



## 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 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Windham Public Schools		
Name of Grant Contact Person:	Tony Gasper, Ed.D., Deputy Superintendent of Schools		
Phone # of Contact Person:	860-465-2526		
E-mail of Contact Person:	agasper@windham.k12.ct.us		
Address of Contact Person:	Street Address:	322 Prospect Street	
	City:	Willimantic	Zip Code: 06226
Name of Superintendent:	Ana V. Ortiz		
Signature of Superintendent:		Date:	6/27/13
Name of Board Chair:	Dr. Murphy Sewall		
Signature of Board Chair:		Date:	6/27/13
Local Board Approval of Plan: <sup>1</sup>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	Presentation to BOE planned for August 21, 2013		
Priority School District?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

<sup>1</sup> 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

**Instructions:** Please provide the district's vision and mission statements below. Insert the district's core values or guiding beliefs that are to be embodied by all staff, students and members of the district community. This can come directly from your district strategic plan or district Improvement plan.

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

The Windham Schools are a regional center for educational excellence and the first choice of Windham families. Its students exceed the academic performance of students in Eastern Connecticut in all areas. All students graduate from high school college-ready.

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

### **Windham Public Schools' Theory of Action**

The Windham Board of Education has adopted the Managed Performance Empowerment (MPE) Theory of Action, in which:

- The district defines its relationship with each school on the basis of the school's performance.
- High-performing and/or significantly improving schools are given considerable autonomy and freedom from bureaucratic operating constraints.
- Chronically low-performing schools that fail to improve are subject to district intervention, redesign, closure or replacement with higher-performing school models.

The MPE Theory of Action assumes that schools must have both autonomy and accountability to promote higher performance. It rewards effective teaching and leadership by creating a direct relationship between a school's academic performance and its operational autonomy. High-performing schools make all key staffing decisions and decide how the school's resources should be allocated. They are entitled to this level of autonomy as long as they are achieving results in terms of student achievement. Schools whose students do not achieve at the proficient level are subject to increasing levels of intervention from the district office. If no improvement occurs, the school is redesigned and replaced with a higher-performing school model. This exchange of autonomy for accountability is an essential idea in this theory of change. If administrators and teachers are to be responsible for results, they must have a full opportunity to manage the inputs and processes that determine those results.



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

### WPS Key Messages

1. Windham Public Schools' reform efforts are creating higher performing schools, heightened expectations, rigorous core curriculum, increased engagement and more academic choices and pathways to Windham families and students throughout district.
2. Windham Public Schools have talented, effective teachers, principals and administrators serving as instructional leaders that are held accountable to some of the highest standards in the region.
3. Through transparency, efficiency and responsible management of public resources Windham Public Schools will meet the expectations of our diverse community and continue to provide a safe and effective learning environment for its staff and students.
4. We believe that collaboration with district families, community members, organizations, local businesses and institutions of higher education are crucial to the success of each student. Together we can ensure that each student exceeds the academic performance of students in the Eastern Connecticut region.

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

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

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

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

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



achievement and eliminate the achievement gap:

- Windham High School (WHS) has been redesigned to create two high-performing themed academies (STEM and Humanities). During the 2012-2013 school year, students at WHS attended school for an extra 30 minutes a day.
- Windham Middle School (WMS) is in the redesign process through the Commissioner's Network (already accepted). A Turnaround Plan has been submitted to CSDE. Extended learning time will be a primary reform strategy at WMS during the next five years.
- Select WMS and WHS educators participated in training through Expediting Comprehension for English Language Learners (ExC-ELL), developed by Margarita Calderón and Associates, as a continuation of Windham's extensive work on Sheltered Instruction. During the training, general education content area teachers in grades 6-12 learned the most effective instructional components, strategies, and performance assessment tools for adolescent English Language Learners (ELLs) and struggling readers. Educators received training and job-embedded coaching to support their work with students. Training began during the 2011-2012 school year and continued in 2012-2013. In 2013-2014, the district will continue to develop the leadership capacity of those who participated in ExC- ELL training through continued professional learning in the area of sheltered instruction.
- The foundational programs in reading have been strengthened at the elementary level in all schools with a particular focus on reading mastery in grades kindergarten through three. Teachers learned and implemented research-based strategies related to phonemic awareness, phonics, spelling, fluency, language comprehension and vocabulary. Training of staff will continue during the 2013-14 school year with an embedded coaching model. In 2013-2014, the district will build its internal capacity in the area of coaching by training and maintaining a Literacy Facilitator position at each elementary school. This position will serve two purposes: 1) to ensure full implementation of systematic reading instruction and 2) to support teachers who are identified through the new evaluation and support system as in need of support.



### 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).

<b>District Overview (2012-13):</b>					
Total Enrollment:	3520	Per Pupil Allocation: <sup>[1]</sup>	\$587		
Total # Schools:	6	Operating Budget:	\$43,313,706		
# Review Schools: <sup>[2]</sup>	2 – Windham Center & Sweeney	# Turnaround Schools:	3-WHS, Natchaug (SIG), WMS (by Application)		
<b>Student Demographics (2012-13):</b>					
% White:	26.36%	% F/R Lunch:	68.01%		
% Black:	5.6%	% IEP:	20.63%		
% Hispanic:	66.56%	% ELL:	23.89%		
% Other:	1.48%	Attendance Rate:	92%		
<b>District Personnel (2012-13):</b>					
# Certified School-based Staff:	293	Median Teacher Salary: <sup>[3]</sup>	\$58,364		
Student/Teacher Ratio: <sup>[4]</sup>	12.01	# Central Office Administrators:	10		
# School Administrators:	19	# Central Office Support Staff:	18		
<b>Student Achievement:</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
District Performance Index:	n/a	n/a		n/a	
Math	Gr. 3 CMT at/above Goal:	39%	36%	48%	n/a
	Gr. 5 CMT at/above Goal:	23%	35%	36%	n/a
	Gr. 8 CMT at/above Goal:	29%	21%	29%	n/a
	Gr. 10 CAPT at/above	21%	33%	21%	n/a

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

[2] Review category includes “Review” and “Focus” schools.

