.2	55.6	42.2		75
Asian	76.9*	50.0*	77.8*	46.7*		
Black	46.4	53.2	40.2	33.3		
ELL	0*		23.1*	8.3*		
F/R Lunch	40	42.5	34.6	24.0		
Female	57.4	66.9	55.8	43.7		
Hispanic	48.2	67.7	37.1	37.3		
Male	54.6	58.8	55.3	40.7		
SPED	24.3	26.5	12.9	2.6		
White	75.6	77.0	81.7	62.0		
Grade 5						
All students	55.7	46.9	56.3	53.4		75
Asian	83.3*	40.0*	50.0*	80.0*		
Black	45.8	36.8	46.4	40.2		
ELL	11.1*	0*	0*	0*		
F/R Lunch	31.8	34.1	30.9	33.9		
Female	62.4	51.2	63.2	57.3		
Hispanic	50.0	37.5	51.2	38.5		
Male	50.0	43.2	48.5	49.6		
SPED	17.9	11.4	20.9	20.6		
White	75.0	67.1	74.4	74.4		

% At/Above Goal						
CMT-READING	Historical				Interim	Goal
Subgroup	08-09	09-10	10-11	11-12	12-13	13-14
Grade 3						
All Students	52.9	52.4	46.8	61.1		70
Asian	58.3*	50	30.8*	76.5*		
Black	41.7	37.8	36.6	50.5		
ELL	28.6*	33.3	0.0*	33.3*		
F/R Lunch	23	27.9	31.3	38.9		
Female	59.7	56.7	44.6	60.6		
Hispanic	44.1	31	48	53.3		
Male	45.2	48	48.9	61.7		
SPED	20.0*	33.3*	8.3*	16		
Two or more races			44.4*	63.6*		
White	73.8	80.7	66.2	73.9		
Grade 4						
All Students	56.4	62.1	60.9	53		70
Asian	68.4*	55.6	72.2*	57.1*		
Black	47.1	50.8	46.1	45.6		
ELL	18.2*	50.0*	30.8*	40.0*		
F/R Lunch	38.5	42.1	39.7	32.6		
Female	58.5	67.6	62.9	53.9		
Hispanic	46.7	59.5	50	44.9		
Male	54.3	55.6	59	52		
SPED	23.5	33.3	26.3	14.3		
Two or more races			78.6*	66.7*		
White	71.1	80.7	80.2	70.1		
Grade 5						
All Students	53	54.9	61	60.9		70
Asian	76.9*	61.1	83.3*	80.0*		
Black	38.6	41.8	44.6	44		
ELL	11.1*	11.1*	0.0*	0.0*		
F/R Lunch	30.3	41.6	37.6	37.3		
Female	60.7	57.4	67.8	65.6		
Hispanic	56.3	44.1	59	51.5		
Male	45	52.5	52.5	56.5		
SPED	21.4*	20.8	19.2	17.4		
Two or more races			90.9*	81.8*		
White	75.0	77.5	79.3	82.7		



% At/Above Standard						
District -DRP	Historical				Interim	Goal
	08-09	09-10	10-11	11-12	12-13	13-14
Grade 3						
All students	55.6	45.7	37.3	45.5		75
Asian	46.7*	57.9*	28.6*	37.9		
Black	33.6	31.3	29.5	36.8		
ELL	14.3*	31.8	0	16.7*		
F/R Lunch	21.9	21.9	24.1	24.0		
Female	53.4	50.9	36.4	43.9		
Hispanic	53.3	13.1	35.9	53.3		
Male	43.1	40.9	38.1	47.5		
SPED	15.4	20.0	3.7	5.9		
White	69.1	73.5	54.2	56.8		
Grade 4						
All students	55.9	63.2	55.6	42.2		75
Asian	76.9*	50.0*	77.8*	46.7*		
Black	46.4	53.2	40.2	33.3		
ELL	0*		23.1*	8.3*		
F/R Lunch	40	42.5	34.6	24.0		
Female	57.4	66.9	55.8	43.7		
Hispanic	48.2	67.7	37.1	37.3		
Male	54.6	58.8	55.3	40.7		
SPED	24.3	26.5	12.9	2.6		
White	75.6	77.0	81.7	62.0		
Grade 5						
All students	55.7	46.9	56.3	53.4		75
Asian	83.3*	40.0*	50.0*	80.0*		
Black	45.8	36.8	46.4	40.2		
ELL	11.1*	0*	0*	0*		
F/R Lunch	31.8	34.1	30.9	33.9		
Female	62.4	51.2	63.2	57.3		
Hispanic	50.0	37.5	51.2	38.5		
Male	50.0	43.2	48.5	49.6		
SPED	17.9	11.4	20.9	20.6		
White	75.0	67.1	74.4	74.4		

% At/Above Goal						
CMT-READING	Historical				Interim	Goal
	08-09	09-10	10-11	11-12	12-13	13-14
Grade 3						
All Students	52.9	52.4	46.8	61.1		70
Asian	58.3*	50	30.8*	76.5*		
Black	41.7	37.8	36.6	50.5		
ELL	28.6*	33.3	0.0*	33.3*		
F/R Lunch	23	27.9	31.3	38.9		
Female	59.7	56.7	44.6	60.6		
Hispanic	44.1	31	48	53.3		
Male	45.2	48	48.9	61.7		
SPED	20.0*	33.3*	8.3*	16		
Two or more races			44.4*	63.6*		
White	73.8	80.7	66.2	73.9		
Grade 4						
All Students	56.4	62.1	60.9	53		70
Asian	68.4*	55.6	72.2*	57.1*		
Black	47.1	50.8	46.1	45.6		
ELL	18.2*	50.0*	30.8*	40.0*		
F/R Lunch	38.5	42.1	39.7	32.6		
Female	58.5	67.6	62.9	53.9		
Hispanic	46.7	59.5	50	44.9		
Male	54.3	55.6	59	52		
SPED	23.5	33.3	26.3	14.3		
Two or more races			78.6*	66.7*		
White	71.1	80.7	80.2	70.1		
Grade 5						
All Students	53	54.9	61	60.9		70
Asian	76.9*	61.1	83.3*	80.0*		
Black	38.6	41.8	44.6	44		
ELL	11.1*	11.1*	0.0*	0.0*		
F/R Lunch	30.3	41.6	37.6	37.3		
Female	60.7	57.4	67.8	65.6		
Hispanic	56.3	44.1	59	51.5		
Male	45	52.5	52.5	56.5		
SPED	21.4*	20.8	19.2	17.4		
Two or more races			90.9*	81.8*		
White	75.0	77.5	79.3	82.7		



% At/Above Goal						
CMT-WRITING						
	Historical				Interim	Goal
NCLB Subgroup	08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6						
All Students	51.5	50	66.5	77.6		72
Asian	64.3*	71.4	66.7*	66.7*		
Black or African Am	42.4	40.7	61.3	75		
ELL	14.3*	22.2*	40.0*	40.0*		
F/R Meals	40.7	36.7	52.3	63.9		
Female	55.9	60.7	76	84.5		
Hispanic	47.2	48.7	61.1	78		
Male	47.3	40.9	58.1	69.4		
SPED	17.1*	6.5*	23.8*	36.1		
Two or more races			69.2*	100*		
White	65.9	67.2	77.2	79.5		
GRADE 7						
All Students	57.4	57.5	51.9	69		74
Asian	90.0*	78.6	58.3*	77.8*		
Black or African Am	52.2	47.6	43	63.6		
ELL	14.3*	12.5*	22.2*	33.3*		
F/R Meals	40.2	39	39	49.5		
Female	69.8	67.6	66.7	81.9		
Hispanic	41.2	45.5	45.5	51.4		
Male	46	47.9	39.2	58.3		
SPED	0	17.6	20.7	23.8		
Two or more races			100*	75.0*		
White	69	73.9	72.6	84.4		
GRADE 8						
All Students	51.1	53.1	59.6	62.4		74
Asian	0.0*	80	92.3*	78.6*		
Black or African Am	41.7	44	42.9	52.8		
ELL	20.0*	0.0*	66.7*	57.1*		
F/R Meals	38.2	30.1	37.5	53.4		
Female	61.3	61.4	71.5	78.1		
Hispanic	35.6	29.4	65.4	63		
Male		44.8	48.3	49		
SPED	7.9	2.8	14.3	15.4		
Two or more races			70.0*	100*		
White	74.2	75.9	77.4	75.4		

