



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

### 1. District Contact Information

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

Local Education Agency (LEA):		
Windham Public Schools		
Contact Person:	Contact Title:	
Anthony J. Gasper, Ed.D.	Deputy Superintendent	
Telephone:	Email Address:	
860-465-2526	<a href="mailto:agasper@windham.k12.ct.us">agasper@windham.k12.ct.us</a>	
Street Address:	City:	Zip Code:
322 Prospect Street	Willimantic	06226
Local Board Approval of Plan:	PSD:	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/>	
Name of Superintendent:		
Ana V. Ortiz		
Signature of Superintendent:		Date:
Name of Board Chair:		
Tracy Lambert		
Signature of Board Chair:		Date:

## 2. Needs Analysis

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

- **Talent:** Systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff;
- **Academics:** Rigorous and engaging academic program that allows all students to achieve at high levels, including aligned curricula, instruction, and assessments;
- **Culture and Climate:** Positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process; and
- **Operations:** Systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.

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

Strengths/Year 2 Accomplishments:	Explanation and Data to Substantiate:
1. Establishment of Talent Office	WPS Talent Office is now fully staffed. Important work has already been realized in areas of editing teacher evaluation plan, improvement of Professional Learning and Teacher Evaluation district-wide committee, oversight and organization of teacher learning. Current data indicates that, for the 2013-2014 school year, only 3.4% of the teaching staff is choosing not to return of their own volition. This data filters out retirees and those non-tenured teachers who were non-renewed.
2. Hiring of a district-wide coordinator for Math and Science	Coordinator has already begun task of assessing curriculum needs and has established teacher leadership teams for curriculum development. In addition, a pilot of three CCSS-aligned text series is complete and BOE approval is expected at the June 11, 2014 meeting of the Big Ideas title (unanimous recommendation by the piloting teachers).

<p>3. NWEA-MAP interim assessment data shows greater-than-expected growth in many areas</p>	<p>Assessment data across the 3-11 grade range in mathematics and reading show gains greater than those expected for half of a school year. This indicates acceleration for many WPS students. However, because a substantial number of students are starting from a point well below grade level, this growth has not yet manifested a large change in the number of students who've crossed the on-grade-level threshold. In essence, the data indicates that our students are a lesser distance behind grade level, though are still behind grade level none the less. At the third administration of the NWEA-MAP, in 14 of the 16 tests administered, students showed growth rates greater than the national norm. Most notable were 10<sup>th</sup> grade reading in which students grew at 6.7 times the expected rate and 9<sup>th</sup> grade reading in which students grew at 4.7 times the expected rate.</p>
<p>4. Implementation of reading support and specialist personnel district-wide.</p>	<p>WPS has been able to increase the number of reading interventionists, coaches, and teachers district-wide due to Alliance funding. This has greatly increased the expertise and capacity of the district in the area of literacy. This has contributed to the NWEA-MAP score gains mentioned above.</p>

Growth Areas:	Explanation and Data to Substantiate:
1. Continue to improve student achievement in all areas; most especially reading and mathematics	State test results for the district have remained, for the most part, stagnant or have declined slightly. Notable exceptions were found in grade 5, however. Effectively using data to guide student learning and organizational priorities is showing growth in some pockets around the district but this concept remains a growth area that will be key to improving student learning across WPS. Three of eight schools report having highly functional school-level data teams.
2. Continue to reduce over-identification of Speech/Language in ELL students	While the district has shown a 2% drop in the prevalence rate over the last two years, more work remains to be done in this area. Most especially, the district is working to identify proper tests and testing procedures in the early-childhood years for special education identification. A majority of identified students come from this grade range and then remain with WPS.
3. Continue curriculum development in all areas; most especially reading, social sciences, mathematics and science	A curriculum document audit conducted at the beginning of this school year revealed that nearly 40% of all courses offered either lack a curriculum document or have one that is out of date. This is a substantial amount of work for the district that poses a large financial cost.
4. Continue to select, procure, and implement learning resources that align with CCSS and NGSS	Before the arrival of the Special Master, several studies were conducted on a variety of operational and educational needs. Up-to-date texts and resources was a cited need.
5. Improve the recruitment and retention of high-quality talent across the school district.	More than 50% of WPS teachers have less than 15 years' experience in education. Nearly one-third have less than 6 years' experience. This presents WPS with a disproportionate need to train and support new teachers when compared with other school districts. Attracting and keeping effective talent will be a key area of work for the school district moving forward.
6. Extend student learning time where possible.	Windham Middle School is a member of the Commissioner's Network. Both WMS and Sweeney School participated in this year's cohort of the Time Collaborative. A substantial portion of the 2014-2015 Alliance application is devoted to extending learning time for students. At WMS this is in the form of extending the school day for all students. At Sweeney, this will take the form of a mandatory summer school experience for students of demonstrated academic need.