[3] Median salary should reflect the median for all certified staff.

[4] Ratio should include all certified staff.



	Goal:				
Reading	Gr. 3 CMT at/above Goal:	27%	37%	40%	n/a
	Gr. 5 CMT at/above Goal:	22%	27%	32%	n/a
	Gr. 8 CMT at/above Goal:	33%	36%	43%	n/a
	Gr. 10 CAPT at/above Goal:	15%	32%	18%	n/a
Chronic Absenteeism Rate: <sup>[5]</sup>		10.48%	11.37%	11.30%	11.66%
4-Yr Graduation Rate:		81.5%	64.9%	62.5%	n/a
% Pursuing Higher Education:		71.9%	70.2%	n/a	n/a

#### 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**.

Academics	<ol style="list-style-type: none"> <li>1. WPS has implemented a district wide universal assessment, NWEA MAP test, to collect critical data three times a year on student progress toward achievement goals.</li> <li>2. WPS has adopted the use of core reading materials at Kindergarten through fifth grade to ensure effective instruction in the area of reading.</li> <li>3. The district continues to develop CCSS-linked curriculum units in language arts and mathematics across the full grade span. Work to date will be implemented in the 2013-2014 school year with further development work to continue during the year.</li> <li>4. Reorganization of the high school into two semi-autonomous academies is nearly complete. This year, only grade 12 students will not belong to one of the two academies.</li> </ol>
Human Capital	<ol style="list-style-type: none"> <li>1. In 2012, WPS hired a Director of Data and Technology to build capacity of district staff to store and analyze data sets in order to improve student outcomes.</li> <li>2. In 2012, WPS hired a Director Reading and Related Curriculum to create coherence among the reading/language arts initiatives throughout the district and establish one PreK-12 language arts curriculum aligned to the Common Core State Standards.</li> <li>3. Fully implemented TEAM Program. In 2012-2013, WPS increased the number of mentors by 30%.</li> </ol>



Operations	<p>The district continues to make operational improvements in the following areas:</p> <ol style="list-style-type: none"><li>1. This district will soon hire a new Director of Finance: a shared position with the Town. This will improve inter-department communications and efficiency.</li><li>2. One-hundred percent of the district's phone system will be upgraded by October 1, 2013. This VOIP system will improve efficiency, reliability, and allow teachers to more easily connect with families from their classroom.</li><li>3. The school-based budgeting process continues. Seventy percent of total district funds have been allocated to the schools and these budgets have been designed by each principal to be in alignment with the district's strategic operating plan.</li></ol>
Culture and Climate	<ol style="list-style-type: none"><li>1. Every WPS building is implementing Positive Behavior Interventions and Supports to decrease disciplinary referrals and ensure access for all students to academic instruction.</li><li>2. Every WPS established a School Governance Council to review and provide input to all school decisions. These groups continue to receive training and support via the district's partnership with Leadership Greater Hartford.</li><li>3. Through the State Personnel Development Grant with SERC, WPS has expanded Positive Behavioral Interventions and Supports to every WPS school. Although this initiative involved a leadership team at each school during 2012-13, efforts have not yet resulted in a lower incidence of student disciplinary referrals for the district.</li></ol>

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



Reading achievement data gathered three times this year through the NWEA MAP testing showed gains below the national norm at every grade level the test was administered.

**2012/13 NWEA Reading RIT Score Averages  
(National compared to Windham)**

Gr	National Beginning-of-Year Mean	Windham Beginning-of-Year Mean	National Middle-of-Year-Mean	Windham Middle-of-Year-Mean	National End-of-Year-Mean	Windham End-of-Year-Mean
3	189.9	185.5	194.6	187	199.2	191.9
4	199.8	196.3	203.2	203.2	206.7	200.1
5	207.1	201.6	209.8	202.1	212.3	203.6
6	212.3	198.1	214.3	201.1	216.4	201
7	216.3	202.4	218.2	205.5	219.7	205.6
8	219.3	206.4	221.2	205.8	222.4	209.1
9	221.4	205.5	221.9	205.4	222.9	205.4
10	223.2	213	223.4	211.2	223.8	212.6

Academics

Human Capital

1. WPS continues to experience a high rate of turnover of staff in critical positions such as Administration, Windham Middle School across subject areas, and Dual Language educators.
2. Professional development offered by Literacy How resulted in increased teacher efficacy in the teaching of reading, as measured by Literacy How's Teacher Knowledge Survey, but moderate gains have been made to build WPS internal capacity in the area of ongoing coaching and strategies to ensure the sustainability of effective reading strategies.
3. WPS has yet implement Goal 2 of the Strategic Operating Plan, Improve Teacher and Leader Quality and Retention thru implementation of a talent management strategy.



## 5. District Strategy and Year 1 Reflection

**Instructions:** Summarize the district's overarching strategy and key initiatives from Year 1 of the Alliance District program. Describe successes and progress made in Year 1. Provide specific data points to support the analysis.

Articulate the **district's key initiatives from Year 1** of the Alliance District program. The district's prioritized reform initiatives and rationale are as follows:

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

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

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

These are WPS Key District Initiatives implemented in 2012-20 (details of each are listed in the next section.)

- I. Key District Initiative – Windham Public Schools STEM and Humanities Academy
- II. Key District Initiative – Windham Middle School Redesign
- III. Key District Initiative – Increased Reading Achievement
- IV. Key District Initiative – Talent Management Strategy
- V. Key District Initiative – Extended Time for Learning

Briefly describe the district's Year 1 Alliance District **accomplishments** citing specific data, where appropriate.