% At/Above Goal						
CMT-SCIENCE						
	Historical				Interim	Goal
NCLB Subgroup	08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6						
All Students	55.8	56	57.8	58.6		63
Asian	0.0*	70	92.3*	80.0*		
Black or African Am	44.6	47.8	40.3	46.4		
ELL	0.0*	0.0*	33.3*	0.0*		
F/R Meals	41.6	30.1	33.8	40.4		
Female	57.5	50.7	57.7	63.7		
Hispanic	33.3	39.4	59.3	58.7		
Male		61.2	57.9	54.4		
SPED	19.4	8.1	11.8	13.9		
Two or more races			70.0*	83.3*		
White	86.5	75.9	77.4	76.5		
% At/Above Standard						
DISTRICT_DRP						
	Historical				Interim	Goal
NCLB Subgroup	08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6						
All Students	67.3	N A	73.2	74.9		79
Asian	84.6*	N A	88.9*	66.7*		
Black or African Am	54.6	N A	67.5	67.6		
ELL	25.0*	N A	20.0*	20.0*		
F/R Lunch	47.1	N A	59.5	59.0		
Female	71.7	N A	80.2	82.0		
Hispanic	52.2	N A	65.7	72.5		
Male	63.3	N A	67.2	66.4		
SPED	24.0	N A	25.0	27.8		
White	88.9	N A	84.4	87.8		
GRADE 7						
All Students	73.8	N A	69.3	77.5		81
Asian	71.4*	N A	91.7*	100*		
Black or African Am	70.4	N A	60.1	69.1		
ELL	0.0*	N A	11.1*	33.3*		
F/R Lunch	62.2	N A	55.0	61.7		
Female	77.5	N A	77.1	81.0		
Hispanic	65.5	N A	72.7	75.0		
Male	70.3	N A	62.8	74.2		
SPED	14.8	N A	22.6	32.4		
White	84.3	N A	85.3	90.5		
GRADE 8						
All Students	74.7	N A	74.6	73.5		77
Asian	90.0*	N A	100*	85.7*		
Black or African Am	66.9	N A	66.0	67.6		
ELL	25.0*	N A	80.0*	42.9*		
F/R Lunch	57.7	N A	59.2	69.4		
Female	75.2	N A	79.7	81.8		
Hispanic	73.0	N A	76.0	76.1		
Male	74.1	N A	69.9	66.4		
SPED	37.9	N A	40.6	19.4		
White	89.9	N A	85.4	81.2		



% At/Above Goal		Historical				Interim	Goal
CMT-MATHEMATICS		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		63.4	63.4	66.9	68		72
Asian		78.6*	85.7	77.8*	55.6*		
Black or African Am		53.3	54.5	57.9	56.8		
ELL		33.3*	25.0*	20.0*	40.0*		
F/R Meals		48.2	50	51.4	47.9		
Female		62.7	72.1	68.1	71.8		
Hispanic		51.5	54.1	55.9	60.5		
Male		64	56.1	65.9	63.3		
SPED		33.3	19	52.2	23.8		
Two or more races				57.1*	100*		
White		80.7	83.3	86.5	84.3		
GRADE 7							
All Students		67.8	66.9	63.5	69.2		75
Asian		90.0*	85.7	91.7*	77.8*		
Black or African Am		57.4	56.4	49.2	57		
ELL		0.0*	14.3*	12.5*	0.0*		
F/R Meals		43.2	52.6	52.2	48.1		
Female		65.9	68.5	71.8	73.4		
Hispanic		60	56.7	64.3	62.9		
Male		69.6	65.4	56.1	65.6		
SPED		21.1*	37.5*	25.0*	40		
Two or more races				100*	75.0*		
White		85.7	83	83.9	89		
GRADE 8							
All Students		59.4	66.5	57.6	77.3		82
Asian		0.0*	80	92.3*	80.0*		
Black or African Am		48.9	55	41	70.8		
ELL		20.0*	16.7*	25.0*	25.0*		
F/R Meals		37.1	44.6	40.3	70.5		
Female		59	66.4	61.5	83.1		
Hispanic		46.7	58.6	52	81.8		
Male			66.7	53.9	72.1		
SPED		37.5	9.5	16.7	32		
Two or more races				80.0*	83.3*		
White		83.9	88.2	76.4	85.5		

% At/Above Goal		Historical				Interim	Goal
CMT-READING		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		60.3	55.5	72.8	76.8		80
Asian		71.4*	85.7	87.5*	75.0*		
Black or African Am		50	47.7	66	65.3		
ELL		0.0*	11.1*	25.0*	20.0*		
F/R Meals		44.8	33.3	63.9	54.8		
Female		58.4	61.6	72.4	78.4		
Hispanic		52.8	37.8	61.8	78.4		
Male		62.1	50	73.1	74.7		
SPED		47.4*	30.8	42.1	30		
Two or more races				69.2*	100*		
White		77.3	77.2	87.7	89.6		
GRADE 7							
All Students		70.9	74	71.1	79.2		82
Asian		80.0*	78.6	100*	88.9*		
Black or African Am		63.5	63.2	61.3	72.1		
ELL		0.0*	14.3*	42.9*	0.0*		
F/R Meals		54	61	57	65.9		
Female		74.4	78	71.4	81.4		
Hispanic		62.1	68.8	69	68.6		
Male		67.6	70.1	70.7	77.2		
SPED		21.4*	52.6*	37.5*	42.9		
Two or more races				100*	83.3*		
White		86.3	91	84.7	94.4		
GRADE 8							
All Students		56.3	64.9	70	74.1		84
Asian		0.0*	70	100*	100*		
Black or African Am		47.4	56.8	53.8	66.1		
ELL		0.0*	0.0*	100*	28.6*		
F/R Meals		34	47.6	54.8	59.3		
Female		55.8	65.9	73.7	77.2		
Hispanic		34.1	62.1	76	69		
Male			63.9	66.4	71.2		
SPED		28.6	23.1*	31.8	31.3*		
Two or more races				80.0*	100*		
White		82.8	80.2	85.9	85.1		

% At/Above Goal		Historical				Interim	Goal
CAPT-Reading		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		33	28.9	26.8	26.4		40
Asian		64.7*	53.3*	44.4*	77.8*		
Black or African Am		19.8	14.8	14.3	15.8		
ELL		16.7	33.3	0.0*	0.0*		
F/R Meals		17.6	10.7	4.2	11.7		
Female		42.3	37.1	33.3	28.8		
Hispanic		27	25.9	18.9	28.6		
Male		25	20.3	20.6	24.1		
SPED		0	10.5	4.2	16.1		
Two or more races				22.2*	33.3*		
White		51.8	46.8	50	44.6		

% At/Above Goal		Historical				Interim	Goal
CAPT-MATH		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		39.4	45.9	34.4	36.9		50
Asian		76.5*	73.3*	60.0*	85.7*		
Black or African Am		21.3	26.8	15.9	22.5		
ELL		16.7	50	0.0*	0.0*		
F/R Meals		21.8	28.2	8.2	12		
Female		35.2	47.2	36.9	33.8		
Hispanic		27	27.6	23.8	33.3		
Male		43	44.5	32	39.9		
SPED		7.7	0	9.1	13.8		
Two or more races				36.4*	100.0*		
White		66.1	74.7	68.2	61.8		

% At/Above Goal		Historical				Interim	Goal
CAPT-Writing		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		42.3	45.4	44	43.9		50
Asian		76.5*	71.4*	77.8*	85.7*		
Black or African Am		26.9	32.9	32.7	33.9		
ELL		33.3	33.3	50.0*	0.0*		
F/R Meals		24.4	17.7	20.5	26.2		
Female		49.1	55.6	55.4	48.3		
Hispanic		27	31	39	37.8		
Male		36.3	35	32.9	39.6		
SPED		2.8	6.9	3.3	9.8		
Two or more races				33.3*	100.0*		
White		66.4	66	63.6	62		

% At/Above Goal		Historical				Interim	Goal
CAPT-Science		08-09	09-10	10-11	11-12	12-13	13-14
GRADE 6							
All Students		20.7	30.9	34.1	30.8		45
Asian		58.8*	50.0*	55.6*	85.7*		
Black or African Am		6.5	13.9	20.9	17.3		
ELL		16.7	16.7	0.0*	0.0*		
F/R Meals		11.2	14.5	7.9	14.3		
Female		20.5	27.3	36.2	27.6		
Hispanic		13.5	21.4	20.5	28.9		
Male		20.9	34.6	32.1	34		
SPED		0	4	9.4	11.9		
Two or more races				55.6*	100*		
White		40.5	56.4	58.9	53.2		

Human Capital

The district needs to continue to invest in developing the skill sets of all of our employees. We have implemented the Leadership Academy to improve leaders throughout the district and the Windsor Academy to improve professional development for our teachers.