2. Talent Section		
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 talent-related reform priorities. Please note that in Year 3, all Alliance Districts will pursue strategies to advance educator evaluation and support systems. Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>		
Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Educator evaluation and support systems	N/A – PSD funds cannot be used to support talent-related initiatives.	<input checked="" type="checkbox"/> Recruitment and human capital pipelines <input checked="" type="checkbox"/> Hiring and placement processes <input checked="" type="checkbox"/> Professional development/coaching <input type="checkbox"/> School leadership development <input checked="" type="checkbox"/> Retention of top talent <input type="checkbox"/> Other: _____
<p><b>Summary:</b> Briefly describe the district’s talent-related reform priorities, as indicated above.</p> <ul style="list-style-type: none"> <li>• <b>Educator Evaluation:</b> Describe how the district is working to successfully implement educator evaluations district-wide, resulting in improved instruction and professional practice that are aligned to the CCSS.</li> <li>• <b>Professional Learning:</b> Describe how evaluation processes inform professional development. Explain the district’s approach to providing meaningful and impactful professional learning opportunities that are aligned to the CCSS.</li> </ul>		
<p>Alliance funding will be used to ensure that the WPS Talent Office operates at a high level of effectiveness and aids the district in improving student achievement. Major functions of the Talent Office are as follows:</p> <ul style="list-style-type: none"> <li>• Ensure fidelity and efficacy in the implementation of the educator evaluation plan</li> <li>• Ensure that professional learning is ongoing, embedded, useful, meaningful, and driven by data on student achievement and teacher performance</li> <li>• Ensure the Professional Learning and Evaluation Committee has a meaningful role in the monitoring and revision of the Professional Learning and Evaluation Plan</li> <li>• Pursue traditional and non-traditional avenues of educator recruitment (social media, networking sessions, job fairs, expanded reach of public postings)</li> <li>• The Talent Director will remain an active member of the District Data Team, therefore providing a regular avenue of two-way communication of critical needs and important developments</li> <li>• The new teacher induction program will be revised based on feedback from the previous year’s participants. An emphasis on relevant and useful information will be established. Additionally, the Talent Director will endeavor to have TEAM mentor matches established prior to the</li> </ul>		

**2. Talent Section**  
 new teachers’ orientation in August; thus allowing these important relationships to begin prior to the school year.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Ensure effective implementation of the educator evaluation plan district-wide. (Alliance)	BloomBoard reports will show all administrators are compliant with timelines found in the revised PLEP plan.  Impact: This will ensure the district that teachers in need of improvement are being identified as early as possible; enabling the delivery of supports to them.		X	X	X
2. Provide effective and meaningful “just-in-time” professional learning based on ongoing analysis of teacher observation data provided in BloomBoard. (Alliance)	The Talent Director will develop at least three short series of workshops to address areas of practice with the lowest average rating.  Impact: District resources will be used accordingly when identifying teachers strongest in areas where other teachers are generally weaker. Actively develop teachers in need while improving retention by demonstrating value for “in-house” talent.		X	X	X

Aligned Strategies: Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	Progress Metric: Identify progress indicators to monitor the implementation and impact of each strategy.	Timeline: Place an "X" indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
3. Continually develop district administrators' capacity to effectively implement the PLEP. (Alliance)	At least three times per year, district administrators will benefit from training activities that improve their efficacy in the use of the CCT rubric and improve their calibration of ratings.  Impact: Teachers are provided with high-quality assessment of their practice and receive actionable feedback regularly.	X	X	X	
4. Pursue traditional and non-traditional methods of teacher recruitment and induction of new teachers. (Alliance).	Of the openings known to the district prior to June 1, 2014, 85% will be filled prior to August 1, 2014.  Impact: Schools and students will experience a more stable and effective start to the school year.	X		X	X

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement talent-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
5. Talent Director will ensure that teacher development, recruitment, and retention continually improve as per metrics in the strategic operating plan. This will be enhanced through the use of stipends for experienced, proficient teachers at WMS, offering tuition reimbursement to all teachers, and offering signing “bonuses” for teachers entering shortage areas. Financial incentives will also be provided to support the recruitment of teachers to SDE-identified shortage areas. This will apply to outside applicants and also internal transfers by multi-certified staff opting to move from non-shortage to shortage areas. (Alliance)	<p>The rate at which teachers leave the district of their own volition will decrease by 25%.</p> <p>HR Generalist will ensure that 100% of contractual and reporting deadlines/mandates are met.</p> <p>Support staff will provide high-quality service to employees and the Talent Office</p> <p>Impact: Schools and students will experience a more stable (and ultimately more effective) teacher force by reducing the loss of talented staff to other districts.</p>	X	X	X	X
6. The new teacher induction program will be revised based on feedback from the previous year’s participants. An emphasis on relevant and useful information will be established. Additionally, the Talent Director will endeavor to have TEAM mentor matches established prior to the new teachers’ orientation in August; thus allowing these important relationships to begin prior to the school year. (Alliance)	<p>At least 50% of new teacher / mentor matches will be established prior to the new teacher orientation in August.</p> <p>At least 85% of new teachers will provide favorable evaluations of the new teacher’s orientation program.</p> <p>Impact: New teachers will be better prepared to provide high-quality instruction to students.</p>	X			