### **I. Key District Initiative – Windham Public Schools STEM and Humanities Academy**

In 2012-2013, WPS established two new academies at the high school level and hired two new Headmasters, one to serve as the lead administrators in each academy. The high school building houses the STEM Academy and Arts and Humanities Academy for 9<sup>th</sup> and 10<sup>th</sup> grade and an Upper School for 11<sup>th</sup> and 12<sup>th</sup> graders.

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

1. A Headmaster was hired for each academy. **(accomplished)**
2. Each academy enrolled 100 students in Grade 9 and Grade 10. **(accomplished)**
3. Each academy established a trimester schedule. **(accomplished)**



4. Each academy created a School Governance Council. **(accomplished)**
5. Educators in each academy established collaboration time during common planning time and contractual after school time. **(Move to Year 2)**
6. Hired a second Parent Liaison to support parent and community engagement. **(accomplished)**
7. WPS will partner with UCONN, ECSU, EASTCONN, SERC and Quinnebaug Community College to continuously improve instruction. **(accomplished)**

## **II. Key District Initiative – Windham Middle School Redesign**

In 2012-2013, Windham Middle School (WMS) entered the redesign process with the goal being the creation of a high- performing, developmentally appropriate middle school, serving students in grades six through eight. The decision to redesign WMS was made, in part, due to concerns with student achievement and achievement gaps. Based on CMT School Performance Targets from the 2012 administration of CMT, WMS has an SPI (51.6), well below state expectations for student performance. Also of great concern is persistent low achievement for the Students with Disabilities, Hispanic and ELL subgroups. In the Spring of 2013, the Windham Middle School began the application process to join the Commissioner’s Network under the guidance of a Turnaround Committee with representation from the teaching staff, parents and community, high school staff, the Superintendent and the Commissioner’s appointee (G. Ramos).

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

## **III. Key District Initiative (Expanding Initiative) – Increased Reading Achievement**

In order to address student achievement in reading and eliminate the gaps in achievement, the district has strengthened its foundational programs at the elementary level in all schools with a particular focus on reading mastery in grades kindergarten through three. In 2012-2013, all elementary staff members were involved in job-embedded professional development and coaching through *Literacy How*. Additionally, the district purchased and implemented core district-wide reading programs, *Imagine It* for K-3 and *Journeys* for 4<sup>th</sup> and 5<sup>th</sup> grades, during the 2012-2013 school year.

1. Specifically, *Literacy How* training included the following in 2012-2013:
  - a. Each school’s mentor met with staff to assess program implementation and will develop a plan for 2012-2013 based on the information. **(accomplished)**
  - b. A total of 20 hours of professional development provided to professional staff. Content will built on 2011-2012’s base and focused on building robust vocabulary and improving reading comprehension. **(accomplished)**
  - c. Mentors provided weekly on-site mentoring to teachers. **(accomplished)**
  - d. Mentors met weekly with each building principal and monthly with district administrator. **(accomplished)**



e. In an effort to build internal district capacity, each school’s Instructional Consultant and reading staff members was trained to be internal facilitators to support the implementation of program practices. **(Addressed in Year 2 Application under Priority 4 – Literacy Facilitators.)**

2. *Imagine It* training took place from August 2012-January 2013. **(accomplished)**

3. *Journeys* training took place in Spring 2013. **(accomplished)**

**Results:** In 2012-2013, WPS first year of NWEA implementation, students made modest strides in the level of texts they could read and comprehend over the course of the year in grades 4, 8 and 10. These lexile scores were measured by the NWEA reading test administered three times during the year.

Grade Mean	Fall 2012 Lexile Mean	Winter 2013 Lexile Mean	Spring 2013 Lexile
4	577.38	582.68	648.44
8	777.86	762.48	805.94
10	858.59	837.28	875.22

IV. **Key District Initiative – Talent Management Strategy** Windham Public Schools’ talent management strategy will focused on teacher and leader effectiveness; the internal and external recruitment, training and development of future teachers and leaders who are at or above effective range as determined by Connecticut’s System for Educator Evaluation and Development (SEED).

1. Served as pilot district for SEED. **(accomplished)**
2. Hire consultant to partner in design of **Windham Transformative Teacher Talent Academy** and Leadership Academy. **(moved to Year Two)**
3. Develop curricula for Beginning Teacher/Transformative Teacher training classes. **(moved to Year Two)**
4. Collaborate with WFT to develop job description for Transformative Teachers. **(moved to Year Two)**
5. Establish a relationship with President and pertinent faculty at Eastern Connecticut State University (ECSU) and the University of Connecticut (UConn), potential partners in talent development. **(Ongoing – established relationship for Dual Language and General Education Interns and Candidates.)**

V. **Key District Initiative – Extended Time for Learning -** WPS will use Alliance and other funding to effectively implement the use of extra time to improve student achievement and eliminate the achievement gap at Sweeney Elementary School and Windham Middle School (WMS). Extended learning time at Sweeney and WMS will be used to provide students with focused achievement goals based on a review of data, rigorous and relevant curriculum, individualized acceleration or remediation (based on data-evidenced needs), ongoing assessment and analysis of data to inform instruction, teacher development and collaboration and a strong culture of high expectations for all students’ achievement.