The first year implementation of SEED, as a pilot district, was very difficult; however, it did contribute to higher level discussions about teaching and learning. The district has a great deal of work to do in executing SEED in a more refined



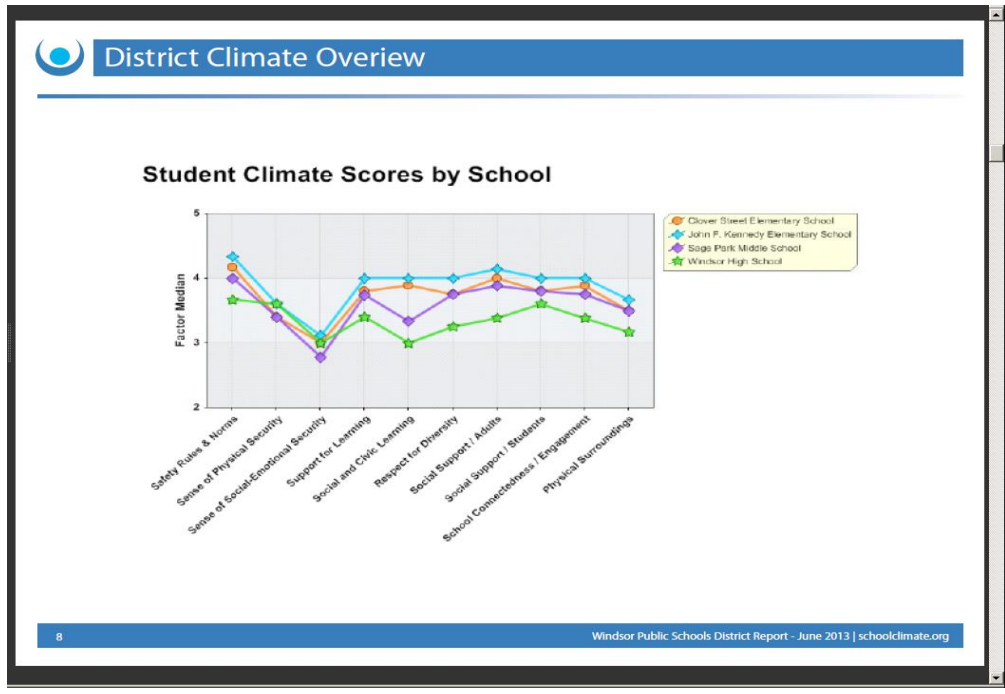
	<p>manner in year two. Regular on-going professional development for administrators has been scheduled for the 2013-2014 school year with the goal of enhancing their ability to identify evidence supporting effective teaching practice and improve inter-rater reliability. We believe this professional development is essential to provide teachers with effective, consistent feedback about their teaching practice.</p>
Operations	<p>The district currently does not have a development strategy to pursue private funding.</p> <p>Additional work is needed in refining school schedules to maximize teaching and learning.</p>
Culture and Climate	<p>There continues to be concerns regarding regular daily attendance and student engagement at Windsor High School as demonstrated in the table below titled WHS # of Absences per Student</p> <p>PBIS is in its initial stages of implementation</p> <p>Results from district-wide comprehensive school climate inventory suggest that we need to make improvements in respect to diversity and providing social support to our students (See second table below).</p> <p>The district has identified the need to improve our communication strategy with families and community stakeholders. Engagement of these important members of our community is essential to our success.</p>



WHS
of Absences per Student

Absences	2010-2011	% of enrollment	2011-2012	% of enrollment
1-10	867	68.8%	860	70.2%
11-20	213	16.9%	258	21.1%
21-30	59	4.7%	63	5.1%
31-40	26	2.1%	11	0.9%
41-50	12	1.0%	0	0.0%
51-60	10	0.8%	3	0.2%
61-70	2	0.2%		
71-80	3	0.2%		
81-90+	2	0.2%		
Totals	1194	94.8%	1195	97.6%

Total Enrollment **1260** **1225**





5. District Strategy and Year 1 Reflection

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

Articulate the **district’s key initiatives from year one** of the Alliance District program.

Implement Holistic Accountability Framework

The Holistic Accountability Framework allowed the district to successfully implement its district improvement plan while ensuring improvement efforts are aligned across the district and provide for the strategic decision-making authority at the appropriate levels, thus providing a positive impact on student learning.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete. The district was very successful in the construction of an accountability framework. The district level data team worked consistently during the course of the 2012-2103 school year and constructed a district improvement plan which is aligned with and directly supports the Board of Education mission and goals. Moreover, the accountability framework has identified 40 specific indicators (15 are based on standardized tests) which are the metrics the district will monitor over the course of the school year to determine if progress is being made towards accomplishing the stated goals of the Board of Education.

The Holistic Accountability process has also resulted in an identification of the three priority areas of focus for the 2013-2014 school year. These items were selected because the team determined that successful implementation and improvement in these key areas will most likely have a measurable impact upon a preponderance of the forty indicators of success. These strategies are often described as “high yield strategies”.

Action	Results Indicator(s)
Contact Leadership Learning Center contract consultant	Contract
BOE overview presentation	Meeting minutes
BOE goal-setting workshops	Meeting minutes
Post BOE goals on district website	Website
Send out press release on district goals	Website will reflect press release
Develop schedule for 2012-2013 District Data Team meetings	Posting of schedule
Establish membership of revised District Data Team meeting	Post DDT membership list
Provide initial training /retraining for District Data Team and ongoing technical support	Meeting minutes existence of support documents



Develop District / School Data Team reflection protocols as means to measure effectiveness	Development of Tool
Develop District report card report for BOE	Monthly reports to the BOE
Collect data regarding effective functioning of District Data Team for incorporation into District report card	functioning of District Data Team

Develop Robust Data Systems to Inform Practice

Holistic Accountability Framework demands immediate access to instructional and implementation data. Moreover, efforts to close the achievement gap require meeting the needs of each individual student which also necessitates extensive information management systems. The district identified it had underutilized data systems which included products such as PowerSchool, Inform, IEP Direct, and Munis Financial Systems. The development of a robust data system is required to provide timely, meaningful data to teachers and administrators.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete. The district was successful in implementing all of the items identified in our year one Alliance Grant application.

The district has successfully implemented a new assessment framework and has completed our first cycle utilizing the Measures of Academic Progress. We have developed and have gone “live” with Milepost, a web-based data management system that not only tracks student demographics and assessment performance data, but also captures SRBI plans, behavioral intervention plans, and other interventions. This system is integrated into the district assessment system and has been developed to hold the student disciplinary data necessary for the analysis required by Positive Behavioral Supports (PBIS).

A great deal of district resources were utilized in cleaning existing data and ensuring that the information migrated into our new data management system was accurate. This process was not only required for the successful implementation of our data system, but was also necessary to support the simultaneous analysis being conducted by the District Data Team.

Each of the systems identified in the excerpt below represent significant investments in the district infrastructure. Moreover, the implementation of MAP, Milepost, and Edline are complex and extensive undertakings.