### 3. Academics Section

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

Year 3 Alliance District Priorities:	Allowable initiatives for PSD funding:	Other optional reforms:
<input checked="" type="checkbox"/> Transition to the CCSS and next-generation assessments	<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional educational programs <input type="checkbox"/> Kindergarten program <input checked="" type="checkbox"/> Early literacy interventions (PSDs must invest at least 20 percent of PSD funding in support of early literacy) <input type="checkbox"/> Instructional technology	<input type="checkbox"/> Supports for special populations <input checked="" type="checkbox"/> SRBI and academic interventions <input type="checkbox"/> High school redesign <input type="checkbox"/> Other: _____

**Summary:** Briefly describe the district’s academic-related reform priorities, as indicated above.

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

WPS will continue and expand its Year 2 initiative of deploying literacy specialists throughout the district. Currently, one literacy professional (teacher, coach, or interventionist) at each school is funded through Alliance monies. This year’s application seeks to more than double this project. This increase is warranted due to the encouraging gains seen in NWEA-MAP data to date this school year. These professionals will provide direct services to students and teachers alike. Improving teachers’ knowledge of key facets in effective literacy instruction is necessary to improve Tier 1 effectiveness. Indeed, the district’s performance data shows a number of students below grade level such that it would be impractical to adopt an intervention-only approach. Improvements are necessary for the district to make headway in closing key achievement gaps. Additionally, the district will engage the services of internationally renowned experts Fountas and Pinnell to guide the development of key literacy leaders district-wide.

With the guidance and expertise of the district’s two coordinators in (Reading & Social Science and Math & Science), the currently ongoing curriculum

### 3. Academics Section

development will continue. Substantial headway has already been made in developing CCSS-linked units of instruction in literacy across the full grade span. This work will serve as a model for Math, Science, and Social Science which will complete similar work this summer – effectively; these areas will use literacy curriculum work as an exemplar and follow on one year behind.

<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement academic-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.	<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.	<b>Timeline:</b> Place an “X” indicating when strategies will occur.			
		Summer 2014	Fall 2014	Winter 2015	Spring 2015
1. Continue to improve Tier 1 (core) literacy instruction by engaging with Fountas and Pinnell to develop district-wide expertise in literacy instruction. (Alliance)	At least 5 district-wide teacher-leaders participate in ongoing training on critical elements of literacy.  NWEA scores will increase at a rate 1.5 times faster than the national average.	X	X	X	X
2. Continue to develop and implement curriculum documents aligned to CCSS and NGSS. (Alliance)	Grades K-12 in reading will implement new curriculum year-long following summer writing and training. In a variety of grades across the span – in Social Science, math, and science – teachers will develop at least one unit of instruction (one trimester long) and will implement this unit during the school year after summer writing and training  Thus far, this work has been implemented through the creation of teacher leadership teams in language arts and mathematics. These teams are conducting important piloting	X	X	X	X

3. Academics Section					
	work for recently-created units and/or preparing curriculum templates and resources for curriculum-writing institutes to take place over four days this summer. All work is specifically tied to CCSS and to current instructional resources.				
3. Continue to improve Tiers 1, 2, and 3 literacy instructions (SRBI) through implementing a district-wide corps of literacy specialists (coaches, teachers, interventionists) in order to improve classroom teacher knowledge of literacy and deliver high-quality student interventions as appropriate and possible. (Alliance)	<p>Each school will have at least two literacy specialists (coach, or teacher as appropriate for level and need) with Natchaug (<i>turnaround</i>), WHS (<i>turnaround</i>), and WMS (<i>Commissioner's Network</i>) having three.</p> <ul style="list-style-type: none"> <li>Literacy Coaches serve as teacher-leaders in the area of reading/language arts. These faculty members spend approximately 75% of their time coaching colleagues and 25% of their time providing direct intervention to students in need.</li> <li>Reading Teachers work full-time providing direct intervention to students in need.</li> <li>Students' NWEA scores will increase at 1.5 times faster than the national average.</li> </ul> <p><b>Priority Resources for Turnaround Schools:</b></p> <ul style="list-style-type: none"> <li>Natchaug School will have one facilitator and three</li> </ul>		X	X	X

3. Academics Section					
	<ul style="list-style-type: none"> <li>interventionists.</li> <li>• Windham Middle School will have two facilitators and three interventionists (one funded by A.D.)</li> <li>• Windham High School will have one literacy facilitator and three interventionists (one funded by A.D.)</li> </ul>				
4. Develop teachers' understanding of CCSS math expectations and accompanying effective teaching strategies. (Alliance)	Implement one math coach at each of the district's two turnaround schools (Natchaug & WHS). Each math coach will devote at least 75% of their contractual time to co-planning, co-teaching, modeling, and co-reflecting with teachers and 25% to include direct student interventions. Student NWEA scores will increase at a rate 1.5 times faster than the national average. <b>This is a priority project directed at the district's Turnaround Schools</b>		X	X	X
5. Implement recommendations from SDE focus monitoring process to continue to reduce special education prevalence rate (specifically in speech/language). (Alliance)	<p>In 2013-2014, the district reduced its overall prevalence rate from 17.4% to 15.1%. In 2014-2015, this trend will continue and the prevalence rate will be reduced to 13.5%.</p> <p>Impact: Students will be more properly placed in supports that are most effective for each individual. More students will experience education in the least restrictive</p>		X	X	X