1. Contract with Steve Perry, Principal of Capitol Preparatory Magnet School in Hartford, Connecticut, to consult on K-8 year round school project **(Year 1)**. **(WPS Administrators consulted with Dr. Perry during visit to Capitol Prep – No Contract.)**
2. Create Windham Redesign Team (WRT), led by Deputy Superintendent and comprised of school administrators, teachers, Windham Federation of Teachers (WFT), parents and other stakeholders



- to create plan for redesigned school (**Year 1**). (Move to YEAR TWO).
3. Develop/refine year round curriculum and instruction expectations (Years 1-5). (A redesign plan was completed and presented to the Board of Education, but the Special Master requested that WPS apply for the Commissioner's Network.)
  4. Schedule consistent meetings for WRT to develop extended time school redesign (**Year 2**).
  5. Negotiate with WFT to establish a year round salary for elementary and middle school teachers (**Year 1**). (**Move to Year 2**)
  6. Add one hour of instructional time a day at WMS and Sweeney Elementary School beginning in September 2013. (Use of time for the middle school is being considered under the Commissioner's Network. Sweeney will have the present PK students moving into Kindergardem attend summer school from July-Aug.

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.

At this time, Windham Public Schools will continue to implement the strategies delineated in the Year I Alliance grant application.



## 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 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 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 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district's broader strategic plan and/or vision.



Priority #1	<p><b>Talent Management</b> - Research has shown that high-achieving schools have high-quality teachers and effective principals who serve as instructional leaders. Windham Public Schools’ talent management strategy will focus on teacher and leader effectiveness; the internal and external recruitment, training and development of future teachers and leaders who are at or above effective range as determined by Connecticut’s System for Educator Evaluation and Development (SEED).</p> <p>The district will recruit, hire, and retain an effective Talent Management Officer to guide and oversee the majority of the work within this priority. Seven facets of this work include: recruitment; retention; evaluation; professional learning for career development; compensation and performance incentives; performance management; and data management.</p> <p>A comprehensive and transformative talent management strategy will be developed to:</p> <ol style="list-style-type: none"><li>1. Recruit the most highly qualified teachers and administrators to work with Windham’s students, improve achievement and eliminate the achievement gap.</li><li>2. The Talent Management Officer will partner with school principals to ensure that they are providing individualized learning opportunities for all teachers based on their evaluation results. This will address each educator’s career development path and professional growth.</li><li>3. Provide a comprehensive year-long induction program, “<i>Windham Transformative Teachers Talent Academy</i>” (WT3A). The WT3A will serve a number of purposes:<ol style="list-style-type: none"><li>a. Partnering highly qualified “Transformative Teachers” (TT) with Beginning Teachers (BT);</li><li>b. Teaming a TT with a BT for a full year co-teaching experience;</li><li>c. TT’s will be master teachers, as evidenced by student achievement data and administrator assessment. TT’s will be considered before other candidates for inclusion in the Windham Leadership Academy.</li><li>d. TT and BT will collaborate on planning, providing quality Tier I instruction and Tier II/Tier II interventions;</li><li>e. Students with the greatest needs (as evidenced on district and state testing data) will be placed in the TT/BT classroom.</li><li>f. BT’s will be relieved of teaching duties two days a month to attend WT3A classes, facilitated by the Deputy Superintendent/guest instructors. Classes will serve as ongoing professional learning opportunities</li><li>g. TT’s will be relieved of teaching duties one day a month to attend WT3A TT Coaching/Leadership classes facilitated by Talent Management Officer/Deputy Superintendent/guest instructors. Classes will focus on skills related to developing and coaching beginning teachers and will provide an introduction to leadership.</li></ol></li><li>4. Develop a leadership recruitment program to build leadership capacity from the quality teaching core in the WPS.</li></ol>	xContinued from Year 1 <input type="checkbox"/> New priority
-------------	---	---



Priority #2	<p><b>Extended Time</b> - Extended time for learning has led to improved student achievement and eliminating the achievement gap in several schools in the country. While extra time for learning is beneficial for all students, students in need academic support benefit the most. WPS will use Alliance and other funding to effectively implement the use of extra time to improve student achievement and eliminate the achievement gap at Sweeney Elementary School and Windham Middle School (WMS).</p> <p>Extended learning time at WMS will be used to provide students with focused achievement goals based on a review of data, rigorous and relevant curriculum, individualized acceleration or remediation (based on data-evidenced needs), ongoing assessment and analysis of data to inform instruction, teacher development and collaboration and a strong culture of high expectations for all students' achievement. Detail implementation plans are under review through the WMS application to join the Commissioner's Network. Extended learning at Sweeney Elementary will be implemented through a preK-5<sup>th</sup> grade summer school to provide additional learning opportunities to additional grade levels (preK, 4<sup>th</sup> and 5<sup>th</sup>).</p> <p>The district has already begun to partner with the Time Collaborative in planning for research-proven ways of extending learning time. Both Sweeney School and Windham Middle School will use 2013-2014 as planning years for this work. Implementation is expected in 2014-2015.</p> <p><b>Five Year Strategies and Implementation Steps:</b></p> <ul style="list-style-type: none"><li>• Utilize Windham Redesign Team (WRT), led by Deputy Superintendent and comprised of school administrators, teachers, Windham Federation of Teachers (WFT), parents and other stakeholders to create plan for redesigned school.</li><li>• Offer parents/families option of year round classes in "staged-in" system each of five years, beginning in July 2013 and continuing through SY 2016-2017.</li><li>• Continuously review student achievement data to assess effectiveness of programming.</li></ul>	xContinued from Year 1 <input type="checkbox"/> New priority
-------------	---	---



**Improving Literacy Skills and Achievement for All Students and Close Achievement Gaps**

In 2013-2014 every elementary school will have an internal literacy facilitator who dedicates a minimum of 20 hours per week to coaching activities and 20 hours to reading interventions with small groups of students. The Literacy Facilitator will be responsible for supporting every classroom teacher and tutors to deliver sound evidence-based instruction. Facilitators will receive professional development to support the work of the Literacy Facilitators, including the use of a Cognitive Coaching model.