Action	Results Indicator(s)
Create administrative position to coordinate district data systems	Employment of individual
Review current data management systems and develop plan for improving overall integration.	Existence of a plan for district data systems integration
Implement NWEA MAP assessments	Development of implementation plan with timelines
Implement Milepost software	Development of implementation plan with timelines; existence of product accessible online for all staff



	members; monitor percentage of staff regularly accessing software by building
Implementation of Edline Learning Management System	Development of implementation plan with timelines; existence of product accessible online for all staff members; monitor percent of staff members who regularly access the resource post go live date

Establish Windsor Leadership Development Academy

Providing district leadership, including potential leaders and members of the Board of Education, with focused professional development and real-time coaching opportunities will develop overall district capacity in teaching and learning. This initiative addressed the talent strategy option listed in the Menu of District Reform Initiatives. It is designed to bolster the performance of teachers and administrators through the new performance evaluation system. The initiative also provides mentoring and personalized professional growth plans within the Leadership Development Academy to develop teachers and administrators for future leadership positions. Administrators have received and will continue to receive ongoing professional development in the use of protocols to guide conversations about student work, teaching practices and strategic decision-making using data. Additional professional development has been provided and will continue to be provided to enhance administrators' use of technology, especially to collaborate with all stakeholders in the community as well as to evaluate teachers. The administration has completed readings on research-based practices to improve student learning with a focus on students of poverty to learn behaviors and interventions that influence student achievement within the subgroup. The research will then be disseminated with staff to implement the strategies in the classroom setting.

The Leadership Development Academy also provided personalized professional development experiences to participants. Mentors were matched with participants to fit their professional goals. The mentor is expected to collaborate with the Academy, participate to identify projects and experiences, and utilize professional development opportunities to support growth towards the identified career goal. Funds are made available to participants to offset the cost of college coursework or the cost of out-of-district professional development aligned to their professional goals. The plan for individual participants will span a period of two years and the professional pathways of participants will be tracked.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete. In addition to implementing the Leadership Academy and establishing ongoing job embedded coaching for district administrators, the district has also engaged the Board of Education in a series of workshops. The Board has been provided with training on roles and responsibilities by Shipman and Goodwin, and has engaged in strategic planning with Mike Wasta from the Center for Leadership and Learning, goal setting and mission statement development with Mary Broderick and Jack Reynolds. Furthermore, the Board of Education has been provided with workshops on Special Education and Student Discipline by representatives from Shipman and Goodwin.

Action	Results Indicators
Conduct needs assessment of district administrators	Post Results
Implementation of Leadership and Learning Center Contract	Contract
Develop training program agenda for administrators and teachers	Post agenda and calendar of administrative PD dates



Identify teachers/administrators to participate in Leadership Academy	Post results and develop survey to evaluate program
Contract with consultants to provide job embedded professional development/coaching to building principals and teachers	Principals will complete survey and self-reflection of impact of support
Contract with higher education institutes for professional development for administrators to support implementation of new evaluation model	Survey feedback
Develop program which grants teachers reimbursement for professional development programs and/or courses	Course completion presentation/sharing of results by teachers. Increased number of teachers with 092

Systemic Improvement of School Climate

The district began to implement PBIS (Positive Behavioral and Intervention Supports) in the 2010-11 school year. PBIS is a framework for implementing evidence-based practices that result in behavioral and academic achievement for all students and is highly effective in improving school climate. PBIS uses data to determine the effectiveness of practices that are implemented. The data is used for decision making to determine if outcomes are being effectively achieved.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete.

Action	Results Indicators
District Climate Committee meets with school climate leaders	Meeting minutes
Designated staff from Oliver Ellsworth and Poquonock to attend PBIS Year 1 training	Team per school trained to implement Year 1 PBIS strategies; SET (school evaluation tool) completed.
Creation of School Climate Committee at each school	List of committee members by school
School climate committee at each school reviews data from national climate survey and develops school climate action plan	Action steps and results indicators developed by school climate committee at each school.
Designated staff from Clover Street, JFK, and Windsor High School attend PBIS Year 2 training	Team per school train to implement year 2 PBIS strategies; analysis of SWIS data and SET completed.
Designated school staff from all schools attend PBIS year 3 training	Implementation of Tier 3 strategies at every school
Designated staff from Poquonock and Oliver Ellsworth attend PBIS year 2 training	Implementation of Tier2 strategies at all schools
Administer the NSCI by school to all parents, staff, and	90% response to survey by all groups



students (grades 3 and above)	
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Community Collaboration Addressing Needs of At Risk Students

The district has begun to establish collaborative relationships with community-based organizations with the focused purpose of coordinating programs and funding sources to provide students Grades K-12, who may be at-risk for high school failure and dropout, with focused wraparound interventions. These efforts were coordinated by the newly-created position the School and Community Resource Coordinator. The individual who was hired for this position was charged with coordinating efforts within the Windsor Public Schools and the greater Windsor community to identify and coordinate resources to assist students who are at risk for school dropout and further adjudication. The cooperation and coordination of local governmental agencies and community programs will be employed to provide those students most at risk with wraparound services. Examples of interventions programs which have been initiated for Windsor High School are the Excellent and Equity Review, focused intervention with school counselors, and the student engagement and at-risk intervention programs.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete. The district was delayed in the selection and hiring of the Community Resource Coordinator and this individual began work in March. The delay is obvious when one reviews the progress measured in the table below.

The district initiated an Excellence and Equity Review and is currently awaiting the results of this study. There was a great deal of community discussion and internal discussion among members of the Board of Education in regards to this action item which represented a significant impediment to making the progress initially anticipated.

Action	Results Indicators
BOE Workshop on Equity and Excellence Review	Meeting minutes
BOE Action on Equity and Excellence Review (E & E Review)	BOE Minutes
Development and finalization of Contract with Loyola University for completion E & E Review	Completed
Phase One E&E Review Achievement Analysis	Executive Summary Document
Phase Two E&E Review Access Analysis	Executive Summary Document
Phase Three E&E Review Advancement Analysis	Summative Report
Phase Four Action Analysis	Summative Report
Write job description for program leader	Job description/ Posting
Recruit and hire program leader	Candidate hired
Establish After School Academic Support Center Continue program	Evaluation of impact of program upon involved students based upon improved academic performance and attendance
Establish Plan to begin community outreach and coordination	Development of materials
Develop grant process to support community efforts to assist at-risk students working collaboratively with schools	Description of Grant Application Annual report on program results



Identify students for high school program	List of students
Individual student assessed	Individual student portfolio developed
Plan internships and job shadow experiences for high school students	Schedule of internships and job shadows
Meeting with high school student and significant others	Log of meetings
Visits to colleges	Log of visits
Provide youth development activities	Activity log
Evaluate program	Portfolio completion including record of student activities; student evaluation

Conduct Curriculum Audit/Revision

Major curriculum development took place during the academic year 2012-2013. A revised curriculum template was developed by the curriculum team and used to train curriculum developers. The template provides guidance on Big Ideas, Essential Questions, pacing, delivery of significant tasks within each unit, common learning experiences, assessments, and resources. Curricula have been developed to align with the Common Core State Standards and implementation monitoring plans are in place for the upcoming school year. Ongoing embedded professional development is being scheduled for 2013-2014 to ensure teacher readiness to implement the new curriculum with fidelity. An implementation rubric has been developed for use in all content areas in Grades K-12 and was field tested/revised during 2012-2103 and is ready for the upcoming academic year. In addition, a Curriculum Revision Matrix has been created to guide the continued development of curriculum next year in the core and specialty content areas. The Board of Education has approved new curricula for Grades K-11 in Mathematics and K-4 and 6-11 for Language Arts. The Language Arts Curricula for Grade 5 and Grade 12 will be drafted over the summer. The curriculum audit resulted in the elimination of 5 mathematics courses at the high school and the development of an Algebra 1 course that will meet daily on the block schedule to address the needs of students requiring support within that content area. In addition to the focus areas of Mathematics and Language Arts, ten new electives were introduced into the Windsor High School Program of Studies. These courses include: Science Fiction, Young Adult Literature, African American Literature, Fashion Merchandising, Spanish Conversation and Culture, Forensic Science, CAD/CAM, full year Anatomy/Physiology, Military History and Spanish 4. Virtual High School offerings are available to Windsor High School students next year for the first time.