3. Academics Section					
	environment.				
6. Ensure that each school has an effective school-level data team to make data-driven decisions regarding teacher professional learning, systems of intervention, and resource allocation. (Alliance)	Using the SDE rubric on school-level data teams, the Deputy Superintendent will observe each school data team at least once. 100% of schools will show proficient performance prior to the end of the 2014-2015 school year.  Impact: School-level decisions will be made collaboratively in ways that are supported by data and best practice.		X	X	X
7. Provide 11 0.5 FTE kindergarten teachers to elementary schools, ensuring that all children have equitable access to full-day kindergarten. (PSD)	All students will have equitable access to full-day kindergarten  Impact: This grant expenditure makes it possible for the district to offer extended (full-day) kindergarten to all students.		X	X	X
8. Support gifted students' needs for acceleration in mathematics and struggling students' needs for support by providing 0.5 numeracy teacher. (PSD)	This teacher's students will experience 1.25x the amount of growth expected in national norms on the NWEA assessments for mathematics.		X	X	X
9. Ensure that students in early childhood education programs are provided with necessary special education services by providing 0.91 FTE special education teacher. (PSD)	All students serviced by this professional will have 100% of their IEP services fulfilled.		X	X	X
10. Augment the district's ability to provide reading interventions across the grade-span by providing 4.0 FTE reading teachers. (PSD)	Students receiving interventions will demonstrate 1.5x the expected growth of national norms on the NWEA assessment for reading.		X	X	X



3. Academics Section					
11. Augment the district's ability to provide ELL/ESL instruction to students through the provision of 4.0 FTE certified teachers. (PSD)	70% of students will achieve their AMAO targets.		X	X	X

4. Culture and Climate Section												
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 climate-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school culture and climate. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>												
<b>Year 3 Alliance District Priorities:</b>		<b>Allowable initiatives for PSD funding:</b>		<b>Other optional reforms:</b>								
N/A		<input type="checkbox"/> Dropout prevention <input type="checkbox"/> Alternative and transitional programs <input type="checkbox"/> Instructional technology <input type="checkbox"/> Family engagement		<input checked="" type="checkbox"/> Positive behavior management <input type="checkbox"/> Wraparound strategy <input type="checkbox"/> Attendance <input type="checkbox"/> Graduation and dropout prevention <input type="checkbox"/> Other: _____								
<p><b>Summary:</b> Briefly describe the district’s climate-related reform priorities, as indicated above.</p> <p>The district has just completed its second year of participation in SERC’s SPDG program, focused on the implementation of EIP and PBIS. Across the district there is evidence that PBIS has taken hold and that its implementation is much more effective than it was previously. At WHS, students are reminded of PBIS expectations and rewards at monthly Academy Meetings in which administrators and staff celebrate behavioral and academic accomplishments. WMS faculty and staff can be found at each iteration of Willimantic’s “Third Thursday” street festival helping students to redeem their PBIS coupons and interact with them and their families outside of the school environment. WMS also recently scored 100% on its SET protocol visitation by SERC consultants; indicating a strong focus on fidelity of implementation by all adults at the school.</p>												
<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement climate-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.		<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.		<b>Timeline:</b> Place an “X” indicating when strategies will occur.								
				<table border="1"> <thead> <tr> <th>Summer 2014</th> <th>Fall 2014</th> <th>Winter 2015</th> <th>Spring 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Summer 2014	Fall 2014	Winter 2015	Spring 2015		X	X	X
Summer 2014	Fall 2014	Winter 2015	Spring 2015									
	X	X	X									
1. Continue to implement PBIS strategies with fidelity at all WPS schools.		Major suspensions and expulsions that can be prevented through interventions and alternative										

