

Allocations

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Allocations**

	(1)	Alliance DG	(2)	Priority SDG	(3)	PSD - ESH	(4)	PSD - SS	Total
<b>LEA</b>		\$527,168.00		\$0.00		\$0.00		\$0.00	\$527,168.00
<b>Total</b>		\$527,168.00		\$0.00		\$0.00		\$0.00	\$527,168.00

Talent

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school talent systems. Place a check beside the district's 2018-19 talent-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas which excludes spending under the Talent focus area.

- |  |  |
|--|--|
| <input type="checkbox"/> Recruitment and human capital pipelines | <input checked="" type="checkbox"/> Instructional coaching                 |
| <input type="checkbox"/> Hiring and placement processes          | <input checked="" type="checkbox"/> District/school leadership development |
| <input checked="" type="checkbox"/> Professional learning        | <input type="checkbox"/> Retention of top talent                           |
| <input type="checkbox"/> Evaluation                              | <input type="checkbox"/> Other   |

2. Identify a core set of no more than three strategies to advance the district's talent-related reform priorities (identified in 1). Following the sample below, summarize each district talent strategy using a number (eg. 1.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

**Talent Priorities:**

**Aligned SMART Goals:**

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**1.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

1.1 Consultation and coaching with the Great Schools Partnership: Windsor Public Schools will continue to employ a consultant from the Great Schools Partnership, a leader in supporting school districts in creating the conditions in their districts to create mastery-based, personalized learning experiences for their students. The consultant will continue to work with the Windsor Locks High School and Middle School to develop content-based scoring criteria that support a mastery-based, student-centered learning system. This scoring criteria allows for both calibration of scoring on student assessments and increased communication with both students and families regarding student progress toward mastery of standards. Rationale: Windsor Locks High School has been working with the Great Schools Partnership to develop scoring criteria in all disciplines that align with our academic performance standards and indicators in all disciplines. This work will continue at the High School in order to calibrate the use of scoring criteria on personalized assessments and will be extended to the Middle School so that students and parents are able to track progress toward mastery more consistently across classrooms.

**Sample: 1.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

1.1 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

1.2 EL Workshops and Embedded Professional Coaching for teachers and leaders to improve quality instruction in a personalized learning system. EL Learning will continue to provide professional learning workshops and embedded, building based coaching for teachers and leadership through Management in the Active Classroom (MAC) and Leading Team Institutes. All institutes are held in district for Windsor Locks Teachers in grades Pre-Kindergarten through twelve. Rationale: Continue to build the capacity of our teachers to instruct in a student centered, personalized and standards based learning environment.

1.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

1.3 EL Learning will provide consultant services, technical assistance and support to transform the school to help create greater student agency, provide additional teacher training for more engaged and personalized instruction, and help the school leadership maintain continuous school growth and improvement through careful data analysis of both student work and observations of classroom instruction. Rationale: EL Learning has supported the district's commitment to personalized and student centered learning through in house institutes, embedded coaching and demonstration classrooms. South Elementary School has fully embraced and capitalized on this work and feel as though they will elevate their own level of learning and student services by becoming an EL affiliated school. This will also afford the district access to supports, consultation and coaching at a lower cost.

1.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19. m 60.9 in 2017-18 to 64.1 in 2018-19.

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school academic systems. Place a check beside the district's 2018-19 academic-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas and at least 20 percent of PSD funds promoting early literacy.

<input checked="" type="checkbox"/> Common Core-aligned curriculum	<input type="checkbox"/> Full-day kindergarten
<input type="checkbox"/> Assessment systems	<input type="checkbox"/> Pre-Kindergarten
<input checked="" type="checkbox"/> Supports for special populations (eg., EL, SPED)	<input type="checkbox"/> Pre-K - Grade 3 literacy
<input checked="" type="checkbox"/> SRBI and academic interventions	<input checked="" type="checkbox"/> Instructional technology
<input type="checkbox"/> College and career access	<input checked="" type="checkbox"/> Alternative/transitional programs
<input checked="" type="checkbox"/> <input type="text" value="Mastery of content standards"/> Other	