All approved curricula are being posted online via the district’s Edline capabilities for parental/family access which will provide one common storage place for approved district curricula. Access will go “live” in August of 2013.

Parent informational sessions at the primary and elementary levels were delivered as an initial introduction to the Common Core State Standards, the new curricula format and public access and strategies on how to partner with the school district to enhance learning.

Below is an excerpt from the action plan developed by the district and submitted in our year one application for



the Alliance Grant. The items highlighted in green indicate completion, the items in yellow are ongoing and the red are incomplete.

Action	Results Indicators
Develop a new framework for curriculum development	Completion and use of the new framework for curriculum writing
Contract consultants to support curriculum development	Completion of training by curriculum team members
Assessment of the mechanism to store and access curriculum documents	Identification and use of a common mechanism to store and access curriculum documents
Identify common tools and procedures for monitoring the implementation of curriculum	Use of common tools and procedures to assess the implementation of the curriculum
Provide professional development for curriculum supervisors, administrators and writing teams on the new curriculum framework	Curriculum documents produced using the new framework Attendance sheets from professional development sessions
Development of a curriculum writing calendar	Posting of calendar
Identification of key talent to write curriculum	Rosters of writing teams
Begin curriculum development process	BOE approval of curriculum documents
Development of a calendar for ongoing, embedded curriculum revisions	Posting of calendar and revision cycle
Develop schedule of implementation monitoring visits	Written feedback from monitoring visits and evidence of improved practice
Development of a forum where all teachers can provide continued feedback on implementation strengths, challenges and improvements	Collection of teacher feedback via an electronic mechanism
Modify district assessment calendar to inform instructional decisions	Posting of district assessment calendars (elementary/secondary)
Train teams to administer MAP and interpret reports to inform instruction and modify curriculum	Completed training
Plan and roll out teacher training in MAP	Completed training
Provide ongoing workshops to support Tier I implementation	Completed training
Participate in EIV through UConn NEAG School of Education	Research data

Briefly describe the district's year one Alliance District accomplishment citing specific data, where appropriate.

The district successfully implemented a Holistic Accountability Model. The Board of Education developed the following mission statement and goals.

Mission Statement

The mission of the Windsor Public Schools is to develop the genius in every child and to create life-long learners.

Goals

To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor



community, will ensure that all students acquire the following skills and behaviors:

1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools (written communication).
2. All students will demonstrate effective oral communication skills.
3. All students will demonstrate the interpersonal skills necessary to work collaboratively with others.
4. All students will demonstrate the ability to think critically and to solve complex problems (analyze, creative, research, logic, innovative, integrated understanding, resilient).
5. All students will demonstrate a knowledge and understanding of the increasingly global nature of the world in which they live.
6. All students will demonstrate the behaviors associated with good citizenship.
7. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.
8. All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.
9. All students will demonstrate an understanding of the importance of health and wellness.

Approved by the Board of Education: October 25, 2012

The district administration through the District Data Team (DDT) collaborated to develop a series of forty indicators of success which will demonstrate growth towards meeting the district goals. During the 2013-2014 school year, the District Data Team will monitor the district's progress towards meeting the stated goals of the Board of Education. The DDT will also report progress as measured by the indicators of success to the Board of Education.

The DDT determined that the district would focus on three high-leverage initiatives which are expected to have the greatest impact on progress towards the stated goals of the Board of Education. The high yield strategies selected are:

- 1) Develop and implement curriculum that is fully aligned with the Common Core which meets district standards for curricular format and contents
- 2) Implement Best Practices for instruction through SEED
- 3) PBIS implementation to ensure every school has a positive school climate that is inclusive for all learners and maximized learning opportunities

Develop Robust Data Systems to Inform Practice

The district successfully completed the following:

- Established administrative position to coordinate district data systems
- Reviewed current data management systems and developed a plan for improving overall integration
- Identified quality assessments and implemented a revised district assessment calendar
- Made significant upgrades to district network, hardware and software improving usability and timely access to data and reports



- Established training and professional development for end users to ensure consistent access to instructional information
- Implemented Milepost data management system
- Implemented MAP assessments
- Implemented Edline/Blackboard content management system and website

Establish Windsor Leadership Development Academy

- Developed professional development calendar which provided clear learning opportunities in each of the performance categories identified for school leaders
- Created a mechanism to identify potential future leaders and develop an application process
- Created personalized professional development plans for district administrators
- Identified executive coaches who are willing to work with principals over time
- Established Teacher Leadership Academy
- Identified in-house mentors for current administrators and future potential leaders
- Identified online resources for leadership training
- Developed professional development calendar for the Board of Education
- Provided professional development opportunities for Board of Education members to expand their collective understanding of governance and policy setting structures
- Developed professional development calendar for teacher training
- Identified trainers both in and outside the district for Teacher Leadership Academy
- Identified teachers to participate in the academy which will be based on a two year model
- Initiated Excellence and Equity Review at Windsor High School

Systemic Improvement of School Climate

- Established School Climate Committee at each school
- Provided year 1 PBIS training to the PBIS teams at Oliver Ellsworth and Poquonock Schools
- Provided SWIS training to Oliver Ellsworth and Poquonock Schools
- Provided year 2 PBIS training to the PBIS teams at Clover Street, JFK, and Windsor High School
- Provided year 3 PBIS training to the designed Pupil Services staff and PBIS coaches at all schools in the district
- Provided check in/check out training to all schools
- Ensured SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Reviewed results of school climate surveys with District and School Climate Committees
- Reviewed and revised school and district improvement plans specific to school culture based on the survey results

Community Collaboration Addressing Needs of At Risk Students

- Initiated Excellence and Equity Review at Windsor High School
- Developed job description, recruited and hired appropriate candidate for School and Community Resource Coordinator
- Established After School Academic Support Center
- Developed model for implementation of career plans for each student identified in the program
- Developed referral process to be used by school counselors, social workers and principals to recommend students
- Began to establish relationships with community resources such as: Windsor Police, Windsor probation officer, Windsor businesses, Windsor Youth Service Bureau, Windsor Youth Commission, local



churches, etc.

- Identified students and began process of assessing individual students needs
- Created community linkages to build internship and job shadowing experiences for identified students based on student interests and career aspirations
- Met with individual students and family or family support network
- Organized and met with interagency work group
- Defined and created additional youth development activities in consort with identified community resources

Conduct Curriculum Audit/Revision

- Identified and contracted consultants to provide professional development to the curriculum team to support ongoing quality curriculum development
- Developed a new framework for curriculum development
- Expanded the use of electronic format of curriculum storage, access and revision
- Developed and identified tools (e.g. walkthroughs, observation protocols, procedures for examining student work, etc.) to monitor the fidelity of implementation of new curriculum
- Revised the composition of district assessments and assessment calendar at the elementary and secondary levels
- Trained building level teams in the administration of the Measures of Academic Progress (MAP) assessment and interpretation of reports (elementary and middle school)
- Planned for building teacher capacity in administration of MAP and interpretation of results to adjust instruction in a strategic manner
- Established expectations and a schedule for building administrators, department chairpersons, curriculum supervisors, including the assistant superintendent, to visit classrooms and provide meaningful feedback and follow up to classroom teachers specific to implementation of the district curriculum
- Established district revision plan which will prioritize the curriculum work done annually and develop accountability for the amount of curriculum revision that occurs each year
- Partnered with the University of Connecticut, NEAG School of Education, to strengthen early elementary vocabulary development via the Early Instruction and Intervention Project (EVI)

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

The district has completed the Holistic Accountability Framework which helped to determine the three key areas of focus for the upcoming school year. The District Data Team has determined that the following three initiatives will provide the greatest impact in meeting the stated goals of the Board of Education:

- 1) Develop and implement curriculum that is fully aligned with the Common Core which meets district standards for curricular format and contents
- 2) Implement Best Practices for instruction through SEED
- 3) PBIS implementation to ensure every school has a positive school climate that is inclusive for all learners and maximized learning opportunities

We believe there is a natural synergy among our initial Alliance Grant initiatives and our sharpened focus for 2013-2014. Moving forward, we intend on folding the original Alliance Grant initiatives into our district improvement plan making some items subsets of our three high-yield strategies.