4. Culture and Climate Section				
	strategies will be reduced by 15% percentage points over the previous school year.			

5. Operations Section												
<p><b>Year 3 Reform Priorities:</b> Place an “X” beside the district’s Year 3 operations-related reform priorities. Districts may choose, but are not required, to pursue strategies to strengthen district and school operations. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.</p>												
<b>Year 3 Alliance District Priorities:</b>		<b>Allowable initiatives for PSD funding:</b>		<b>Other optional reforms:</b>								
N/A		<input type="checkbox"/> Extended learning time <input type="checkbox"/> Use of technology <input type="checkbox"/> NEASC accreditation		<input type="checkbox"/> Budgeting and financial management <input type="checkbox"/> School operations <input type="checkbox"/> Technology integration <input type="checkbox"/> Student enrollment and registration <input checked="" type="checkbox"/> Other: Extend Learning Time								
<p><b>Summary:</b> Briefly describe the district’s operations-related reform priorities, as indicated above.</p> <p>As part of its participation in the Commissioner’s Network, and in collaboration with the Time Collaborative, Windham Middle School will extend student learning time by one hour in 2014-2015 when compared to the previous school year.</p>												
<b>Aligned Strategies:</b> Identify a core set of actionable strategies to implement operations-related reform priorities described in the previous sections. Please note that this set of strategies will serve as the foundation for Year 3 progress monitoring.		<b>Progress Metric:</b> Identify progress indicators to monitor the implementation and impact of each strategy.		<b>Timeline:</b> Place an “X” indicating when strategies will occur.								
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Summer 2014	Fall 2014	Winter 2015	Spring 2015									
	X	X	X									
<p>1. As advised by the National Center for Time and Learning, students will be provided with an ample and meaningful enrichment period at the end of each school day. This time will serve to make their academic learning more meaningful through applied learning activities. Additionally, the enrichment period will support the growth of important prior knowledge in each student and camaraderie across students and faculty. (Alliance)</p>		<p>All students will choose from a menu of enrichment activities that are engaging and of interest to them.</p> <p>Each staff member will plan and implement at least one enrichment period activity that engages student passion and interest.</p>										

5. Operations Section					
	Impact: Students will experience a Windham Middle School that is more connected to their life and interests while building important prior knowledge and connections among subject areas.				
2. Support ELL/ESOL program by providing .80 FTE secretary to support the Director of ELL/Bilingual/World Languages (PSD)	All state and federal reporting deadlines will be met. All deadlines for communications with families will be met.	X	X	X	X
3. Provide transportation for PK-4 students to attend literacy support instruction in the summer.	At least 50 students in need to literacy support will attend a mandatory summer school to improve ability. Students will show a 25% reduction in the degree to which they are behind grade level as measured by NWEA-MAP for primary grades	X			
4. Fund 85% of district-wide recuperative, mandatory summer school based on PSD status and DRA2 results. Four of district's five elementary schools are affected. Total district-wide cost is \$105,000 for certified teacher stipends.	Students receiving Tier 2 or Tier 3 intervention will demonstrate 1.5 times the growth expected on the national norms for NWEA assessment.	X			



## 6. School Turnaround Strategy

**Instructions:** Your district will receive a prepopulated chart (similar to the chart shown below), listing the district’s Turnaround, Focus, and Review schools. Districts must work in collaboration with school communities to dramatically improve student achievement in these schools. Alliance Districts must invest Alliance and/or PSD (if applicable) funds to support school turnaround efforts. Using the chart provided, describe how the district plans to intervene in its Turnaround, Focus, and Review schools and pursue resources on behalf of such schools. By placing an “X” beside a competitive grant, the district expresses its intent to apply for that grant on behalf of the school. The CSDE will award funds competitively based on the quality of each district’s submissions and the grant specifications. Please note that when awarding 1003(a) and High School Redesign funds, the CSDE will give preference to schools not receiving Commissioner’s Network funding or School Improvement Grants during 2014-15. 1003(a) funds are established by Section 1003(a) of Title I of the Elementary and Secondary Education Act of 1965. Comprehensive Turnaround and Focus high schools may submit applications for both 1003(a) and High School Redesign.

Competitive school-level grants, such as the School Improvement Grant, 1003(a), and High School Redesign are not included in this consolidated application and require separate school-level applications, which can be accessed at: <http://www.ct.gov/sde/AllianceDistricts>. Districts are strongly encouraged to submit grants on behalf of only those schools that present strong and transformative plans.

In 2013, districts submitted school improvement plans for at least half of their Review schools. No later than April 11, 2014, districts must submit plans for their remaining Review schools and any newly-identified Focus or Review schools, using the template at: <http://www.ct.gov/sde/AllianceDistricts>.

School:	Classification:	Funding Source/Competitive Grants Sought:
Natchaug School Windham High School	Turnaround	<input type="checkbox"/> Commissioner’s Network <input type="checkbox"/> School Improvement Grant (SIG) <input checked="" type="checkbox"/> 1003(a) Competition-WHS and NAT <input checked="" type="checkbox"/> High School Redesign Competition-WHS Only <input checked="" type="checkbox"/> Alliance District Funding – Natchaug and WHS <input checked="" type="checkbox"/> PSD Grant – Natchaug Only
North Windham School Sweeney School Windham Middle School	Review	<input checked="" type="checkbox"/> Commissioner’s Network-WMS Only <input type="checkbox"/> High School Redesign Competition <input checked="" type="checkbox"/> Alliance District Funding-NWS, SWN, & WMS <input checked="" type="checkbox"/> PSD Grant-NWS, SWN & WMS

## 8. 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. In addition the district addressed the Commissioner's Network at School Governance Council and Teacher meetings. A community group made up of parents, teachers and administrators have been meeting throughout the year regarding the district's plan.