***In YEAR TWO Central Office Staff will:***

- Hire literacy facilitators to serve the needs of each of the district’s elementary schools. The Director of Reading will organize the work of all literacy staff to ensure alignment with the district’s Strategic Operating Plan and school improvement plans.
- Develop the skills and expertise of the literacy facilitators through four PD sessions (Sept, Nov, Jan, April) on Common Core State Standards, adult learning in the area of literacy, research based instructional practice, and methods for monitoring learning and differentiating instruction. (4 session of 6 hours each)
- The district Central Office will be restructured. A Director of STEM will be added and the current vacancy of Assistant Superintendent will not be filled. The Deputy Superintendent will assume responsibility for oversight of the department of curriculum and instruction.
- Design and implement a non-evaluative Coaching Round protocol with literacy facilitators at each school and attend the first of four protocols to take place in the Fall. (70 hours for development and visits)
- Coaching Rounds will consist of non-evaluative, observations and reflection among peers. Coaching Rounds may include teachers from a grade-level, teachers working on an element of teaching such as small group instruction, or teachers who are investigating a question regarding data and instruction.
- Provide electronic versions of power points and protocol documents used during literacy facilitator PD sessions for roll out at schools as appropriate.
- The district has developed and will implement a tactical assessment calendar.

***In YEAR TWO, Literacy Facilitators will:***

- Meet with the Director of Reading for monthly walk-throughs to monitor the progress and needs of classroom teachers and students in the elementary schools.
- Coordinate and lead non-evaluative Coaching Rounds four times in the year (Sept, Nov, Jan, April) to discuss trends in instruction and provide targeted, relevant support to individuals and grade-level teams.
- Attend professional development with four times during the year on supporting adult learning in the area of literacy, research based instructional practice, and methods for monitoring student progress and differentiating instruction.
- Work with small reading interventions groups in classrooms for approximately 20 hours per week to demonstrate effective Tier 2 strategies and serve as a coach to classroom teachers and tutors 20 hours a week. Will use data to identify the 6 classrooms that need the greatest support at each building with a goal of increasing the percent of students reading at or above the national norm on NWEA by 10 % or more.

xContinued from Year 1  
New priority

Priority #3



**Summary of District Assessment Calendar:**

	Sept June	Oct	Nov	Dec	Jan	Feb	Mar	April	May
<b>Universal</b> X NWEA (Reading, Language & Math) DRA2/EDL PAST PA CORE Phonics DSA SET (Behavior)				X				X	
<b>Progress</b> 12wk		6wk	12wk		6wk	12wk		6wk	
<b>Monitoring</b> Phonemic Awareness, Phonics, Fluency, Vocabulary, Language, Writing, Math, Behavior, Attendance									
<b>Unit</b> <b>Assessments</b> <b>(Curriculum</b> <b>Based)</b>			x			x			x
<i>School-wide</i> <i>PM Team</i> <i>D District-wide</i> <i>Team</i>		PM D	PM		PM	PM D		PM	



Briefly describe how the priorities listed above **support the district's theory of change** and strategic direction. WPS Talent Management strategies, Extended Time for Learning and the Literacy initiatives will contribute to the overall goals and objectives in the Districts Strategic Operating Plan. The Talent Management strategies will enable the District to attract and retain highly-quality leaders that think systemically and can work together to implement and carefully monitor the impact of the SOP. Extended Time for Learning is crucial to the improvement of student achievement. By providing opportunities for students to continue to engage in literacy activities during the summer and to have additional time for learning during the school year, will allow teachers to address the gaps in learning for various sub-groups of students in greatest need. The Literacy Initiative will support important learning for staff that has shifted teachers' knowledge of reading instruction to include the Common Core State Standards, systematic phonics instruction, and explicit strategies for differentiation and effective instruction of reading comprehension. The Literacy Facilitators will coach teachers to full implement this new learning and help administrators sustain a system of monitoring student progress and make adjustments to respond to students' needs.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 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.

**Common Core State Standards** – In 2012-2013, teacher leaders at every school in the district attended professional development on Common Core State Standards. These teachers turned-keyed the information they learned to their colleagues at staff meetings. In addition, the district held four professional development sessions on the Common Core State Standards for central office and building administrators. Together WPS administrators developed a plan of action to provide professional development to all staff members and to revise and implement a CCSS Reading Language Arts Curriculum by Spring 2015 in time for the new Smarter Balance assessment. In June of 2013, the first curriculum team met to complete the first round of Units of Study for the new curriculum. In August, all elementary and English Language Arts teachers at the middle school and high school level will participate in Common Core State Standards professional development before the start of the new school year. Curriculum writing across the disciplines will continue throughout 2013-2014 to align to the Common Core State Standards.

The district Central Office will be restructured. A Director of STEM will be added and the current vacancy of Assistant Superintendent will not be filled. The Deputy Superintendent will assume responsibility for oversight of the department of curriculum and instruction. This new director will begin the district's work toward aligning PK-12 curriculum and assessments with the CCSS as described in the district's strategic operating plan.

**Educator Evaluation and Support** – In 2012-13, Windham participated as a SEED pilot district for the state of CT. All teachers and administrators used MyLearningPlan.com to record their observations, mid-year check-ins, and end-of-year check-ins. Summative evaluations were also completed in MyLearningPlan.com for teachers and administrators to determine the staff levels of proficiency. The state of CT will be receiving a breakdown of proficiency levels at a later date.

In 2013-14 school year, Windham Public Schools will be undergoing this same SEED process with the state's suggested platform, Bloomboard. As evaluators, identify areas of needed improvement for individual teachers, Instructional Coaches, Literacy Facilitators and Administrators will collaborate to provide the appropriate support to these individuals throughout the year.