1) Curriculum development and implementation will continue as established in the first year of the Alliance Grant. A comprehensive Curriculum Development and Implementation Plan has been written and submitted to the District Data Team for approval. An integral part of the plan is the monitoring of the implementation of the curriculum. A common tool for monitoring implementation from Grades K through 12 is currently being field tested and will be revised as necessary for use in the upcoming academic year. Trend data gathered through this process will inform professional development needs and, consequently, professional development offerings. A Curriculum Revision Matrix has been completed and will prioritize and organize curriculum development work through the academic year 2015-2016.

2) Implement Best Practices for instruction. The district will continue to work from within a Holistic Accountability Framework but will shift focus from building the framework to monitoring Best practices for instruction as provided for in the SEED model. Our work on developing a robust data system will continue to be refined but will no longer be central focuses as many of the key components which are necessary for improving teaching and learning have been put into place. The district will also continue to implement the Windsor Leadership Development Academy but again, it will shift to an item identified as daily practice which will not require the same level of scrutiny as the three high-yield strategies identified by the District Data Team.

3) Ensure that school has a positive, supportive climate that is inclusive for all learners and maximizes learning opportunities. This item will require the district to continue the efforts identified in the first year of the Alliance grant in initiatives 4, Systemic Improvement of School Climate and initiative 5, Community Collaboration Addressing Needs of At Risk Students.

The collaboration with Loyola University Chicago to conduct an Excellence and Equity Review (EER) has been terminated and is expected to conclude with the development of several reports of findings and recommendations based on the research conducted during the Excellence and Equity Review. The Amended Alliance Grant Application had included the incorporation of the EER work and proposals for additional work in years two and three. On June 12, 2013 the Windsor Public Schools received notification that Loyola University was not willing to continue its relationship with the Windsor Public Schools. The following is a summary of the explanation offered by the University:

- The opposition to the Excellence and Equity study has successfully influenced the Town's governing body to reduce school funding.
- It appears that further political pressure is directed to the Board of Education officers to terminate the study or lose further funding.
- If enacted these reductions will likely have a negative impact on the quality of programming provided to students and result in job cuts among educators, some of whom may have taken part in the study.
- The university stated, "As a university committed to social justice, we will not be affiliated with any political process resulting in diminished educational or employment opportunities for students and educators, respectively."

It is our intention to work collaboratively with the Windsor Board of Education to carefully review the research findings and recommendations. We anticipate the need for additional resources and consultation to facilitate this work including additional professional development to administration, teachers, and the Board of Education.



6. Year 2 Priorities

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

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

Priority #1	Curriculum Development and Implementation to align with Common Core State Standards	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	Implement Best Practices for instruction (SEED)	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	Ensure that schools have a positive supportive climate that is inclusive for all learners and maximizes learning opportunities.	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #4 (optional)	Develop a comprehensive communication strategy that will effectively engage the entire Windsor community in support of the mission of the Windsor Public Schools. This will include our continued work based on the recommendations and findings of the EER study, our focus on providing wrap around services for at-risk students and the development of district capacity to seek external private resources in support of our work.	<input checked="" type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority (This item adds an emphasis on communications)



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

The Windsor Public Schools have implemented Holistic Accountability as theorized by Doug Reeves and implemented by Mike Wasta. This process began with the Board of Education establishing a new mission statement and setting nine strategic goals for the school system. Next, the district administration, through the District Data Team (DDT), collaborated to develop a series of forty indicators of success which will demonstrate growth towards meeting the district goals. During 2013-2014, the District Data Team will monitor the district's progress towards meeting the stated goals of the Board of Education. The DDT will also report progress as measured by the indicators of success to the Board of Education.

The DDT determined that the district would focus on three high-leverage initiatives which are expected to have the greatest impact on progress towards the stated goals of the Board of Education. The high yield strategies selected are:

- 1) Develop and implement curriculum that is fully aligned with the Common Core which meets district standards for curricular format and contents
- 2) Implement Best Practices for instruction through SEED
- 3) Ensure that schools have a positive supportive climate that is inclusive for all learners and maximizes learning opportunities

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

1. Foundational work in transitioning to the CCSS has occurred this year in the development of curricula in the core areas of Language Arts and Mathematics. At the elementary level, the curriculum supervisors have previewed the first units with the staff. Additional professional development in both Language Arts and Mathematics has been scheduled for teachers before the school year begins. The secondary content area teachers have been heavily involved in the development of new documents and, as content specialists, are poised to implement the new curricula. As part of the PLC work next year, the academic and grade level teams will deconstruct the Smarter Balance Performance Assessments and use the design concepts present in SBAC to develop additional performance based assessments to prepare students for the new model of assessment. The K-8 student population has experience with computer adaptive testing through MAP and this will help in the transition to the new assessment in 2015.



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

Priority #1: Insert the year two priority below.

Curriculum Development and Implementation to align with Common Core State Standards

Summary: Briefly describe the district’s comprehensive approach to implement this priority.

A Curriculum Development and Implementation Action Plan has been drafted to guide the continuing work on curriculum development and commence ongoing audits of its implementation. (Exhibit A) It will be reviewed and updated in preparation for monthly District Data Team meetings using the stoplight indicators of green as an indicator of completion, yellow as an indicator of progress and red as an indicator of no progress. The first two days of professional development are devoted to the rollout of the elementary curricula at Grades K-5 with technical assistance provided by the curriculum specialists and content coaches. At the secondary level, continued work will take place on the development of performance assessments in core areas and curriculum development in areas outside of Language Arts and Mathematics. Curriculum supervisors will meet regularly with the elementary teachers before and after each unit of study to plan for instruction and revise units as necessary. The ongoing embedded professional development will provide classroom teachers and special education teachers time to reflect on instruction, analyze student data, and revise the curriculum in real time and to preview upcoming units. This model ensures the targeted CCSS within each Mathematics and Language Arts unit are addressed. The calendar of in-house professional development sessions by grade level and school has been generated and shared with the administrators. (Exhibit B) In addition, a matrix of curriculum approved by the Board of Education and curriculum under development for 2012-2016 has been created and shared with administrators and will be shared with all staff at the commencement of the 2013-2014 school year. (Exhibit C)

Principals, vice principals, curriculum supervisors and Central Office staff will visit classrooms to monitor the fidelity of implementation of the new Language Arts and Mathematics curricula every month. Teams of administrators will begin a calibration process using the Curriculum Implementation Monitoring instrument, already field tested in the spring of 2013, to discover the level of fidelity of implementation of the curriculum at the classroom level. Pacing, CCSS, and the delivery of the curriculum will be documented with particular attention given to student



discourse and critical problem solving components of the curriculum and instruction. The implementation data in combination with MAP outcomes will inform the DDT about the status of the implementation of the new curricula and about any needed changes in adult action.

Outcome Metric: What is the desired result of the implementation of Priority #1?

By October 15, 2013, 100% percent of the teachers will be implementing the CCSS curriculums in Grades K-11 at the Effective Level as measured by the curriculum implementation monitoring instrument. (Exhibit D) Monitoring visits will begin on September 12, 2013 and continue throughout the year. Monthly reports will continue to be at this performance level or better at measured by the implementation tool as monitored by the District Data Team. Student achievement on the fall, winter and spring Measures of Academic Progress (MAP), a computer adaptive test aligned with the CCSS, will afford the District Data Team with student achievement data specific to the CCSS. The data will also serve as another indicator on the effectiveness of the implementation of the newly developed and aligned LA and Mathematics curricula in Grades K-11.

Aligned Strategies: Identify a core set of strategies to implement this district priority.

Progress Metrics: Identify a progress indicator for each strategy.