Windham Public Schools' newsletters are sent out on a quarterly basis to parents (through PTOs and SGCs) and staff of the Windham School District. It is also made public through social media and the district website.

## PART III: APPENDIX SECTION

### A. District Self-Diagnostic Tool

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

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

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
<b>Talent:</b>					
1.1. Recruitment and human capital pipelines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
1.2. Hiring and placement processes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
1.3. Educator evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M
1.4. Professional development/coaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
1.5. School leadership development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
1.6. Retention of top talent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
<b>Academics:</b>					
2.1. Common Core-aligned curriculum and academic rigor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.2. Fidelity in curriculum implementation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.3. Comprehensive assessment system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
2.4. Data-driven instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H

Domains and Subcategories	Self-Assessment				2014-15 Prioritization (Low, Medium, High)
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Exemplary	
2.5. Support for special populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
2.6. SRBI and academic interventions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
<b>Culture and Climate:</b>					
3.1. Positive behavior management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
3.2. Family engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
3.3. Wraparound strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M
3.4. Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
3.5. Graduation and dropout prevention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
<b>Operations:</b>					
4.1. Budgeting and financial management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
4.2. School operations (e.g., facilities, transportation, food services)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M
4.3. Scheduling and extended learning time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H
4.4. Collaborative staff planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M
4.5. Technology integration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M
4.6. Student enrollment and registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H

## B. Statement of Assurances

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

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

**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 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:

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

Name: *(typed)*

\_\_\_\_\_  
Superintendent

Title: *(typed)*

\_\_\_\_\_

Date:

\_\_\_\_\_

## C. PSD Extended School Hours Grant

### **Purpose of the Grant:**

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Section 10-266t of the C.G.S. establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs. Each PSD shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application, and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- Total hours of operation;
- Number of students served;
- Total student hours of service;
- Total program cost;
- Estimate of volunteer hours, or other sources of support;
- Community involvement, commitment, and support;
- Non-duplication of existing services;
- Needs of student body of the school;
- Unique qualities of the proposal; and
- Responsiveness to the requirements of Section 10-266u.

Each PSD must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals. Each district application shall:

- Demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- Ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- Provide a summer component, unless it is able to document that sufficient summer opportunities already exists;
- Include a schedule and total number of hours determined to be reasonable and sufficient for individual school programs;
- Support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- Contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

### **Program Design Questions:**

Briefly describe the district's proposed approach to extend school hours. Please answer the questions below explaining how the district would leverage the ESH Grant to advance district goals and student achievement.

1. Description of the type of academic supports and enrichment offered.

English Language Learners in the Windham Public Schools have many resources available to help them achieve academically, yet the students still struggle with integration into the school community both socially and academically. The **Puentes al Futuro/Bridges to the Future Program** brings a new approach

to assisting ELL students at Windham Middle School (WMS) and Windham High School (WHS) by integrating in-school tutoring and mentoring with afterschool academic and cultural enrichment with the goal of encouraging students to pursue college after high school. Students in the ELL program at WMS will develop positive mentoring relationships with Eastern Connecticut State University (ECSU) volunteers who commit to staying with the students as they transition to high school. The program combines an existing in-school mentoring program with a new afterschool component that provides enrichment activities in the arts and physical activity. Students in grades 7 and 8 enrolled in the program will participate in existing after school programs at WMS and will travel by bus to ECSU. Selected ninth grade students at WHS will be met at their school by a program coordinator who will bring them to ECSU and walk them back in order to catch a late bus to travel home. The program will take place once a week for each group (WMS and WHS) after school from September to May for one hour of homework help and mentoring and 1 to 1.5 hours of activities related to visual art, dance, music, and theater. ECSU student volunteers will serve as tutors/mentors for the program. The arts enrichment program and college student training will be overseen by the program coordinator in collaboration with ECSU Education professor Dr. Ann Anderberg, who has had extensive experience working with WPS. Professor Imna Arroyo, Visual Arts professor at ECSU, will conduct arts sessions with the students and will engage Visual Arts students with the children. Four Artists in Residence will be engaged to provide cultural connections and discipline-specific expertise in other arts areas. The Artists in Residence will be cultivated from the local arts community. The program will also connect parents to their children's education through social events and parent training that will be coordinated through the Parent Education Advisory Team (PEAT). All of the students in the program will be invited to participate in a two-day per week summer camp program which will provide instruction and one on one tutoring in math and literacy, with engaged activities related to the instruction. The summer program will run for 6 weeks and will take place on the ECSU campus.

## 2. Description of the type of health and recreational activities offered

The programs described above will provide active learning opportunities that will combine academic enrichment with social skill building and physical activity. Activities will include dance, theater, music, outdoor skills and leadership provided by ECSU faculty, student volunteers, and student clubs and organizations.

## 3. Description of the criteria for student participation (e.g., days, hours of operation)

WMS ELL students in grades 7 and 8 will be enrolled in the existing Before and After School Programs, but will register for an extra component. WHS ELL ninth graders in both academies will register for the high school program through the Family Liaison at WHS. The participation in this program will count for mandatory extra-curricular credit for WHS ninth graders.

**4. Description of how the district will ensure that the supports the regular school curriculum:**

The Program Coordinator will consult with the in-school team that works closely with ELL support staff and academic classroom teachers to develop programming that directly relates to the academic curricula at WMS. The coordinator will also work directly with ELL support teachers, academic classroom teachers, and the academy teams in the same manner to tie activities together in a cohesive manner.

**5. Description of how the program provides for community involvement (40% of funding must support community partners).**

The program will integrate community partners by exposing student participants to many activities and resources in our community. Funding will be used to pay a program coordinator who has strong connections to the Willimantic community, provide funding for local artists, as well as provide transportation for students using WRTD busses.

**6. Description of how the program coordinates operations and activities with existing programs and the agencies in the school (if applicable).**

The program will coordinate with existing afterschool programs at WMS. ELL students will be included in these programs and will benefit from on-going programming that takes place through those programs.

**7. Description of the plan for involving parents in program planning and using parents as advisers and volunteers.**

Parents are an essential component of this program. For the Middle School Puentes program, parents will be invited to attend a pot luck picnic in late August with the teachers and administrators of WMS and the program coordinator for the Puentes program. Parents will also be encouraged to participate in the parent module of the college Bound program which provides parents with resources as they support their children in their academic efforts. In all programs, parents will be encouraged to participate as volunteers and will also be encouraged to serve as advisors to the program. The program coordinator will host monthly coffees for parents to provide feedback and suggestions.

**8. Description of the plan for the superintendent and school principal to work collaboratively with the community based organization(s) for access to the school's facilities and equipment.**

WMS principal, Bryan Olkowsky, has expressed support for this program and has agreed to allow

mentors to work with students in the building. WHS administration and staff are also in support of this program and are actively working with us to ensure its success.

**Projected School and Student Participation:**

**Instructions:** Pursuant to Section 10-266u, each district shall prepare an annual report which describes program operations, student participation and other student indicators of success. Please use the following format to report the information about the district’s proposed ESH Program for 2014-15. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/times of week offered	Number of weeks offered
Windham Middle School	Grades 6-8	Grade 6 – 20 Grade 7 – 20 Grade 8 – 20	3 days per week	40 weeks
Windham High School	Grade 9	Grade 9 – 20	2 days per week	40 weeks

**Program Evaluation:**

On or before August 15 of each year, ESH Program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflect the impact of program initiatives on student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as interim assessments, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

**Indicators of Success**

Describe how student performance (progress) will be assessed as a result of attending the ESH Program, including type(s) of measures and timeline for assessments:

The following data is collected on our students and kept longitudinally:

Name	ID #	LEP	SPED	Lunch	CMT Math	CMT Reading	Attendance	MP1, 2 & 3

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

See above.

**Budget Narrative:**

CODE	OBJECT	Amount
100	<b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	\$
200	<b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.	\$
300	<b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. <b>UNALLOWABLE USAGE OF FUNDS: PSD and Extended School Hours cannot be used for Audits.</b>	\$
400	<b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$
500	<b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. <b>Summer School funding cannot be used for Tuition and Travel.</b> Eastern Connecticut State University to provide all services for the program.	\$61,871
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$

CODE	OBJECT	Amount
700	<b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.	\$
890	<b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance, and interest payments on bonds and notes. <b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	\$
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	\$61,871

## D. PSD Summer School Grant

### Purpose of the Grant:

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C.G.S. § 10-265m establishes grants for summer school programs in PSDs. C.G.S. §§ 10-265g and 10-265l, relating to summer reading programs and student promotion, require PSDs to:

- Offer a summer reading program to children enrolled in kindergarten who are determined by their school to be substantially deficient in reading; Evaluate students in Grades 1 through 3 in October, January and May using an approved assessment. For each student who is determined to be substantially deficient in reading on the January or May assessment, the district must notify the student's parent or guardian of the assessment results and the school must develop a personal reading plan for the student;
- Develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school program, school vacation, weekend program or summer program, as described in Section 10-265f of the C.G.S. Personal reading plans must be reviewed and revised as appropriate and shall be monitored by school literacy teams. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- Promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- Require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the another approved assessment to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- Submit to the CSDE approved assessment data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;
- Submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- Require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- May require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

### Program Design Questions:

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Each applicant must include a project plan outlining the design and implementation of the district’s summer school program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies, and budget identifying local funding and other resource contributions.

The project plan shall include:

- Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

1. **Criteria for student participation** (including provisions for priority students who are determined to be substantially deficient in reading)

Summer school is available to all students who are required by statute to attend. Their attendance is based on the results of the DRA 2 administered in May 2014.

2. **Criteria for teacher selection** (emphasizing the instructional skills needed for summer school)

Summer school position openings are posted as per the WPS Teacher’s Contract. The posting is written to recruit highly qualified elementary teachers with strong literacy backgrounds. Each elementary principal interviews and chooses the best candidates from their schools to work in the summer program. If highly qualified candidates are not available within their school, they will interview other highly qualified candidates available in the district. However, 99% of the time schools hire from within their own building staff.

3. **Criteria for establishing the curricula for the summer program**

The summer program is developed under the direction of the Director of Reading. The curriculum is designed to address student needs as identified in the students’ Individual Reading Plans. There is a strong emphasis on interacting with leveled text to improve comprehension as well as fluency. The results of the DRA 2 are used to support the appropriate selection of the leveled text to be incorporated into the program.

All teachers and paraprofessionals receive a full day of professional development in preparation for the summer program. In addition to understanding the implementation of the curricular expectations, student data is reviewed in a data team format to ensure that all students will receive the appropriate instruction.

**Program Evaluation:**

Please provide projections for the coming school year. Districts must serve all students in Grades 1-3 who are determined to be substantially deficient on the approved assessment. Districts are strongly encouraged to consider targeting this work in Turnaround, Focus, and Review schools.

Schools offering summer program	Grade level(s) offered	Days/times of week offered	Number of weeks offered
NATCHAUG	K, 1, 2, 3	July 7 – July 31 16 days (Mon. – Thur.) 8:00 AM – 12:30 PM	4
NORTH WINDHAM	K, 1, 2, 3	July 7 – July 31 16 days (Mon. – Thur.) 8:00 AM – 12:30 PM	4
SWEENEY	K, 1, 2, 3	July 7 – July 31 16 days (Mon. – Thur.) 8:00 AM – 12:30 PM	4
WINDHAM CENTER	K, 1, 2, 3	July 7 – July 31 16 days (Mon. – Thur.) 8:00 AM – 12:30 PM	4
CHARLES BARROWS STEM ACADEMY	K, 1, 2, 3	July 7 – July 31 16 days (Mon. – Thur.) 8:00 AM – 12:30 PM	4

**System for Monitoring Results :** Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

All students completing summer school will take the DRA 2 in fall 2014. The results of this assessment will be compared to the results of the spring 2014 DRA 2 administration. Additionally, students entering grades 1 – 4 will participate with their peers in the NWEA MAP (Northwestern Evaluation Association – Measures of Academic Progress) three times during SY 15 (fall, winter, spring). Students who participated in summer school will be closely monitored for showing growth over time, particularly in their Lexile levels.

Students who are still showing slow or substantially deficient growth will be targeted for Tier II intervention in addition to the differentiated Tier I instruction. Close monitoring will continue to reduce the number of students who will need to repeat summer school under the Connecticut State Statute.

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**Budget Narrative:**

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<b>CODE</b>	<b>OBJECT</b>	<b>Amount</b>
100	<p><b>PERSONAL SERVICES – SALARIES.</b> Amounts paid to both permanent and temporary grantee employees including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.</p> <p>1 Team Leader/Coordinator per school (5 bldgs.) Stipends of \$1,566 each = \$7,830 26 teachers (over 5 bldgs.) @ \$25 per hr. for 16 days @ 4.5 hrs. per day = \$46,800 15 paras (over 5 bldgs.) @ \$11 per hr. for 16 days @ 4.5 hrs. per day = \$11,880 2 nurses (over 5 bldgs.) @ \$30 per hr. for 16 days @ 4.0 hrs. per day = \$3,840.00</p>	\$70,350
200	<p><b>PERSONAL SERVICES – EMPLOYEE BENEFITS.</b> Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.</p> <p>FICA and medFICA</p>	\$1,069

CODE	OBJECT	Amount
300	<p><b>PURCHASED PROFESSIONAL AND TECHNICAL SERVICES.</b> Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.</p> <p><b>UNALLOWABLE USAGE OF FUNDS:</b>  <b>PSD and Extended School Hours cannot be used for Audits.</b></p>	\$
400	<p><b>PURCHASED PROPERTY SERVICES.</b> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p>	\$
500	<p><b>OTHER PURCHASED SERVICES.</b> Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.</p> <p><b>Summer School funding cannot be used for Tuition and Travel.</b></p>	\$
560	<b>TUITION</b>	
580	<b>TRAVEL</b>	
600	<p><b>SUPPLIES.</b> Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.</p>	\$
700	<p><b>PROPERTY.</b> Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.</p>	\$
890	<p><b>OTHER OBJECTS.</b> (Miscellaneous Expenditures) Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not</p>	\$

CODE	OBJECT	Amount
	covered by liability insurance, and interest payments on bonds and notes. <b>UNALLOWABLE USAGE OF FUNDS</b> <b>PSD funding cannot be used for Other Objects.</b>	
940	<b>INDIRECT COSTS.</b> Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. <b>UNALLOWABLE USAGE OF FUNDS:</b> <b>Summer School grant funds cannot be used for Indirect Costs.</b>	\$
	<b>TOTAL</b>	\$71,419