2. Identify a core set of no more than three strategies to advance the district's academic-related reform priorities (identified in 1). Following the sample below, summarize each district academic strategy using a number (eg. 2.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Academic Priorities:	Aligned SMART Goals:

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**2.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

2.1 Salary for staff for professional development provided by College Preparatory Math (CMP) outside of the contractual school day to facilitate the implementation of the CPM math program purchased last year. During our first year of implementation, we will be providing embedded staff development to all of the Middle School math department and select High School Math staff using College Preparatory Math (CPM) developers outside of the contractual school day so that teachers may remain in their classrooms. Rationale College Preparatory Math (CPM) fits our instructional design philosophy of being student-centered, steeped in inquiry-based learning processes, and discovery and exploration of how to use math effectively in the real world. Our teachers have already been working hard at infusing Smarter-Balanced resources from the digital library into their instruction, while at the same time crafting learning experiences that are steeped in the strategies they have learned through EL training. We felt that this program was the next logical step in rounding out the desired excellence in mathematics instruction and learning that we know is possible from our teachers and our students.

**Sample: 2.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

2.2 Incorporation of GoalBook into faculty instructional repertoire We will provide special and regular education teachers with the additional planning, instructional, and assessment tools available through GoalBook. This tool improves the quality and consistency of our special education students' goals and objectives and allows our special education staff to make connections between all of the services their students are receiving. Rationale: We currently have 280 special education students who receive a wide range of services. Special education teachers in turn have to act as both consultants and classroom teachers. This tool will afford the special education teachers the time needed to provide quality supports and interventions while still providing support for students in small structured learning environments. As our programs continue to grow GoalBook will facilitate the preparation for individualized instruction and support for students in an inclusive classroom environment in all content areas.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

2.3 Additional 0.2 Geometry instructor We will add a section of Geometry at Windsor Locks Middle School to accommodate students who are concurrently taking a traditional algebra course and who would like to pursue a more vigorous mathematics pathway at the High School level. Rationale: By concurrently taking Algebra (traditionally) and a supported blended Geometry opportunity, students will be ready to take Algebra II in their freshman year and pursue AP Calculus A/B and B/C during their career. Additional college level (dual credit) opportunities may be afforded to the students who have shown particular talent in mathematics. This aligns with the district goals of personalized learning and providing students the opportunity to advance their skills when they are ready.

In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

Climate

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

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1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school climate systems. Place a check beside the district's 2018-19 climate-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Attendance/Chronic absenteeism | <input checked="" type="checkbox"/> Graduation/dropout prevention/on-track for graduation        |
| <input checked="" type="checkbox"/> Suspension rate                | <input type="checkbox"/> Family engagement   |
| <input checked="" type="checkbox"/> Wraparound services            | <input checked="" type="checkbox"/> <input type="text" value="Student Centered Learning"/> Other |

2. Identify a core set of no more than three strategies to advance the district's climate-related reform priorities (identified in 1). Following the sample below, summarize each district climate strategy using a number (eg. 3.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

**Climate Priorities:**

**Aligned SMART Goals:**

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**3.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

3.1 Provision of Board Certified Behavioral Analyst that Windsor Locks HS. We will employ a BCBA at WLHS to support Special and General Education teachers' work with students who exhibit behavioral concerns. The Board Certified Behavioral Analyst will visit classrooms, conduct observations, develop a plan for professional learning with teachers who serve students with emotional regulation skill gaps and then support teachers in implementing the plans. The BCBA will also work with the school's counseling staff and other mental health supports to ensure that students are receiving the requisite counseling/therapy to help them develop the strategies to manage their emotional reactions and engage in problem solving techniques that are non-violent, non-aggressive, and successful in meeting their needs Rationale: Our priority at Windsor Locks High School is to support students in building the capacity to solve personal, adult, and peer-related problems in collaborative and prosocial ways. We are committed to reducing the number of students engaging in reactionary ways to adverse circumstances, which has significantly affected both the school climate and the students' ability to effectively engage in academic work.

**Sample: 3.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

3.1 In alignment with ESSA Goal Targets, the chronic absenteeism rate for Windsor Locks students will decrease - from 10.4 % in 2016-17 to 9.5% in 2018-19

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

\* Please indicate if this focus area is part of the Alliance District/Priority School District plan:

- This focus area **IS** part of the Alliance District/Priority School District plan
- This focus area **IS NOT** part of the Alliance District/Priority School District plan

1. Alliance Districts may choose, but are not required, to pursue additional strategies to strengthen district and school operations systems. Place a check beside the district's 2018-19 operations-related reform priorities. Please note that PSDs must spend all of their PSD funding on allowable PSD reform areas.

- |   |  |
|---|--|
| <input type="checkbox"/> Budgeting and financial management | <input checked="" type="checkbox"/> Student enrollment processes                         |
| <input checked="" type="checkbox"/> School operations       | <input checked="" type="checkbox"/> Extended learning time                               |
| <input type="checkbox"/> Technology integration             | <input checked="" type="checkbox"/> <input type="text" value="Family Engagement"/> Other |

2. Identify a core set of no more than three strategies to advance the district's operations-related reform priorities (identified in 1). Following the sample below, summarize each district operations strategy using a number (eg. 4.1), a headline phrase, and a separate paragraph that provides a brief rationale for incorporating that strategy. Identify a S.M.A.R.T. goal (ie., specific, measurable, actionable, realistic, and time-bound) that is aligned to each strategy and is, at minimum, tied to district ESSA Milestone metrics. If Smarter Balanced scores are relevant to the strategy, this assessment must be used for goal-setting purposes. S.M.A.R.T. goals will be central to quarterly progress monitoring.

Operations Priorities:	Aligned SMART Goals:

**Sample: 1.1 Embedded Literacy Coaching** - District will staff one literacy coach in each of the elementary Turnaround and Focus schools. Coaches will work with the Chief Academic Officer and school principals to create and implement a four-week coaching cycle, ensuring that all teachers receive some form of coaching over the school year. Coaches will provide instructional coaching, professional development, model lessons, and co-taught lessons. All coaches will receive Foundational Literacy training in Fall 2018.

*Rationale: The addition of embedded coaches in each Turnaround and Focus elementary school in 2017-18 contributed to improvements in Tier 1 and SRBI supports, resulting in schoolwide improvements in district interim assessments in each school. The district has completed its professional development guide for the current year and will implement the first coaching cycle in September 2018.*

For Opportunity Districts, if the priority is one of its three identified need areas supported by the CSDE cross-functional team, it would instead be identified in the example above as follows: "**4.1 CORE DISTRICT PRIORITY #1** (or #2 or #3) - **Embedded Literacy Coaching**" ...

4.1 Family Liaison Assistant: We will employ the Family Liaison Assistant at the district central office to continue to improve our centralized registration process. With our Family Liaison, who serves as the Assistant to the Coordinator of Family and Community Engagement, our central registration system will continue to streamline the process for families and begin the process of partnership and engagement during the first meeting with our families. In addition, we are able to provide on-site translation services for our incoming parents whose first language is not English. Rationale: To better serve families, and to compliment our family, school, community partnership and engagement initiatives that have been supported for the last five years by the Hartford Foundation for Public Giving, we would like to strengthen our central registration system, so that Windsor Locks families and families of students who are new to Windsor Locks through the Hartford Open Choice Program, have a well-organized one-stop experience when it comes to registering their children for school.

**Sample: 4.1** In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 50.2 in 2016-17 to 54.1 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 42.9 in 2016-17 to 49.3 in 2018-19.

Note that 2017-18 ESSA-related results will not be available until Winter 2018, therefore 2016-17 scores are being used for baseline planning purposes.

4.1 In Alignment with ESSA goal targets, decrease the Chronic Absenteeism rate for Windsor Locks students from 10.4 % in 2016-17 to 9.5% in 2018-19

4.2 Extended-Year learning opportunities The District will provide Extended Year Learning Opportunities offered in June to support students who need additional time to master standards or additional support in building foundational standards necessary for success in the following school year. Teachers facilitate experiences that allow students to defend or demonstrate of mastery of standards. In order to continue to support our Extended Year Program with vital and rigorous activities to support students mastering standards, we would like to provide them with the necessary academic supplies such as academic resources, traveling museums and guest speakers that visit the students in school, in order to make their time personalized and engaging. Transportation for the last two weeks in June - In order to ensure that our students have no barriers to participating in the extended year program, we need to provide them with transportation. Rationale: Data indicates that the Extended Year Program at both the elementary and secondary school provide students "just in time support" to master standards not previously demonstrated and set the stage for continuation of learning at a higher level in the fall.

4.2 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19.

4.3 Standards Mastery Academies, Extended learning time, and Enrichment- We offered additional time for high school and middle school students last year to engage in interventions with subject area teachers through our "Standards Mastery Academies". This extra time in the latter half of the year was very successful. We will offer these extended time opportunities throughout the year by including Saturday academies. We will have scheduled academies in February, during the April break, and just after the end of the school year. Rationale: These academies differ from our Extended Year program in that 1, the high school does not have an Extended Day/year program and 2, the focus is short-term interventions for students with more focused attention to mastering fewer and prioritized standards. This will also support 12th grade students in working with teachers to make progress toward meeting graduation requirements (currently seniors are subject to meeting graduation requirements that are not mastery-based). With our newly revised high school and middle school report card, students will know quarterly what standards still need to be addressed. These extended learning opportunities offered more frequently will allow for more intense and timely intervention, increase communication with families, and empower students to take an active role in their learning progression.

4.3 In alignment with ESSA goal targets, increase the District Performance Index (DPI) for English Language Arts (ELA) from 64.1 in 2016-17 to 65.7 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for ELA from 52.3 in 2016-17 to 59.7 in 2018-19. In alignment with ESSA goal targets, increase the District Performance Index (DPI) for Mathematics (ELA) from 59.4 in 2016-17 to 61.8 in 2018-19. Under the Smarter Balanced Growth Model, improve the Average Percentage of Target Achieved for Mathematics from 57.6 in 2016-17 to 64.1 in 2018-19. In alignment with ESSA Goal targets, increase the four-year adjusted Cohort graduation rate from 87.4% in 2016-17 to 87.9% in 2018-19. In alignment with ESSA goal targets, increase the six-year adjusted cohort graduation rate from 94.8% in 2016-2017 to 94.8% in 2018-2019.



Related Documents

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Focus Areas - Alliance District and Priority School District Grants**

**Required Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
ESSA Milestones [Upload at least 1 document(s)]	N/A	 <a href="#">Windsor Locks ESSA Milestones</a>

Alliance District Grant Budget

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

<b>Object</b>	<b>Total</b>
100 - Personal Services > Salaries	\$248,785.00
200 - Personal Services > Employee Benefits	\$0.00
300 - Purchased Professional and Technical Services	\$121,450.00
400 - Purchased Property Services	\$0.00
500 - Other Purchased Services	\$16,800.00
600 - Supplies	\$5,000.00
700 - Property	\$135,133.00
800 - Debt Service and Miscellaneous	\$0.00
917 - Indirect Costs	\$0.00
	<b>Total</b> \$527,168.00
	<b>Allocation</b> \$527,168.00
	<b>Remaining</b> \$0.00

Budget Detail

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

100 - Personal Services > Salaries - \$248,785.00

Budget Detail		Narrative Description
<b>Object:</b>	100 - Personal Services > Salaries	Extended Learning \$40.00/hour (contractual pay rate for delivering instruction during non-contracted days) Middle School: 1,123.5 hours (over 29 additional days at 4-8 hours per day and 5- 8 teachers per day depending upon student needs) = \$44,940 High School: 1381.5 hours (over 32 additional days at 4-8 hours per day and 5-8 teachers per day depending on student needs) = \$55,260.00 Pine Meadow Academy: 418.5 hours (over 22 days at 4.5 hours per day and 2 teachers per day) = \$16740.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.3	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$116,940.00	
<b>Line Item Total:</b>	\$116,940.00	
<b>Object:</b>	100 - Personal Services > Salaries	1.0 FTE Behavioral Consultant/Behavioral Analyst (BCBA)support 1 BC/BA from Interlocking connections @75\$/hr x 6 hrs/day x 160 days = \$72,000
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Climate Goal 3.1	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$72,000.00	
<b>Line Item Total:</b>	\$72,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	EL Institute Training salary for staff to attend (Leading Teams training and Management

<b>Purpose:</b>	01 - Public School Activities	in the Active Classroom Institutes) Management in the Active Classroom: 50 teachers @ \$26/hour x 7 hours x 2 days = \$18,200.00 Leading Teams Institute: 20 staff@ 26/hour x 6 hours x 2 days = \$6240.00
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,440.00	
<b>Line Item Total:</b>	\$24,440.00	
<b>Object:</b>	100 - Personal Services > Salaries	.2 FTE Geometry Blended Learning Instructor at Middle School @ Contracted yearly salary of \$9,5825.00 = \$19165.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.3	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$19,165.00	
<b>Line Item Total:</b>	\$19,165.00	
<b>Object:</b>	100 - Personal Services > Salaries	Family Liaison Assistant: Central Registration responsibilities stipend (12 month) = \$10,000.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.1	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	

<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,000.00	
<b>Line Item Total:</b>	\$10,000.00	
<b>Object:</b>	100 - Personal Services > Salaries	College Preparatory Math (CPM) Professional Development: 20 teachers x 6 hours/day x 2 days x \$26.00/hour= \$6240.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.1	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$6,240.00	
<b>Line Item Total:</b>	\$6,240.00	
<b>Total for 100 - Personal Services &gt; Salaries:</b>		\$248,785.00
<b>Total for all other Objects:</b>		\$278,383.00
<b>Total for all Objects:</b>		\$527,168.00
<b>Allocation:</b>		\$527,168.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

300 - Purchased Professional and Technical Services - \$121,450.00

Budget Detail		Narrative Description
<b>Object:</b>	300 - Purchased Professional and Technical Services	EL Education Institutes/School Partner School Services/Leading Teams/Coaching in Connecticut  Management in the Active Classroom: 2-day Institute @4500/day x 2 Institutes = \$18,000 EL Leading Teams Institute (in house): 2-day Institute @4500/day x 1 Institute = \$9000.00  EL Partner School Services (application and coaching for South Elementary to become an EL partner) = \$18,200.00 EL Coaching Days (North Street School, Middle and High School = \$35,000 EL Leadership Coaching for Administration in supporting student-led learning in a Mastery Based system: \$5000.00  Registration ONLY for EL conference held in Philadelphia: 2 staff @ \$900/person = \$1800.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.2	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$87,000.00	
<b>Line Item Total:</b>	\$87,000.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	Consultation and Coaching (Scoring Criteria and Mastery) from Great Schools Partnership  20 contracted days @ \$1375/day = \$27,500.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Talent - Goal 1.1	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$27,500.00	

<b>Line Item Total:</b>	\$27,500.00	
<b>Object:</b>	300 - Purchased Professional and Technical Services	GoalBook Software Program: \$6,950.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Academics Goal 2.2	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$6,950.00	
<b>Line Item Total:</b>	\$6,950.00	
<b>Total for 300 - Purchased Professional and Technical Services:</b>		\$121,450.00
<b>Total for all other Objects:</b>		\$405,718.00
<b>Total for all Objects:</b>		\$527,168.00
<b>Allocation:</b>		\$527,168.00
<b>Remaining:</b>		\$0.00

Budget Detail

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

500 - Other Purchased Services - \$16,800.00

Budget Detail		Narrative Description	
<b>Object:</b>	500 - Other Purchased Services	Extended Learning transportation High School: 29 Days @\$300.00/day = \$8700.00 Middle School:27 days @ \$300.00/Day = \$8100.00	
<b>Purpose:</b>	01 - Public School Activities		
<b>Focus Area:</b>	Operations Goal 4.3		
<b>LEA / School:</b>	Windsor Locks School District (165-000)		
<b>Quantity:</b>	1.00		
<b>Cost:</b>	\$16,800.00		
<b>Line Item Total:</b>	\$16,800.00		
		<b>Total for 500 - Other Purchased Services:</b>	\$16,800.00
		<b>Total for all other Objects:</b>	\$510,368.00
		<b>Total for all Objects:</b>	\$527,168.00
		<b>Allocation:</b>	\$527,168.00
		<b>Remaining:</b>	\$0.00

Budget Detail

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

600 - Supplies - \$5,000.00

Budget Detail		Narrative Description
<b>Object:</b>	600 - Supplies	Extended academic learning supplies, field trip experiences/guest speakers North Elementary School: \$1000.00 South Elementary: \$1000.00 Middle School: \$1000.00 High School: \$1000.00 Pine Meadow Academy: \$1000.00
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Operations Goal 4.2	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,000.00	
<b>Line Item Total:</b>	\$5,000.00	
		<b>Total for 600 - Supplies:</b> \$5,000.00
		<b>Total for all other Objects:</b> \$522,168.00
		<b>Total for all Objects:</b> \$527,168.00
		<b>Allocation:</b> \$527,168.00
		<b>Remaining:</b> \$0.00

Budget Detail

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

700 - Property - \$135,133.00

Budget Detail		Narrative Description
<b>Object:</b>	700 - Property	\$12,284.80 per classroom X 8 classrooms (tables, kinesthetic chairs, storage towers and collaborative workstations for Student-centered learning) - South Elementary School (Grades 3-5) and at 3-North Street School, in Grades PK-2
<b>Purpose:</b>	01 - Public School Activities	
<b>Focus Area:</b>	Non-reform	
<b>LEA / School:</b>	Windsor Locks School District (165-000)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$135,133.00	
<b>Line Item Total:</b>	\$135,133.00	
		<b>Total for 700 - Property:</b> \$135,133.00
		<b>Total for all other Objects:</b> \$392,035.00
		<b>Total for all Objects:</b> \$527,168.00
		<b>Allocation:</b> \$527,168.00
		<b>Remaining:</b> \$0.00

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Alliance District Grant**

Filter by Location:

Object	Purpose	01 - Public School Activities	Total
<b>100 - Personal Services &gt; Salaries</b>		248,785.00	248,785.00
<b>300 - Purchased Professional and Technical Services</b>		121,450.00	121,450.00
<b>500 - Other Purchased Services</b>		16,800.00	16,800.00
<b>600 - Supplies</b>		5,000.00	5,000.00
<b>700 - Property</b>		135,133.00	135,133.00
<b>Total</b>		527,168.00	527,168.00
		<b>Allocation</b>	527,168.00
		<b>Remaining</b>	0.00

**Windsor Locks School District (165-000) Public School District - FY 2019 - Alliance and Priority School District Grants - Rev 0 - Assurances**

\* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for CSDE, including those outlined below.**

- |           |  |
|-----------|--|
| <b>A.</b> | The applicant has the necessary legal authority to apply for and receive the proposed grant;   |
| <b>B.</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;  |
| <b>C.</b> | 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;   |
| <b>D.</b> | 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;   |
| <b>E.</b> | Grant funds shall not be used to supplant funds normally budgeted by the agency;   |
| <b>F.</b> | Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;  |
| <b>G.</b> | 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;  |
| <b>H.</b> | 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;   |
| <b>I.</b> | 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;  |
| <b>J.</b> | 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;  |
| <b>K.</b> | 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; |
| <b>L.</b> | <b>REQUIRED LANGUAGE (NON-DISCRIMINATION)</b>  |
|           | References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.   |

(a)	For purposes of this Section, the following terms are defined as follows:
(1)	"Commission" means the Commission on Human Rights and Opportunities;
(2)	"Contract" and "contract" include any extension or modification of the Contract or contract;
(3)	"Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
(4)	"Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
(5)	"good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
(6)	"good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
(7)	"marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
(8)	"mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
(9)	"minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
(10)	"public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.
For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).	

(b)	<p>(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with jobrelated qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.</p>
(c)	<p>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.</p>
(d)	<p>The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.</p>
(e)	<p>The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.</p>
(f)	<p>The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.</p>

(g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

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

\* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA has received local board of education approval of this plan's submission. Date of board approval:

08/23/2018 