Timeline:

		Su `13	F `13	W `14	Sp `14	Su `14
Curriculum writing in Language Arts (Grades 5, 9, 10, 11) to complete assessments for each unit	District master table which tracks the progress in the revision of curriculum	X	X			
Curriculum writing in Advance Math Decision Making, Pre-Calculus, Calculus and AP Calculus		X	X			
Curriculum revisions (dynamic parts of the document only)	The district will develop tools that		X	X	X	X



Curriculum development (H. S. electives, Science, Social Studies)	will allow school administration to record observational data in regards to the extent in which curriculum has been implemented across the district. These data will be contrasted with the student achievement data to help determine effectiveness of curriculum developed.		X	X	X	X
Curriculum implementation monitoring			X	X	X	X
Identify and purchase technology necessary to improve district capacity to assess student performance utilizing Smarter-Balanced technology-based assessments.	Selection and purchase of appropriate technology.		X	X		



Priority #2: Insert the year two priority below.

Implement Best Practices for instruction through (SEED)

Summary: Briefly describe the district's comprehensive approach to implement this priority.

The district participated in the CSDE SEED pilot for the 2012-2013 school year. We have determined that we will continue our focus on implementing this valuable framework as a means of improving the teaching and learning within the district. The CSDE has reviewed and approved Windsor's district evaluation plan. Windsor has contracted with ProTraxx to provide the talent management software and has already scheduled training for the administrative team on August 14, 2013 and for the teaching staff in early September. As part of an ongoing embedded professional development plan for the administrative team, the district has contracted with the Center for School Change effective as of June, 2013. Initial work in the calibration of the administrative team began at that time.

Professional development in evaluation of teacher performance, the crafting of meaningful Student Learning Outcomes, and calibration using the StEPP rubric and planning for effective feedback using Jackson's, *Strategic Conversations* is underway. Monthly professional development meetings specific to teacher evaluation and feedback is scheduled with additional embedded calibration visits among administrative teams to take place between meetings. Evaluators will receive continued support from the Center for School Change and from Central Office staff throughout the year as the evaluation process unfolds.

The district is focusing professional development opportunities to align with the three priorities areas outlined in the District Improvement Plan: CCSS/Curriculum Development and Implementation, SEED and Teacher Evaluation and PBIS. Building administrators will collaborate with teachers to identify personalized areas of growth and provide building level professional development opportunities to address these areas. The District Data Team will monitor the implementation of curriculum, student achievement and behavioral data to inform professional development needs within buildings and provide technical support accordingly. Additional professional development opportunities to target specific areas of growth or interest including educational technology, research-based teaching strategies, motivation and educationally related book discussions will be offered through Windsor University. These sessions are facilitated by in house talent and occur after school hours at various venues around the district on a voluntary basis. In the absence of guidance from the CSDE on the delivery of personalized small group professional development opportunities, Windsor University offerings, embedded Professional Learning Communities at all grade levels and district directed professional development in CCSS, PBIS and SEED will round out Windsor's Professional Development Plan for the upcoming academic year. Outside district professional development requests for attendance at national or regional conferences will be reviewed and vetted by the District's



Professional Development Committee.

Windsor Leadership Academy is entering into its second year as one high profile mechanism to retain and provide professional growth opportunities to local talent. The initial cohort will continue work this year on mutually agreed upon projects and shadowing experiences. At the end of the academic year, this cohort will provide feedback to improve the structure and support systems for the following cohort of educators in Year 3 of the Alliance Grant.

Outcome Metric: What is the desired result of the implementation of Priority #2?

By June 2014, 90% of certified faculty will be rated as effective or higher as determined by SEED

Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Establish administrative calibration training with CT Center for School Change as proposed in District SEED document.	The District will measure the quality of our efforts to fully implement SEED through the analysis of several sets of data that will need to be collected throughout the implementation period. These are: 1) Establish baseline data from pilot year as to what percentage of teachers are identified as proficient 2) Percentages of faculty who have	X	X	X	X	X
Identify system to capture evaluation data and manage professional development needs of individual teachers. (My Learning Plan replaced by Pro traxx)		X				
Identify base percentage of teachers identified as proficient		X	X			X
Develop summary guide to explain steps in the evaluation process		X				



Establish timelines for administrative and teacher compliance with components of evaluation system	completed each component of the SEED plan within the established timeline					
Provide training for teachers and administrators on goal setting	3) Feedback collected from regular meetings with the Windsor Education Association leadership		X			
Establish timelines for administrative and teacher compliance with components of evaluation system	4) Feedback collected from regular meetings with the Windsor Administrator and Supervisors Association	X				
Training for new teachers		X	X	X	X	X
Meet regularly with representatives of the teachers union to discuss and troubleshoot implementation	5) Results from administrative calibration training					
Provide evaluators with technology necessary to efficiently provide teachers with immediate feedback. Develop infrastructure necessary to support complete implementation of technology-based evaluation system.	Identification and purchase of appropriate technology.	X	X			



Priority #3: Insert the year two priority below.						
Ensure that schools have a positive supportive climate that is inclusive for all learners and maximizes learning opportunities.						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
The district will use the District School Climate results from the National School Climate Instrument (NCCI) in conjunction with the individual school climate surveys and SET results by school, to develop district-wide and school based plans to address climate and ensure that positive behavioral supports are in place in all schools. Data collected as a result of the district-wide implementation of PBIS will be reviewed each month by the District Data/ Leadership Team. These data are essential components to the district Holistic Accountability Framework and are scheduled to regular review before the Board of Education.						
Outcome Metric: What is the desired result of the implementation of Priority #3?						
All Schools will have SET results >80% School Climate Survey will demonstrate improvement in student feelings of emotional safety and respect for diversity. PBIS Baseline disciplinary data will be established at each school with monthly analysis of year-over-year data. The expectation is to see a 30 percent reduction in student disciplinary referrals after one year of full implementation.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su '13	F '13	W '14	Sp '14	Su '14
Contract with EastConn to provide technical support in the continued Analysis year-end behavior data	Utilizing end-of-year triangular report by school	X				
SET (School wide Evaluation Tool) is administered in the spring	Reports are received		X			
Contract with EastConn to assist the district in the work to Build capacity for PBIS implementation	Additional staff are trained	X	X	X	X	X
Provide annual training on behavioral data reporting	Staff is successfully inputting behavioral data into Milepost	X				X
School-based teams will analyze monthly reports generated on the following: referrals per day, problem behavior, location, time, and by student ID. Summary data will be	Meeting minutes and regular reports to Board of Education	X	X	X	X	X



reported to District Data/Leadership Team						
Review interventions changed as a result of data	Check in/check out documents by school					X
Review school systems changed as a result of data			X	X	X	X
Review PBIS instruction changed as a result of data		X	X	X	X	X
Provide relevant professional development topics identified by data and District Climate Committee	Scheduled PBIS-related PD in district/school	X	X			
Schedule collaboration for all PBIS coaches (2 per school)	Calendar of meetings and minutes	X		X		X
Review ISS and OSS data monthly	Meeting minutes	X	X	X	X	X
District Climate Committee meets bi-monthly	Schedule of meetings	X		X		X
Administer the School Climate Survey bi-annually	School Climate Surveys administered to students, staff, parents/guardians	X	X	X		
District Climate Committee investigates other valid climate survey options	Meeting minutes			X		
District Climate Committee will review National School Climate Survey (CSCI) data and improvement plans for each school.	School improvement plans	X				X
Examine CSCI data across schools -- i.e. subgroup differences and parent differences -- to identify trends.	Meeting minutes of District committee	X				X
Increase or maintain parental participation on School Climate Surveys	Parent Survey participation rates				X	
Analyze data from CSCI Surveys across the 12 dimensions for school and district trends	Survey data available to analyze and meeting minutes		X			



Priority #4 (optional): Insert the year two priority below.						
Develop a comprehensive communication strategy and community-based wraparound services that will effectively engage the entire Windsor community in support of the mission of the Windsor Public Schools.						
Summary: Briefly describe the district’s comprehensive approach to implement this priority.						
Develop a comprehensive communication strategy that will effectively engage the entire Windsor community in support of the mission of the Windsor Public Schools. This will include our continued work based on the recommendations and findings of the EER study, our focus on providing wraparound services for at-risk students and the development of district capacity to seek external private resources in support of our work.						
Outcome Metric: What is the desired result of the implementation of Priority #4?						
The effectiveness of our communication strategy will be measured by improvement in school connectedness and engagement as measured by the district climate survey.						
The effectiveness of wrap around services for at-risk students will be measured by an analysis of student progress on grade appropriate standardized assessments. The district’s implementation of Milepost software allows for the establishment of intervention groups whose progress can be tracked overtime. Students enrolled in our various mentoring and wrap-around services will be identified in Milepost and their progress analyzed over time. Programs that are ineffective in producing improvement in student achievement, attendance and discipline will be considered for revision or elimination.						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14