### **Annual Training and Orientation of Teachers and Administrators**

The district will provide to all educators annually several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics) and documents that will be used by all staff.

Teachers and administrators new to WPS (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of WPS administration and/or the Office of Talent Management.

### **Evaluator Orientation and Support**

Understanding of WPS's Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of the WPS Evaluation Plan. Evaluators will review plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. The Superintendent or designee will coordinate plans for staff training annually.



**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 any 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 2 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 2 CSDE support and monitoring.

<p><b>Priority #1:</b> Insert the Year 2 priority below.</p>
<p><b>Talent Management</b> - Windham Public Schools' talent management strategy will focus on teacher and leader effectiveness; the internal and external recruitment, training and development of future teachers and leaders who are at or above effective range as determined by Connecticut's System for Educator Evaluation and Development (SEED).</p>
<p><b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.</p>
<p>The district will recruit, hire, and retain an effective Talent Management Officer to guide and oversee the majority of the work within this priority. Seven facets of this work include: recruitment; retention; evaluation; professional learning for career development; compensation and performance incentives; performance management; and data management.</p> <p>This comprehensive and transformative talent management strategy will address the district's talent needs holistically. In the 2013-2014 school year, the first year of implementation of this new talent strategy, Windham will focus primarily on two facets of the strategy:</p> <ol style="list-style-type: none"><li>1. Recruiting the most highly qualified teachers and administrators to work with Windham's students, improve achievement and eliminate the achievement gap.</li><li>2. Providing a comprehensive year-long induction program, "<i>Windham Transformative Teachers Talent Academy</i>" (WTTA).</li></ol> <p>The Talent Management Officer will partner with school principals to ensure that they are providing individualized learning opportunities for all teachers based on their evaluation results. This will address each educator's career development path and professional growth.</p>
<p><b>Five Year Strategies and Implementation Steps:</b></p> <ul style="list-style-type: none"><li>• Begin WT3A. <b>(Plan in Year 1, begin in Year 2)</b></li><li>• Expand the number of Transformative Teachers in the district <b>(Years 2-5)</b>.</li><li>• Continue to develop and revise training materials for BT's and TT's. <b>(Years 1-5)</b></li><li>• Identify and recruit talented teachers to grow as potential leaders. <b>(Years 1-5)</b></li><li>• Develop teacher leader opportunities for identified talented teachers. <b>(Years 2-5)</b></li><li>• Analyze district student achievement data to assess effectiveness of WT3A model. <b>(End of Year 2, Year 3-5)</b></li><li>• Analyze educator evaluations for BT's and TT's for improvement in quality of instruction. <b>(Years 2-5)</b></li></ul>



<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #1?						
<ol style="list-style-type: none"> <li>Analyze district student achievement data to assess effectiveness of WT3A model. <b>(End of Year 2, Year 3-5)</b></li> <li>Analyze educator evaluations for BT's and TT's for improvement in quality of instruction. <b>(Years 2-5)</b></li> </ol> <p><b>Goal 2: Improve Teacher and Leader Quality and Retention</b></p> <ol style="list-style-type: none"> <li>Develop and implement a talent management (acquisition and development) strategy to improve teacher and principal effectiveness.</li> <li>Reorganize and expand district leadership capacity to implement and sustain the Strategic Operating Plan.</li> <li>Develop a system for evaluation of teachers and administrators based on achievement, growth of students, and client satisfaction.</li> <li>Develop a comprehensive system of professional learning informed by teacher and leader evaluation.</li> </ol>						
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority.	<b>Progress Metrics:</b> Identify a progress indicator for each strategy.	<b>Timeline:</b>				
		Su `13	F `13	W `14	Sp `14	Su `14
<b>Hire a Talent Management Officer</b>	<b>Talent Manager Officer selected</b>		X			
<input type="checkbox"/> Expand the number of Transformative Teachers in the district <b>(Years 2-5)</b> . <input type="checkbox"/> Identify and recruit talented teachers to grow as potential leaders. <b>(Years 1-5)</b>	# of Transformative Teachers in a co-teaching classroom with a Beginning Teacher.	X	X	X	X	X



Continue to develop and revise training materials for BT's and TT's. <b>(Years 1-5)</b>	BT and TT feedback	x	x	x	x	X
Analyze district student achievement data to assess effectiveness of WT3A model. <b>(End of Year 2, Year 3-5)</b>	Yearly Student achievement data					X
Analyze educator evaluations for BT's and TT's for improvement in quality of instruction. <b>(Years 2-5)</b>	Bloomboard data on a trimester basis.					X
Identify and recruit talented teachers to grow as potential leaders. <b>(Years 1-5)</b>	# of teachers recruited (2 at each elementary and 4 at the middle school and high school levels.)	x				X



<p><b>Priority #2:</b> Insert the Year 2 priority below.</p> <p><b>Extended Time</b> - Extended time for learning has led to improved student achievement and eliminating the achievement gap in several schools in the country. While extra time for learning is beneficial for all students, students in need of academic support to avoid failure benefit the most. WPS will use Alliance and other funding to effectively implement the use of extra time to improve student achievement and eliminate the achievement gap at Sweeney Elementary School and Windham Middle School (WMS).</p>
<p><b>Summary:</b> Briefly describe the district’s comprehensive approach to implement this priority.</p> <p>Extended learning time at Sweeney and WMS will be used to provide students with focused achievement goals based on a review of data, rigorous and relevant curriculum, individualized acceleration or remediation (based on data-evidenced needs), ongoing assessment and analysis of data to inform instruction, teacher development and collaboration and a strong culture of high expectations for all students’ achievement.</p> <p>WPS will stage in extended time in two ways over five years: adding 300 hours for student instruction and reducing academic regression by limiting the length of student breaks from instruction by creating a year round campus for students in kindergarten through grade eight. A model similar to Capitol Preparatory Magnet School’s will be developed in Windham.</p>
<p><b>Outcome Metric:</b> What is the desired result of the implementation of Priority #3?</p>
<p>2013-2014 NWEA MAP Scores in Reading and Mathematics: An increase of 5 percent of students scoring at or above the norm at each grade</p>

level the test is administered in the areas of Reading and Mathematics.						
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
Utilize Extended Learning Time Planning Teams, led by school principals and overseen by the Deputy Superintendent and comprised of school administrators, teachers, Windham Federation of Teachers (WFT), parents and other stakeholders to create plan for redesigned school.	Implement process recommended by National Center for Time and Learning to customize and design extended time plan for WMS and Sweeney in the 2013-2014 school year.	x				
Offer parents/families option of year round classes in “staged-in” system each of five years, beginning in July 2013 and continuing through SY 2016-2017.	# of students enrolled in year-round classes	x				x



<b>Priority #3</b> Insert the Year 2 priority below.					
<b>Improving Literacy Skills and Achievement for All Students and Close Achievement Gaps</b> - In 2013-2014 every elementary school will have an internal literacy facilitator who dedicates a minimum of 20 hours per week to coaching activities and 20 hours to work as a reading interventionist.					
<b>Summary:</b> Briefly describe the district's comprehensive approach to implement this priority.					
The group of facilitators will be responsible for supporting every classroom teacher and tutors to deliver sound evidence-based instruction. Facilitators will receive professional development to support the work of the Literacy Facilitators, including the use of a Cognitive Coaching model. The Literacy Facilitators will work closely with the Director of Reading and Related Curriculum to ensure that every school has access and implements effective literacy instruction.					
<b>Outcome Metric:</b> What is the desired result of the implementation of Priority #4?					
Each Literacy Facilitators will work collaboratively with 6 specific teachers per building to raise the percent of students at or above the national norm on NWEA Reading achievement by 10 percent from the Fall test date to the Spring test date.					
<b>Aligned Strategies:</b> Identify a core set of strategies to implement this district priority		<b>Progress Metrics:</b> Identify a progress indicator for each strategy.		<b>Timeline:</b>	
		Su `13	F `13	W	Sp
Develop the skills and expertise of the literacy facilitators through <u>four PD sessions</u> (Sept, Nov, Jan, April) on Common Core State Standards, adult learning in the area of literacy, research based instructional practice, and methods for monitoring learning and differentiating instruction. (4 session of 6 hours each).		Reading achievement data for students in 6 focus classrooms.			
			x	x	x



<p>Design and implement a non-evaluative <u>Coaching Round</u> protocol with literacy facilitators at each school and attend the first of four protocols to take place in the Fall. (70 hours for development and visits)</p> <ul style="list-style-type: none"> <li>• Coaching Rounds will consist of non-evaluative, observations and reflection among peers.</li> <li>• Coaching Rounds may include teachers from a grade-level, teachers working on an element of teaching such as small group instruction, or teachers who are investigating a question regarding data and instruction.</li> </ul>	<p>Qualitative data on effective practice.</p>		<p>X</p>	<p>X</p>	<p>X</p>	
<p>Continue implementing K-3 Literacy Initiative (through the state) at Windham Center which includes a Literacy Coach as well as interventionists; in the 2013-2014 school year, CK3LI will focus on both Core and Tier II.</p>	<p>Literacy universal screens and progress monitoring</p>	<p>X</p>	<p>X</p>	<p>X</p>		<p>X</p>



## 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?

Central Office is finishing its first year of a Strategic Operating Plan that addresses all aspects of reform and school improvement. The SOP consists of six goals, 34 strategies and 195 implementation steps staged over a three-year period. Twelve measures will enable the district to assess the degree of success in achieving each goal. Significant concerns about student achievement informed selection and prioritization of the goals and strategies (see SOP page 34 for School Performance Index Matrix and pages 35-43 for years of implementation information).

In 2013-2014, the District Leadership Team (DLT) members will include: Superintendent, Deputy Superintendent, Assistant Superintendent, Director of ESOL, Director of Reading and Related Curriculum and Director of Pupil Services. Special Master Adamowski will serve as a member ex officio. The purpose of this team will be to:

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

In year One of the Strategic Operating Plan, central office staff made significant progress toward the goals and initiated actions toward year two goals.

Title I, Priority School District and General Budget funds will assist in financial support for school turnaround along with the Alliance grant funding.

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?

WPS will implement the Strategic Operating Plan throughout the district with differentiated strategies for schools in need of additional support, as follows:

Therefore, the district's reform strategy is built on a Managed Performance Empowerment (MPE) theory of action, and an accountability model adopted by the Windham Board of Education, that defines the district's relationship with each school based on its performance.

The MPE Theory of Action assumes that high-performing schools and/or significantly improving schools have both autonomy and accountability to promote higher performance. It rewards effective teaching and leadership by creating a direct relationship between a school's academic performance and its operational autonomy. Schools are entitled to this level of autonomy as long as student achievement increases. Low-performing schools not at the proficient level are subject to district intervention, redesign, closure or replacement with higher-performing school models. If school leaders are to be responsible for results, they must have a full opportunity to manage the inputs and processes. The School Performance Matrix shows the autonomy status for existing district schools based on their relative performance and rates of improvement each year beginning with 2010-2011.



**School Performance Index Matrix**

**WINDHAM PUBLIC SCHOOLS  
SCHOOL PERFORMANCE INDEX**

	2010 TO 2011 RATE OF IMPROVEMENT		
	Improving >= +5.0	Maintaining -4.9 to +4.9	Declining <= -5.0
<b>GOAL</b> OSI 70+			
<b>PROFICIENT</b> OSI 50 to 69		North Windham +4.3 (2010 = 51.6; 2011 = 55.9)	
<b>BELOW PROFICIENT</b> OSI Below 50	Windham High +9.3 (2010 = 38.6; 2011 = 47.9)  Natchaug +9.7 (2010 = 34.1; 2011 = 43.8)	<b>DISTRICT</b> +4.4 (2010 = 37.5; 2011 = 41.9)  Windham Center -2.7 (2010 = 46.4; 2011 = 43.7)  Windham Middle +3.8 (2010 = 34.9; 2011 = 38.7)	Sweeney -5.0 (2010 = 49.0; 2011 = 44.0)



WPS has implemented the first year of a redesign plan of the high school into two high schools: Windham STEM Academy and Arts and Humanities Academy.

### **Five Year Strategies and Implementation Steps:**

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

Windham Middle School is in the planning stages of their redesign, which now includes an application to the Commissioner's Network.

### ***Five Year Strategies and Implementation Steps:***

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



## 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.

All district reform initiatives, including those funded by Alliance, are tied to WPS Strategic Operating Plan and a district system for monitoring and accountability. Each Goal on the SOP has distinct strategies that are monitored by the District Leadership Team through various metrics, including student achievement data. Student data is collected in the areas of Reading, Language and Mathematics three times each year using NWEA. In addition, each grade level in the district collects and analyzes grade specific data an additional three times a year that informs instruction and decision regarding intervention. This data includes measures of early reading phonics, fluency and overall reading achievement, writing and mathematics.

A district-wide data system, e-school, is maintained with data points from district wide assessments. This system provides a precise profile of each student at any time during the year. This system is used to make decisions about intervention services and allocation of resources based on the areas of greatest need.

Literacy Facilitators will allow WPS to have greater accountability regarding implementation of effective instructional strategies in each building. These coaches will support teachers whose students in the fall show the greatest needs. Coaches will work collaboratively with building Principals to monitor teacher efficacy and improvement thru walk-throughs and ongoing coaching sessions.

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

It is built on a Managed Performance Empowerment (MPE) theory of action that assumes that high-performing schools and/or significantly improving schools have both autonomy and accountability to promote higher performance. It rewards effective teaching and leadership by creating a direct relationship between a school's academic performance and its operational autonomy. Low-performing schools not at the proficient level are subject to district intervention, redesign, closure or replacement with higher-performing school models.

This will be the district's first full year of employing a Deputy Superintendent. The core responsibility of this position is to closely monitor schools (principals) who are identified as in need of intervention based on growth student achievement. The Deputy Superintendent meets weekly (at least) with each principal under his charge to review fulfillment of strategic targets in the Strategic Operating Plan and the School Improvement Plan along with other key indicators of school improvement.

**Implementation Step 1:** Develop an annual school performance measure using the School Performance Index (SPI) score.

**Years of Implementation:** Year 1

**Implementation Step 2:** Categorize schools annually on the basis of relative performance and rate of improvement.



**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 3:** Require schools with an SPI below 70 to develop an annual plan for improvement to be approved by the Board of Education.

**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 4:** Grant full autonomy to schools at Goal in the areas of allocation of resources, assignment of personnel, and prescription of program and operations; and the school will be eligible for district charter or innovation school status.

**Years of Implementation:** Year 2, Year 3

**Implementation Step 5:** Grant defined autonomy to schools at Proficient in the areas of allocation of resources, assignment of personnel, and prescription of program and operations.

**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 6:** Intervene in low-performing schools in the areas of allocation of resources, assignment of personnel, and prescription of program and operations.

**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 7:** Redesign, close, or repurpose any school that remains in the Below Proficient category for two consecutive years without improvement.

**Years of Implementation:** Year 2, Year 3

**Implementation Step 8:** Create a process to develop design specifications for any new or redesigned school.

**Years of Implementation:** Year 1

**Implementation Step 9:** Develop design specifications for any new or redesigned school.

**Years of Implementation:** Year 1, Year 2, Year 3

**Implementation Step 10:** Approve design specifications for new or redesigned school(s) in the spring of each year for implementation the following year.

**Years of Implementation:** Year 1, Year 2, Year 3

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?

Topics:

1. New Administrator Training on using the School Performance Index as a tool of Accountability
2. Technical Assistance on Teacher and Administrator Evaluation and Support System
3. Common Core State Standards and Smarter Balance Implementation Professional Development



## 9. Budget

**Instructions:** Please complete and submit the Excel budget workbook as a part of the Year 2 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 2013-14, 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 supports. 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 2013-14. 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.

All Windham Public Schools stakeholders were involved in the planning process of the district's plan. The Windham Federation of Teachers was consulted regarding scheduling of professional development and school re-designs and the extended days impact on contractual agreements. School and district personnel have been included in meetings on the plan throughout the school year. The School Governance Councils were consulted regarding school re-designs and hiring of new administrators.

The district held community forums on the Commissioner's Network at Windham Middle School and parents, community members, and students attended these forums. A community group made up of parents, elected officials, teachers and administrators have been meeting throughout the year regarding the district's plan.

Attached under Appendix IV please find minutes from two elementary SGC's, a brochure for the Commissioner's Network Forum and a copy of one of Windham Public Schools' newsletters that are sent to all staff and parents in the district as documentation.



**PART III: APPENDIX SECTION**

**A. Statement of Assurances**

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

**PROJECT TITLE:** WPS Alliance Grant District Plan

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

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



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

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons:

(1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

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



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

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

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

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

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

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

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



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

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

Superintendent Signature:

\_\_\_\_\_  
Ana V. Ortiz

Name: *(typed)*

\_\_\_\_\_  
Superintendent of Windham Public Schools

Title: *(typed)*

\_\_\_\_\_  
June 27, 2013

Date:

\_\_\_\_\_