Effective Communication Strategy						
Develop process for identifying professional consultation for improved communication with community	Determine RFQ process and engage in contract	X	X			
Develop communication plan to ensure regular communication with parents and community members regarding district progress using district website and social media	Publication of communication plan-existence of regular communications to families and community stake holders	X	X	X	X	X
Administer annual school climate survey	Review data and compare with baseline data from 2012-2013 school year, particular focus for improvement on indicators for school connectedness and engagement.				x	x
Provision of wrap around services both community and school based						
Develop action plan for addressing needs based on EER as determined by Board of Education and Windsor community	Construction and implementation of action plan		X			
Develop plan to provide necessary professional development to Board of Education, administration, teachers and staff based on validated findings and recommendations from the EER	Construction and implementation of action plan		X	X	X	X
Develop and hire an alternative education facilitator to support at risk students and programming for offsite alternative setting assist with facilitating community-based mentoring programs.	Develop job description and complete hiring process	X	X	X	X	



Retain an expert to provide professional development for principals on employing strategies to increase and strengthen school/ family involvement.	Develop and implement targeted strategies to improve school/family dynamics		X	X	X	
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7. School Turnaround Strategy

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

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

There are no schools within the Windsor Public Schools identified as Review and Turnaround schools. However, the administration of the Windsor Public Schools has identified that additional focus and effort will be placed upon addressing the needs of Windsor High School. The school has failed to make significant progress in improving its overall performance on the CAPT test and the SAT.

To this end, the district is prepared to provide additional support and resources to help the administration of Windsor High School dramatically improve school-wide performance. The district has engaged the faculty of Windsor High School in the ongoing curriculum and assessment revision commencing with Language Arts and Mathematics curriculum development in Year 1 of the Alliance Grant. The work will continue over the next year and beyond to ensure all grade levels and content areas have and are delivering high quality curricula. In addition, the district has and will continue to provide the high school faculty with extensive professional development in SEED. These centralized interventions with the following supports described below are being provided to Windsor High School.

The district will continue its partnership with the University of Connecticut, NEAG School of Education, to provide the professional staff of Windsor High School with professional development in reading and writing across the content areas. The professional development model will include individual coaching and consultation to the newly formed Professional Learning Communities as well as the formal academic departments. Specialized technical support will be given to literacy staffs who manage programs including Read 180, the Homework Club, and the Access courses. Additional formal course work will be offered by UConn staff after school and afford teachers with credit for college study in adolescent literacy/reading. Substantial funds will be set aside to provide culturally relevant and engaging texts to students in print and electronic format in each classroom at Windsor High School. Without providing students with texts they can and want to read, improvements in student achievement in reading will be less likely to be realized. Currently the school is devoid of substantial quality adolescent literature of interest to the student population and classroom libraries have not been financially supported. WHS will partner with the Husky Sport program where UConn students and athletes mentor WHS students and track their independent reading status. Students are likely to be motivated by an individual outside of the school who has taken and interest in their progress.

Book clubs and discussions, theatre performances related to literary works and college visits will provide incentives for students to read. To supplement the core writing/reading assignments, non-traditional but engaging partner reading/writing experiences will be employed including, but not limited to, “Correspondence Match” where students pair with a Peace Corp Volunteer to write back and forth and ePals, “high school abroad” experience where students engage in corresponding with a student from another country around a specific topic,



issue or project. Other connections will be made by inviting local authors to visit and work with students whenever possible.

In order to support the school improvement plan which targets reading and writing as two focus areas a consultant with a skill set in school improvement initiatives and the training/support of Professional Learning Communities will provide job-embedded professional development/coaching to building administrators and teachers working with data, teaming protocols, and development, revising and monitoring of improvement plans.

In Year 2 of the Alliance Grant, the district will expand upon the original Alliance grant application for Windsor incorporating support for programs to assist at-risk students who attend Windsor High School. We intend to expand upon these efforts and include the following within our revised Year 2 application:

Additional professional development in Year 2 of the grant will be provided to improve and expand the co-teaching model as a means of providing additional support to include special education students. The district continues to work with consultants to provide training to our faculty in regards to the best practices in co-teaching and effective practice including all learners within the classroom.

The restructuring and expansion of the school's existing and successful Math lab program will allow for supplemental services in mathematics to reach more students. Additional computers, software and licenses will promote access to lab services.

Technical support for the development of Student Success Plans (SSP) will be secured. The district is monitoring the effectiveness of SSPs as one data point under the District Improvement Plan measuring the readiness of our student population to successfully transition into the post-secondary world. A rubric for identifying quality plans is under development and will be applied to a representative sample of plans for graduating seniors annually. The ratings of the plans will be used to develop and provide ongoing professional development to faculty.

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



The Holistic Accountability Framework allowed the district to successfully implement its district improvement plan while ensuring improvement efforts are aligned across the district and provide for the strategic decision-making authority at the appropriate levels, thus providing a positive impact on student learning. Each school has a leadership team which is led by the principal and empowered to review school results data along with district goals and determine how the school will best address the needs identified. The improvement plans developed by each school team will be presented to the district-level leadership team for approval.

The power of the Holistic Accountability Framework is in the collaboration required by the monthly team meetings where the district indicators of success are monitored and plans are modified based upon the latest relevant data. The accountability that is created by this focused strategic review of progress (or the lack of progress) is a powerful catalyst for causing the behavioral changes that are necessary in adults to implement district initiatives.

The improvements that are being made in district curriculum and assessment systems will provide teachers with a clear understanding of what children should know and be able to do. The development of a rigorous system of educator evaluation and professional development will ensure that teachers are willing and able to teach the required curriculum with high levels of expertise, and the improvements that the district is making on school climate will help to further engage students in the learning process while also providing administration and teachers with additional time to become involved in the learning cycle.



8. Accountability and Support

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

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

The Holistic Accountability Framework allowed the district to successfully implement its district improvement plan while ensuring improvement efforts are aligned across the district and provide for the strategic decision-making authority at the appropriate levels, thus providing a positive impact on student learning.

Each month the district leadership team meets to review progress on the district improvement plan and to determine if the current course of action is making the progress originally anticipated. The action plans established and the data gathered while monitoring implementation will be compared to the student results data to determine if the plans are successful. This process continues year long and allows for accountability while also allowing for the necessary flexibility to make mid-course changes.

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

The district improvement plan incorporates the work performed at a school level. School-based teams will be required to report to the district team on their progress towards their goals and why adjustments have been made to ensure success.



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

The CSDE should consider developing a focused training module on developing methodologies for measuring and monitoring adult actions in the implementation of educational strategies. School systems have become very adept at measuring student results data from various assessments; however, we continuously struggle with the measurement of adult actions. The development of monitoring tools, accountability structures and rubrics for ensuring quality implementation of strategies is critical to the improvement of any organization.



9. Budget

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

1. **Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
2. **Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-2014, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure support. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
3. **Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-2014. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

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

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should equal the total Alliance District funding allocated to the district.



10. Stakeholder Engagement

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

The Board of Education has worked to establish a new district mission statement and district goals. Based upon this work, the district leadership team has met multiple times each month for the past school year constructing our Holistic Accountability Framework and developing our strategic district improvement plan. As a part of the improvement process, each school has a representative team that is working to develop school-level components of the plan. Moreover, the district has established an elementary teacher advisory panel that meets regularly to collaborate on issues and discuss implementation. Finally, the district leadership meets regularly with the Windsor Teachers' Association. This collaborative foundation has been critical in the development of our improvement plans. The district is creating a website to communicate these plans and their evaluative components to the Windsor community and the Superintendent has engaged in a communication plan blogging and communicating directing with the community in support of the district work.

PART III: APPENDIX SECTION



A. Statement of Assurances

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


PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

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- 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:

Jeffrey A. Villar, Ph.D.

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

Date: