

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Special Meeting

May 22, 2024

6:00 p.m.

Windsor Locks High School - Library Media Center

In Person Attendance Open to All

Optional Public Attendance via Microsoft Teams

[Click Here for Teams Link](#)

Windsor Locks Board of Education

Kylee Christianson, Chairwoman

Dennis Gragnolati, Vice Chairman

Lindsay Cutler

Alba Osorio

Greg Guyette

Superintendent of Schools

Shawn Parkhurst

DISTRICT 2022-2025 (3) THREE YEAR VISION

All students will meet or exceed grade-level standards because we want all students to feel a sense of accomplishment to pursue their passion.

Board of Education
Town of Windsor Locks
Special Meeting - Agenda
May 22, 2024 - 6:00 pm
Windsor Locks High School - Library Media Center
In-Person Attendance Open
Optional Public Attendance via Microsoft Teams - [Click Here for Teams Link](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
- II. Student Board Representatives Report
- III. Board of Education and Superintendent Communications
- IV. Student Recognition p. 4 Exhibit I
 - WLHS Class of 2024 Valedictorian and Salutatorian
 - CABA Student Leadership Awards
 - WLMS CAS Scholar Leader Awards
 - BOE Student Representatives
 - CAS-CIAC Outstanding Arts Awards
 - CAS/CIAC Scholar Athletes
 - All State Band
 - All State Basketball
- V. Personnel Report: Resignation: **Vote Needed** p. 9 Exhibit II
- VI. Facilities Update p. 10 Exhibit III
- VII. PDEC Presentation: **Vote Possible** p. 16 Exhibit IV
- VIII. FY25 Budget: **Vote Possible** p. 64 Exhibit V
- IX. Board and Superintendent Comment
- X. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views, and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- XI. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:

A. Discussion of Compensation for the Following:

1. Director of Human Resources
2. Director of Facilities
3. Director of IT
4. Staff Accountant and Grant Manager
5. Executive Assistant to the Superintendent

That in attendance in the Executive Session shall be limited to:

1. Members of the Board of Education
2. Superintendent of Schools
3. Others as Requested to Attend

B. Superintendent Evaluation & Contract Discussion

That attendance in the Executive Session shall be limited to:

1. Members of the Board of Education
2. Superintendent of Schools
3. Human Resource Director

C. Board of Education Self-Evaluation

That attendance in the Executive Session shall be limited to:

1. Members of the Board of Education
2. Others as Requested to Attend

XII. Action, if any, on Executive Session Items: **Vote Possible**

XIII. Adjourn Meeting

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools

Copy: Town Clerk - Please Post

Jason Wright Named Valedictorian of the Class of 2024

Before starting high school, Jason Wright embarked on a mission to fully engage with his education and push himself forward. During his 7th and 8th grade years, he showcased his exemplary mathematics skills by taking Algebra 1 and Geometry courses at the high school level. Since then, he has consistently excelled in a rigorous course of studies. Jason has also demonstrated proficiency in Spanish, completing five years of study and passing the Seal of Bilingual exam.

In his junior year, Jason's intellectual prowess and dedication to technology were recognized with the University of Rochester Xerox Award for Innovation and Information Technology, as well as the Rensselaer Polytechnic Institute Medal Award.

Beyond his academic achievements, Jason has pushed himself out of his comfort zone, joining the National Honor Society and serving as its president. He also worked as a Graphic Design intern for the Technology Education department chair, making significant contributions to the Shattered Dreams program through his technical skills in filming.

Jason is eager to continue his education at Quinnipiac University, where he plans to pursue a major and career in Film, TV, and Media Art. With his commitment, creativity, maturity, integrity, and dedication to learning, he is poised for success in his future endeavors.

Congratulations Jason and best of luck next year at Quinnipiac University!

Kayla Ledoux Named Salutatorian of the Class of 2024

Kayla Ledoux's high school journey is a testament to her exemplary achievements and unwavering dedication. Throughout her four years, Kayla has earned numerous awards and honors, including the prestigious Yale Book Award and Scholar Athlete Awards for both soccer and tennis. Her commitment to academic excellence is paralleled by her dedication to athletics, as seen in her Most Valuable Player Award for tennis and Most Improved Player Awards in both tennis and soccer. Beyond her academic and athletic feats, Kayla has exhibited exceptional leadership and community involvement. Serving as Class Office Treasurer and Public Relations, she has spearheaded events and fundraising initiatives, contributing significantly to her class. Additionally, Kayla has been actively involved in various school-sponsored events and clubs, such as the Youth Leadership Committee, Girls State, and Shattered Dreams. With plans to major in Marketing Communication/Advertising at Western New England University, Kayla's passion, dedication, and leadership promise a bright future, filled with continued success and impactful contributions to society.

Congratulations Kayla and best of luck next year at Western New England University!

**Connecticut Association of Board of Education (CABE)
Student Leadership Awards
2023-2024**

This award is based on being exemplary leaders, innovative thinkers and positive citizens.

Windsor Locks Middle School

Victoria Bukowinski

Victoria is a perfect person to receive the CABE award. Victoria is a wonderful student and person. She works well with others and strives to make sure that everyone gets a chance to contribute. She is a hard worker and a creative thinker. Victoria challenges herself in the classroom and goes above and beyond what is asked of her. In addition she is kind, caring, dedicated and thorough in her work. Victoria plays flute for band and piano which she has been playing since 3rd grade, for Jazz Band. She has deep concern for others. When the war in Ukraine started she organized a Hat day to raise money to send clothing and other items to Ukraine. She loves both drawing and painting and is in the honors art class. She also takes Ukrainian dance lessons. She prefers math because it is structured and has steps. Victoria makes bracelets for fun. She wishes to attend a smaller college and has already looked at a couple. Victoria is most deserving of this recognition.

Lia Kimani

Lia is a great example of the CABE award winner. Lia is a leader in our school. She is creative and a hard worker, but she is humble. She leads with kindness, including others in the journey. Lia has a strong work ethic and is “all in” with everything she does. She is well spoken and confident. In addition she is a strong student academically. Lia is the President of the Band. She plays both piano and clarinet. She auditioned for and won acceptance to Regionals. She and other students from all over the state played a concert in Plainville High School. Lia is a member of the Yearbook Club and participates in the Debate Club when she can. Lia enjoys writing and loves History. She enjoys learning about the past. Lia is also an accomplished artist. In the future she plans to attend college (maybe UCONN) and perhaps look at a career in Finance. We are proud that Lia has won the Connecticut Association of the Boards of Education Award.

Windsor Locks High School

Casey Haberern

Casey’s strong ethical values are displayed in her daily life in the way she treats others, with kindness and respect. She is a motivated, effervescent student at Windsor Locks High School, who has always shown confidence in her abilities and decision making when offering peer assistance.

Casey has taken on several leadership roles within the Robotics Club and has earned herself the title of Build Team Captain. Casey has proven herself by leading her teammates and teaching them several fabrication skills which has reinforced her ability to

remain calm and confident through adversity.

Casey's success and positive impact extend beyond the classroom, as a member of the Youth Leadership Council as well as Camp Counselor for the Windsor Locks Park and Recreation Department, she has demonstrated her leadership skills by getting others involved with her to create a STEM (science, technology, engineering and math) camp for younger students to ignite their passion for learning.

In addition to challenging herself academically with rigorous Advanced Placement Courses, she has stayed equally busy with her involvement in a plethora of activities such as Chorus, Theater, Tennis and Robotics. We are very proud of Casey for receiving the CABA Student Leadership Award, and we look forward to all that she will continue to accomplish here at Windsor Locks High School with all of her kind and caring ways.

Kyle Hinckley

Throughout his high school journey, Kyle Hinckley has consistently showcased dedication and determination in both academic and extracurricular pursuits, earning numerous awards and honors that reflect his commitment to excellence. Notably, he has received the Scholar Athlete Award for three consecutive years and has been recognized as both the Most Improved Player and Defensive Player of the Year for his contributions to the basketball team. Kyle is an extraordinary young adult who has earned the respect of his peers and our faculty and staff who often comment on his positive work ethic, thoughtfulness and enthusiasm to learn. As a long-standing member of the basketball team since his Freshman year, Kyle served as Captain his Senior year, demonstrating exemplary leadership qualities. Kyle has actively participated in various school-related activities along with community service opportunities through the Windsor Locks Park and Rec by volunteering his time inspiring young athletes. Among his proudest accomplishments thus far, was winning the 2023 Basketball State Championship; earning recognition as a varsity team starter his Sophomore year; and his invaluable contributions to our Unified P.E. Program. Windsor Locks High School is proud to be able to present Kyle Hinckley as this year's CABA Student Leader.

WLMS CAS – SCHOLAR LEADER AWARD 2024

Prakriti Regmi

Prakriti's teachers describe her as an incredibly focused student who always strives to do her best. In all of her classes she demonstrates maturity in her thinking and through her actions, and has set high standards for her academic achievement. Prakriti is a self-starter who is always ready to offer patient assistance to her classmates. She is the student who will, without being asked, step in to help a classmate, to offer support, compassion, or words of inspiration. Her leadership qualities shine through even though she does not seek to call attention to herself. During her years at the middle school, Prakriti has participated in Choral Music, serving as the Honors Choir President, the Debate Club, and the Volleyball Club. She also participates in the Drama Club, serving as the student director for this year's production. In her spare time, Prakriti is an avid reader, enjoying fantasy and science fiction.

We are proud to recognize Prakriti for her commitment to respect for all, her consistently positive and inspiring outlook, her scholarship and work ethic, and her peer leadership.

Siddharth Pagidi

Sid's teachers describe him as a positive role model, respectful and self-motivated and always on task in his classes. He is a conscientious student, friendly and well-liked by his peers, and goes out of his way to respond to the needs of all students, always effective in whatever role he is assigned in group work. Sid consistently strives for excellence in his academic pursuits, seeking to challenge himself to go "above and beyond" what is asked of him. He has been a member of the Debate Club, and plays piano in the Orchestra here at WLMS. Outside of school Sid plays soccer for the Hartford Athletic team, and participates in the Junior PGA golf tour affiliated with the Copper Hill Golf Course. This summer he plans to volunteer with the Foodshare organization in his community. In his spare time, Sid enjoys working on accelerated Math and Physics curriculum through Kahn Academy.

We are proud to recognize Sid for his service to others, his scholarship and work ethic and his leadership by example.

Other WLHS Student Recognition:

Emma Norris - BOE Student Representative

Nicardo Gooden - BOE Student Representative

Gianna Fierro - CAS-CIAC Outstanding Arts Award

Cooper Wright - CAS-CIAC Outstanding Arts Award

Kayla Ledoux - CAS-CIAC Scholar Athlete

Jordan Lucas - CAS-CIAC Scholar Athlete

Jack Scholefield - All-State Band

Sincere Monroe - All-State Basketball

Congratulations to All!

EXHIBIT II

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES
DATE: MAY 22, 2024
RE: PERSONNEL REPORT - RESIGNATION

Resignations:

Alison Pierce, Director of Finance and Operations, will resign effective July 14, 2024. Alison has served the District of Windsor Locks for 2 years.

BOARD MOTION:

“MOVE that the Board of Education accepts the resignation on the date noted and offer our appreciation for her service to the Windsor Locks Public Schools.”

EXHIBIT III

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: MAY 22, 2024
RE: FACILITIES UPDATE

As we have done periodically throughout the year, our Director of Facilities will provide an end of the year facilities update this evening.

Project Overview

Location	Action	Contractor/Supplier	Project Status
North Street School	Install New Playground Equipment/Landing Zones within Pre-K Courtyard	Connecticut Mulch Distributors and Custodial Department	Completed May 2024
North Street School	Commission/Startup of H.V.A.C. Upgrade Zones 4 through 6	Resource Lighting + Energy and Custodial H.V.A.C. Technician	Completed April 2024
South Elementary School	Expand Avigilon Security Camera System	Three-Way Communications and Custodial Electrician	Completed April 2024
South Elementary School	Complete Fire Sprinkler Upgrades/Signage on Backflow Preventers and Control Valves	Fire Protection Testing	Completed May 2024



Location	Action	Contractor/Supplier	Project Status
South Elementary School	Install Mirrored Tinting on Glass Entryway	Mr. Tint	Completed May 2024
Windsor Locks Middle School	Replace Hot Water Heater	F + F Mechanical, Custodial Electrician and Custodial H.V.A.C. Technician	Completed May 2024
Windsor Locks High School	Install New Baseball/Softball/Soccer Field Scoreboard	FairPlay Corporation and Custodial Electrician	Completed May 2024
Windsor Locks High School	Install New Ice Machine	Manitowoc Company and Custodial Plumber	Completed April 2024

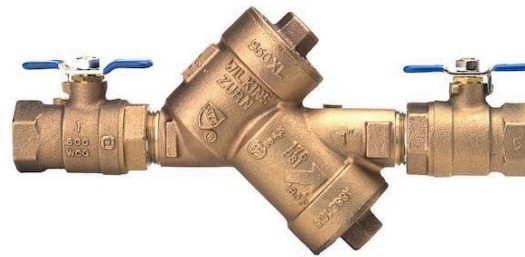
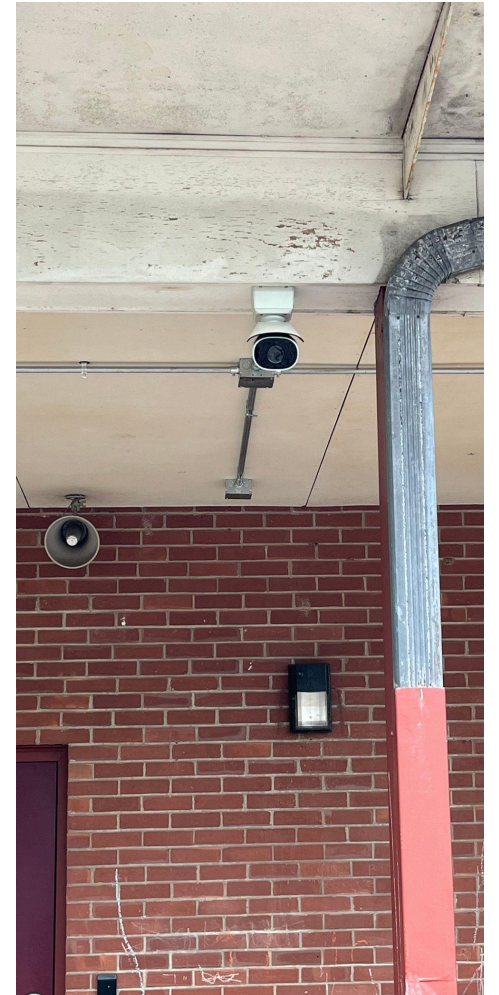
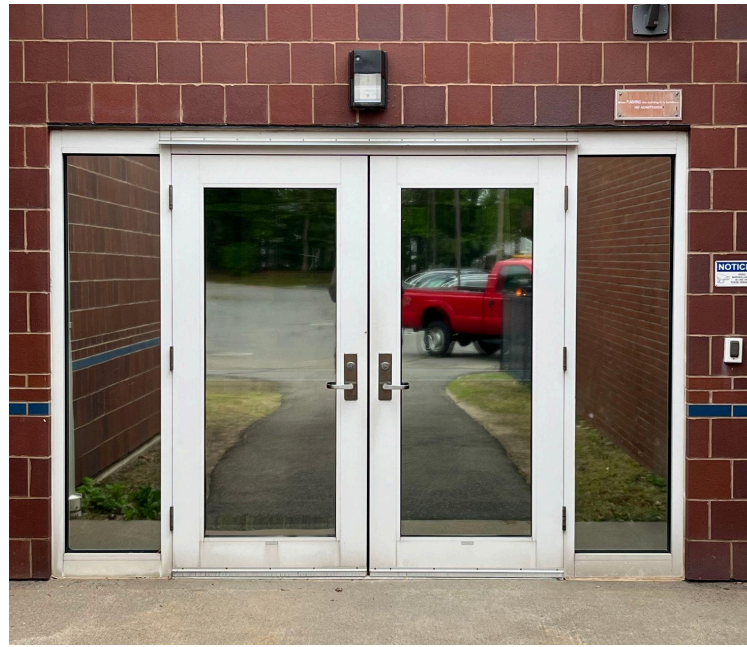




EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: MAY 22, 2024

RE: PDEC PRESENTATION

Throughout the 23-24 school year, every district in Connecticut has been charged with rewriting their Educator Evaluation plan. Meeting almost weekly for the entire year, members of our Professional Development and Evaluation Committee have been working under the facilitation of WLHS teachers Jeff Bernabe and Deb Luzetti to develop the Windsor Locks Educator Evaluation Plan.

This evening, Mr. Bernabe will be here to present the plan and answer any questions you may have.

Possible Board Motion:

“Move that the Board of Education adopts the 24-25 Educator Evaluation Plan as presented pending approval from the CSDE.”

Windsor Locks - System of Educator Evaluation and Development (July 2024)

Executive Summary

Background - The State of Connecticut required districts to update their teacher evaluation models to:

- broaden the language so that the system is relevant to all educators, regardless of specific role
- streamline the process so that educators can focus on student learning and growth
- focus on educator growth, professional learning
- ensure administrators give educators feedback that is specific, timely, actionable and allows for educator growth

Changes specific to the Windsor Locks model:

- Observations
 - rubrics are single point and no longer use a continuum of ratings
 - feedback is through a coaching model where the observations are shorter in duration but more frequent (see page 5 of the SEED)
 - with a focus on professional learning, educators engage in tiers of support based on their performance and their needs
 - educators in need receive increasing levels of support
 - educator movement between different tiers of support is deliberate and documented
- Goals
 - Educators identify one goal, a personalized problem of practice
 - the goal is pursued with 2 - 3 supporting objectives
 - at least one goal is based in stakeholder feedback
- Summative rating of educators
 - there is no use of formulas or percentages for categories
 - educator rating is discrete: Has the educator successfully completed the educator evaluative cycle?

WINDSOR LOCKS PUBLIC SCHOOLS

System for
Educator Evaluation and
Development



WINDSOR LOCKS, CONNECTICUT

Shawn L. Parkhurst, Superintendent

BOARD OF EDUCATION

Kylee Christianson, Chair

Dennis Gragnolati, Vice Chair

Alba Osorio, School Liaison

Greg Guyette, School Liaison

Lindsay Cutler, School Liaison

Professional Development and Educator Evaluation and Development Committee
2024-2025

School/Department	Name
North Street School	Vita Beebe, EL Teacher Heather Leeman, Pre-Kindergarten Teacher
South Elementary School	Jo-Anne Cutler, Instructional Specialist Lynn Wepler, Teacher
Windsor Locks Middle School	Nicole Ciccarelli, Science Teacher Brian Deming, Health/PE Teacher Tracy Gibbons, Support Services Provider
Pine Meadow Academy	Kristofer Schumacher, Special Education Teacher
Windsor Locks High School	Jeff Bernabe, Science Teacher Shereese Kelly, Business Teacher Melissa Lopes, Library Media Specialist Deb Luzietti, Special Education Teacher
District Leadership	Monica Briggs, South Elementary School Principal Rachel March, Coordinator of Alternative Services Joshua Robinson, Director of Special Education Services
Central Office	Shawn Parkhurst, Superintendent of Schools

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Windsor Locks Public Schools

Vision and Mission

All students will meet or exceed goal level standards because...

We want all students to feel a sense of accomplishment to pursue their passions.

Educator Evaluation and Development Model

Overview of the Windsor Locks Educator Evaluation Plan Requirements 2024-2025

Professional Learning, Observation of Educator Practice

Tenure Status	Minimum Number of Observations
<i>Non-Tenured Educators, Years 1 and 2 in District</i>	6
<i>Non-Tenured Educators, Years 3 and 4 in District</i>	4
<i>Educators New to the District and Tenured in Another District, Years 1 and 2 in District</i>	4
<i>Tenured Educators</i>	3
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Professional Learning, Educator Goal (PGP):

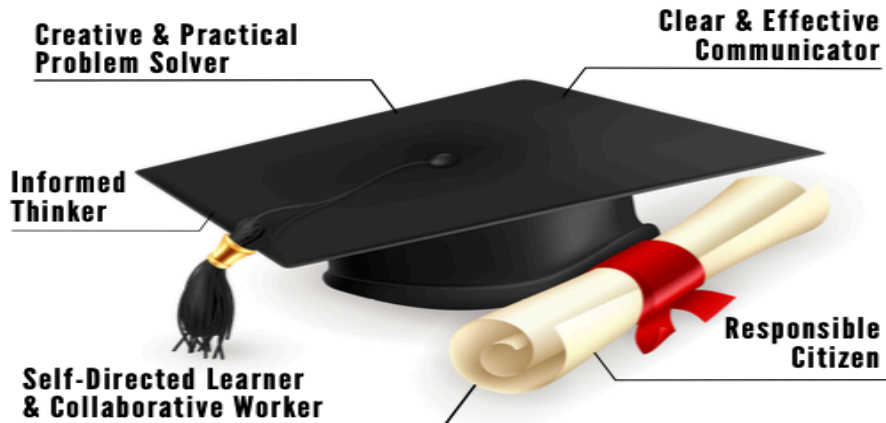
Goal Meeting	Timing (current school year)
<i>Goal Setting</i>	Completed by the end of October
<i>Mid-year Check-in</i>	Completed by the end of February
<i>End-of-year Reflection</i>	Completed by the end of May



Vision of the Graduate

Prepared to Make a Difference

Windsor Locks Public Schools



The Windsor Locks Public Schools will create and sustain a community of lifelong learners where all students are engaged, empowered, and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

In order to achieve our mission, our students will receive a world-class education that ensures a Windsor Locks High School graduate will:

- demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition,

Be A Clear and Effective Communicator who:

- reads, listens to, interprets and evaluates messages from various media sources;
- uses oral, written, visual, artistic, and technological modes of expression in diverse environments to clearly and effectively communicate his/her ideas, beliefs, and understandings, including multiple languages;
- utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact while demonstrating their learning.

Be A Self-Directed Learner and A Collaborative Worker who:

- explores and creates both career and educational plans that reflect personal goals, interests, and abilities, which may include job shadows, internships, college visits, on-line learning and dual credit (HS/college) opportunities;
- develops a variety of research skills and demonstrates a capacity for independent study;
- initiates, proposes, implements, and perseveres to complete tasks when working independently;
- demonstrates personal reliability, flexibility, work ethic, and regard for quality;
- practices teamwork and collaboration in academic and/or co-curricular settings.

Be A Creative and Practical Problem Solver who:

- observes situations and is able to define problems clearly and accurately;
- creates new purposeful and effective ideas and is open and responsive to new and diverse perspectives;
- demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas;
- frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- generates a variety of solutions, builds a case for the best response, and evaluates critically its effectiveness.

Be A Responsible Citizen who:

- demonstrates responsibility and an awareness of others by participating in the required number of community service activities;
- accepts responsibility for personal decisions and actions;
- demonstrates an understanding of wellness in order to make lifelong decisions about his/her physical, mental, emotional, and social health;
- demonstrates the ability to work effectively and respectfully with diverse members of society.

Be An Informed Thinker who:

- applies, documents and defends his/her knowledge and skills in and across the core curriculum and electives;
- effectively analyzes and evaluates evidence, arguments, claims and beliefs and major alternative points of view;
- analyzes information and arguments to be able to draw conclusions;
- reflects critically on learning experiences and processes to reason effectively as appropriate to the situation.

Standards for Professional Learning

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY PRACTICES

... understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.

CURRICULUM, ASSESSMENT, AND INSTRUCTION

... prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.

PROFESSIONAL EXPERTISE

... apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

RIGOROUS CONTENT FOR EACH LEARNER

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.

CULTURE OF COLLABORATIVE INQUIRY

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

LEADERSHIP

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

RESOURCES

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

CONDITIONS FOR SUCCESS

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY DRIVERS

... prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

EVIDENCE

... create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

LEARNING DESIGNS

... set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

IMPLEMENTATION

... understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

TRANSFORMATIONAL PROCESSES

Purpose and Rationale of the Professional Support and Learning Process

Windsor Locks' professional support and learning process is aligned with the State of Connecticut's vision, ensuring that all educators and leaders have the opportunity for continuous learning and feedback. Our system is designed to foster the development and growth of educators both individually and collectively. We believe that by supporting educators in examining and reflecting upon their professional practice, we can improve instruction and ultimately increase student achievement. Our commitment to continual learning allows educators to meet the diverse needs of all students, ensuring growth and success for every learner.

Guiding Principles for Changes to Professional Support and Learning:

1. **Allow for Differentiation of Roles:** Our evaluation and support model recognizes the diverse roles within teaching, ensuring that educators receive tailored support and feedback aligned with their specific specialties and expertise, such as special education teachers, library media specialists, and other specialized educators. This approach fosters an inclusive environment where all educators can contribute to student learning and growth.
2. **Simplify and Reduce the Burden:** We streamlined our processes, eliminating technical challenges, excessive paperwork, and unnecessary steps to ensure educators can focus on what truly matters: student learning and growth.
3. **Focus on Things that Matter:** We identify high-leverage goal focus areas, directing our efforts toward initiatives that have the most significant impact on student success.
4. **Connect to Best Practices for Whole Child Development:** Our model connects to best practices aimed at the holistic development of the whole child, encompassing academic, social, emotional, and physical development.
5. **Focus on Educator Growth and Agency:** We meaningfully engage educators in their growth and practice, fostering educator growth and agency through strategic partnerships aligned with our educational focus.
6. **Meaningful Connections to Professional Learning:** We provide individual and/or multiple pathways for educators to improve their own practice in a way that is meaningful and impactful, ensuring that professional learning is relevant and applicable to their specific needs and curiosities.
7. **Specific, Timely, Accurate and Actionable Feedback:** Feedback provided through our model is specific, timely, accurate, actionable, and allows educators to reflect, refine, and grow in their practice.

Aligned with the State's vision, these principles guide our evaluation and support model for educators in Windsor Locks, fostering continuous growth and improvement to enhance student learning and achievement.

Professional Support and Learning System Overview

Our educator evaluation and support system reflects research-based effective practices and includes five key elements:

- Standards and Criteria
- Continuous Learning: Professional Growth Planning
- Professional Learning: Educator Practice
- Process Elements
- Dispute Resolution

Our combined vision, guiding principles, and overall framework for educator evaluation and support outline a systematic process aimed at continuous improvement and professional learning. This process leads to high-quality professional practice and enhanced learning, growth, and achievement for all students.

The primary objective of our educator evaluation and support system is to enhance individual pedagogy and collective practices to drive student learning, growth, and achievement. Our discussions on educator practice are guided by [The Connecticut Common Core of Teaching Rubric for Effective Teaching \(2017\)](#), [Learning Forward's Professional Learning Standards \(2022\)](#) and The Windsor Locks Public Schools' Vision of the Graduate.

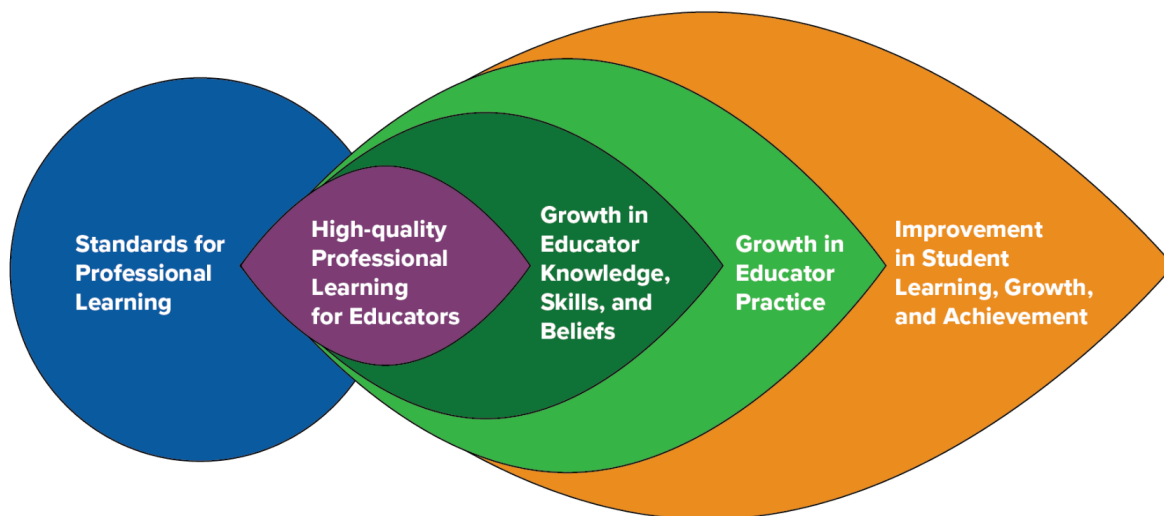
To ensure clarity and consistency in assessing educator performance, we have adopted a single-point competency rubric to accompany these standards. These rubrics facilitate self-evaluation, dialogue, and feedback by providing clear expectations for meeting each criterion. The single point competencies rubrics allow for a focus on strengths and growth through next steps and provide flexibility for raters to observe the many types of educators in the variety of teaching and support activities that they guide. This approach takes the emphasis off of the "level" of the rating and allows for flexibility within roles and responsibilities.

Professional Educator Learning Standards

In Windsor Locks Public Schools, we recognize the role of professional learning in our educator evaluation and support system. Our approach is informed by the Learning Forward Professional Learning Standards 2022 which provide a framework for how professional learning occurs to deepen educators' understanding of their practice and positively impact student learning, growth, and achievement.

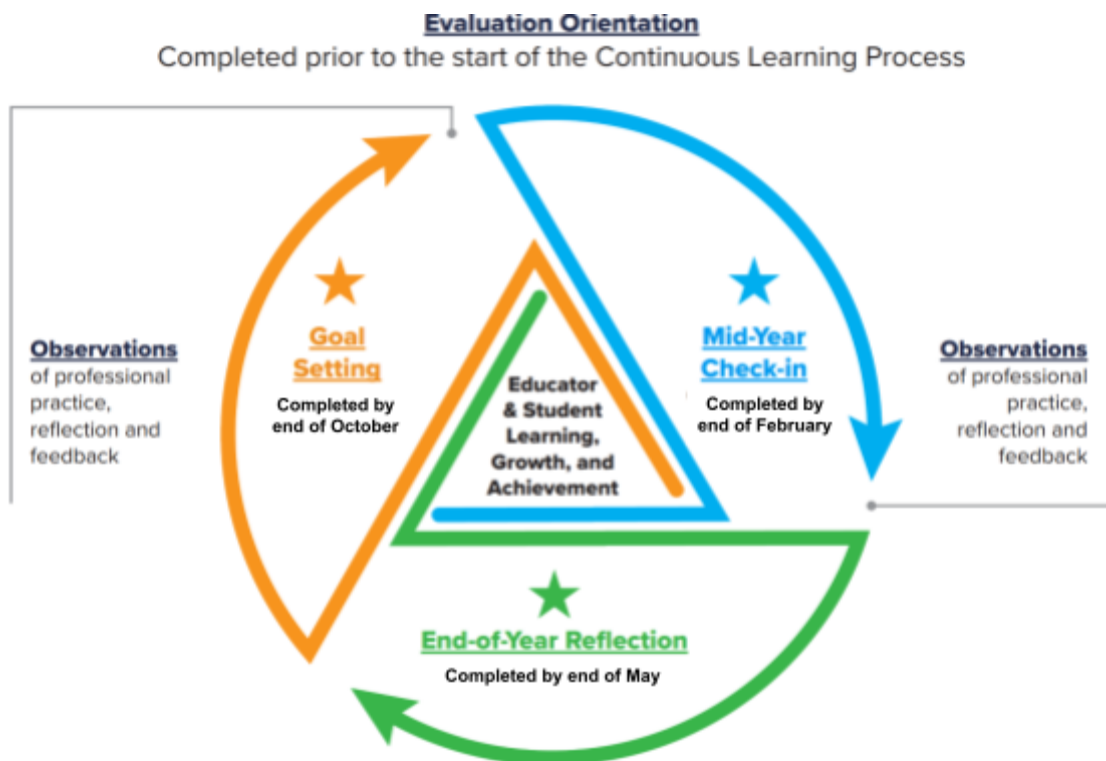
These professional learning standards serve as a valuable tool for educators and leaders as they intentionally design learning experiences, address content, and consider strategies to achieve the desired transformation in learning outcomes. By aligning our professional learning efforts with these standards, we ensure that our professional development initiatives are focused, effective, and impactful.

Together with the professional standards for educators and leaders, our professional learning standards allow for meaningful feedback and continuous learning within our district. This integrated approach promotes a culture of ongoing improvement and supports the professional growth of all educators, ultimately benefiting student success.



Continuous Learning: Professional Growth Planning (PGP)

The graphic below shows the steps, reflections, and linked resources associated with pursuing educator growth through goal setting, engaging in the goal process, and goal achievement. All educators are assigned a primary evaluator (an administrator with an 092 certification) who has completed a comprehensive orientation on this model and relevant rubrics. Schools with additional administrators may assign a secondary evaluator to educators at their discretion. This framework is meant to encourage educators to embrace risks as they pursue improved practice and student growth despite the chance of experiencing less than ideal outcomes. Educators will have successfully completed their goal by authentically engaging in the professional learning process and having engaged in thoughtful reflection to inform their next steps throughout the goal process.



Goal Setting

Completed by end of October

Beginning of the Year Goal(s) and Planning

- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by end of February

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by end of May

End-of-Year Reflection and Feedback Process

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

For the purposes of this document, the terms “administrator” and “evaluator” are often used interchangeably, referring to the district staff person in charge of observing, evaluating, or making judgments about the quality of an educator’s practice or products.

Orientation and Training:

Educators engage in an orientation session prior to initiating the evaluation process. This orientation is completed each year and before the end of October. This session covers essential elements, and includes:

- Expectations for establishing impactful goals and developing plans for professional growth
- Understanding the rubrics and standards and how they will be used and applied
- Sharing the available resources and support structures for educators
- Reviewing the procedures for dispute resolution.

Professional Growth Plan Requirements:

Educator goals must meet the following requirements:

- Problem Statement: Educator conducts background research to justify the reasoning and rationale for the goal, including relevant data
- District Priorities: Goals are clearly linked to and support building and/or district priorities
- Student Growth Goal: The overall goal is based on student academic achievement, SEL growth/achievement, and parent and/or student feedback
- Goal Objectives: educator goals are established with 2 to 3 specific, measurable objectives that support achievement of the overall goal within a stated time frame. One of the objectives should include student or family feedback.
- Multiple Data Sources: goal data is based on each of the objectives and may include but is not limited to assessment results, observation checklists, progress monitoring data, student work samples, etc.
- Action Steps: With goal and objectives established, educator analyzes potential research-based interventions to make informed changes to their practice, considers different strategies, and develops plans based on their learning. Educator has a clear plan for data collection to monitor progress during the intervention period.
- Professional Support: Educator determines the professional learning, resources, or supports needed to make progress toward the established goal and objectives.

Goal(s) Setting:

- By the end of October, evaluator schedules a meeting with their evaluatees to engage in a discussion to set professional learning goals
- This initial meeting allows educators to present data of their practice and student achievement and/or growth as a basis for the goal
- Evaluator and evaluatee collaboratively determine goals, evidence measures, and a professional learning plan

- The product from the meeting is a plan for the educator that is flexible and can span either 1, 2, or 3 years depending on the complexity of the goal.

Midyear Progress:

- By the end of February, educators and evaluators schedule a midyear check-in meeting
- Educator reflects on their progress toward their goals, assessing the impact of their learning on practice and student outcomes
- Evaluators offer specific feedback using evidence from observations, rubrics, and student growth.

End-of-Year Summative Review and Reflection:

- By June 1, schedule the end of year summative discussion
- Educator completes reflection on the Professional Growth Plan and a Review of Practice in the end of the year reflection portion of the Professional Growth Plan
- The evaluator writes a summary that includes the impacts of educator learning on their practice, student outcomes, community dynamics, strengths, concerns, and potential next steps. The evaluator's summative assessment is completed before the end of the school year.

Continuous Learning: Educator Practice

At Windsor Locks Public Schools, the continuous learning process is a collaborative effort between educators and evaluators. Throughout this process, educators strive for growth and achievement of their goals by gathering evidence of their practice related to their identified high-impact professional learning goals and objectives. Evaluators play a crucial role by providing feedback through observation and coaching conversations, ensuring educators have timely access to support, and collecting evidence of educator performance and progress through various sources, including observations and, potentially, input from students, staff, or families.

Observation of Professional Practice and Feedback:

Observations of educator practice are integral to the continuous learning processes in Windsor Locks Public Schools. We use a coaching model that emphasizes a higher number of observations, though each observation is for a shorter duration. This increases the frequency of conversations between educator and evaluator as a way to keep professional learning as a consistent focus for all school personnel throughout the school year. Using an observation model based in coaching offers a number of recognized benefits:

- Coaching conversations lead to a shared understanding and language around teaching
- Coaching conversations lead educators to increased reflection on their practice and student learning
- Coaching helps to build a community of educators focused on improving their craft through professional relationships
- Educators and leaders work together, building a culture of teamwork focused on educator practice and student growth
- Ongoing discussions about teaching and learning lead to educator development
- The leader's increased presence in the classroom sends a positive message to the school community that the school cares about the teaching and learning taking place.

Observations of educator practice can take several forms. Observations can be:

- Unannounced, as a way to get the most authentic look at an educator's classroom or service delivery practices
- Initiated by the educator, who has the option to invite an evaluator for an observation as a way to showcase a specific student learning task or specific educator skill
- Requested by the evaluator and/or collaboratively coordinated with the educator, to see either general or specific educator practices
- Determined by the evaluator, who can request to observe an educator in a variety of capacities including planning practices, teaching/service delivery practices, reflection practices, etc.

The rubric domains identify areas that are high impact and serve as focal points for targeted evidence collection. Evaluators deliver specific feedback based on evidence, standards, and the educator goal and objectives, while also facilitating access to planned support. Administrators continue to gather evidence of educator practice and progress through various means, including observations. Feedback to the educator based on the observations of practice is provided within 3

(three) school days and can be written and/or verbal. The timeliness of such feedback is a critical aspect toward educator growth and this coaching model.

Quality Feedback:

Quality feedback through coaching conversations has a number of important features:

- Draws from quantitative and qualitative indicators of evidence, standards, and goals
- Is personalized to the educator's needs and objectives
- Focuses on learning and growth, guiding constructive change
- Encourages reflection by offering questions to refine or revise strategies
- Expands understanding of experiences and their implications for future practice
- Provides opportunities for reflection of knowledge, attitudes, skills, and practices
- Is delivered in a timely, frequent, and collaborative manner.

Growth Criteria:

In Windsor Locks Public Schools, an educator successfully concludes the learning process by showcasing the following:

- Reflection backed by evidence illustrating the influence of the educator's newfound learning on their practice and/or goals
- Evidence highlighting the effect of the educator's new learning and practice on student learning, growth, and/or achievement
- Clear identification of next steps to continue the journey of professional growth and development.

Process Elements

Introduction:

All educators require access to high-quality, targeted professional learning support to improve their practice over time. Educators and their evaluators need to thoughtfully consider and use the resources within the three tiers of support and as part of the evaluation process.

The educator Support and Intervention Process outlines the procedures and protocols for implementing a tiered support system and intervention process to assist educators in meeting the requirements set forth in the Windsor Locks Teacher Practice Framework, Connecticut Common Core of Teacher (CCT), Connecticut Common Core of Learning (CCL), Connecticut Code of Professional Responsibility (CCPR), the Standards for School Leaders (SSL), and the Windsor Locks Educators Evaluation model.

Formal Support Process, Initiation of Advancing Levels of Support:

Educators will receive advancing levels of support based on educator need as determined by the educator or administration. Advancing levels of support are provided to educators who demonstrate a persistent lack of growth, lack of reflection, or resistance to growth-oriented feedback. A formal process, including documentation and tracking, is essential for transitioning educators between tiers. All work within the tiers must be tracked and documented to ensure accountability and effectiveness. Educators should be made aware of their position within the tiers through a clear and transparent process. An educator's tier placement at the end of one school year remains the same and will carry over to the next school year. Any Corrective Support Plan will be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable as described below.

Tiered Support System:

Tier 1: Professional Growth Opportunities

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports include all of the regular practices that educators use to support themselves, professionally engage with others, and work to improve their practice. Tier 1 supports are broadly accessible professional learning opportunities for all and inclusive of, but not limited to:

- Professional conversations (with colleagues, TEAM mentor, PLCs, department meetings, etc.)
- Classroom visits
- Available district resources (e.g., books, articles, videos etc.)
- Formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching); see Professional Learning Sessions below
- Administrator/evaluator coaching conversations
- Any support or research initiated by the educator.

Any educator not formally placed in a specific tier is operating in Tier 1.

Professional Learning Sessions

Professional Learning Community (PLC) Days:

- Purpose: To provide dedicated time for educators within each building to collaborate, share best practices, analyze student data, and plan instructional strategies. In extraordinary circumstances, limited PLC time may need to be used by administrators to address school needs, state mandates, etc.
- Alignment: Aligned to the vision, mission, and needs of the building as well as educator growth goals. Professional learning is targeted and relevant to the needs and context of educator growth planning; for example, as outlined in educator PGP. Goal work will often be collaborative, but may require specific individual work depending on the educator goal.
- Examples of activities: Building administrators with teacher leaders plan activities such as collaboration with colleagues, data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.
- Timing: Advanced planning for meeting topics will be established and may follow, for example, a school-determined agenda with meeting topics established by the PLC team.

Half-day Professional Learning:

- Purpose: To provide focused professional learning experiences that address the strategic needs of the educators within the building.
- Alignment: Aligned to the vision, mission, and needs of the building in collaboration with the PDEC building representatives to ensure incorporation of educator voice and priorities.
- Examples of activities: Targeted professional learning to support building-wide growth needs and/or educator led professional learning. Building administrators with teacher leaders plan activities such as targeted collaboration within teams of teachers: data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.
- Timing: Initial planning for learning takes place approximately three (3) to five (5) weeks in advance of established half-day professional learning day(s). Plans are finalized two (2) weeks before professional learning day(s) and published to educators and staff one (1) week before the professional learning day(s).

Full-day Professional Learning:

- Purpose: To provide professional learning experiences that address the operational needs of the educators within the District.
- Alignment: Aligned to the vision, mission, and needs of the schools and in collaboration with the PDEC. PDEC representatives collaborate with building administrators to ensure incorporation of educator voice and priorities as appropriate..
- Examples of activities: Targeted professional learning to support district-wide and building growth needs in support of district initiatives. District administrators with building leaders plan activities such as targeted collaboration within teams of teachers: data analysis, intervention planning, curriculum development/revision, and other related tasks to support student or educator growth.

- Timing: Initial planning for learning takes place four (4) to six (6) weeks in advance of established full-day professional learning day(s). Plans are finalized two (2) weeks before professional learning day(s) and published to educators and staff one (1) week before the professional learning day(s).

Tier 2: Awareness

Educators may need additional support that is provided after they are moved into Tier 2. Movement occurs after an evaluator's third (3rd) observation that shows continued need for growth in the same specific focus area. The evaluator and educator will engage in a conversation to discuss the actions that the educator has already taken and then determine the next best steps to remediate the specific area of concern. Tier 2 includes all of the Tier 1 supports. Tier 2 also includes supports that are more intensive in duration, frequency, and focus. Supports can be either suggested by the educator and/or recommended by an evaluator. Suggested additional supports may include, but are not limited to:

- having the educator engage in a professional learning opportunity;
- having the educator observe specific classroom/setting practices;
- collaborating with other educators;
- coaching by the Instructional Specialist where available and appropriate, etc.

Movement from Tier 2 back into Tier 1 occurs when the educator shows satisfactory progress toward improving in the specific targeted area. Movement into Tier 1 is at the evaluator's discretion. The evaluator will communicate in writing all movements between tiers; e.g. from Tier 1 into Tier 2, or from Tier 2 back into Tier 1.

Tier 3: Assistance

Educators are moved into Tier 3 when previously discussed concerns continue to persist and/or be unresolved. Tier 3 support includes all supports described in Tiers 1 and 2. Additionally, Tier 3 supports:

- are developed in collaboration with the educator and may be assigned by the evaluator;
- have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan;
- shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators pursuant to C.G.S. §10-153b;
- will be clearly documented including the start date and duration of time an educator is receiving this level of support.

Educators that show satisfactory progress toward improving in the specific targeted area shall be moved back into Tier 1 or Tier 2 at the evaluator's discretion. The evaluator will communicate in writing all movements from one tier to another

Tier 4. Corrective Support Plan - Intensive Supervision

Educators that show a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will be given advancing levels of support. Entry into a Corrective Support

Plan requires that evaluators have used and documented all three tiers of support prior to moving into a Corrective Support Plan. When establishing a Corrective Support Plan, the educator will receive written notice of a meeting to be held with the Director of Human Resources to discuss the educator's performance. The Superintendent shall appoint an administrator to serve as a second evaluator for the educator. All evaluators involved with the educator will attend this meeting. The Corrective Support Plan shall be developed in consultation with the educator (evaluatee) and their exclusive bargaining representative for certified educator chosen pursuant to C.G.S. §10-153b. 46 Connecticut Educator Evaluation and Support Plan 2024. The corrective Support Plan (separate from the educator growth model) includes:

- the specific area of concern and summary of steps taken to date;
- clear objectives, specific to the documented concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the interventions, support, and use of identified resources;
- supportive actions from administration and/or evaluator.

At the conclusion of the Corrective Support Plan, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative. The evaluator makes one of the following recommendations after reviewing the educator's progress according to the established plan:

- Educators that demonstrate satisfactory improvement according to the established plan are moved to Tier 1 or Tier 2 as determined by the evaluator;
- Educators that are making progress toward but have not fully met the objectives established in the Corrective Action Plan remain in the Corrective Action Plan for an additional period of time to be determined by the evaluator;
- Educators that continue to show a persistent lack of growth and reflection or have not made satisfactory progress toward the objectives established in the Correction Action Plan are recommended to the Superintendent for dismissal in accordance with the provisions of CGS, Section 10-151d.

See [Appendix D](#) for the Corrective Support Plan form.

5. Conclusion

By implementing this tiered support system and intervention process, Windsor Locks Public Schools aims to provide comprehensive support to educators, ensuring continuous growth and improvement in teaching practices while adhering to State guidelines and regulations.

Dispute-Resolution Process

The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. The dispute resolution process is an inherent right in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. Regardless of the level of appeal, the staff member has the right at any time to submit a written rebuttal that will be placed in his/her personnel file.

In the following process, failure to comply with the stated timelines may result in the cessation of the process.

- **Step 1 - Discussion with teacher and evaluator regarding disagreement**

Most disagreements are expected to be resolved informally between the two parties. The evaluator and evaluatee meet to discuss any concerns and attempt to resolve the dispute together within fifteen (15) school days of written feedback/goal setting. If agreement cannot be reached, the evaluator will contact Human Resources in writing (email is sufficient), and as described in Step 2 of this process.

- **Step 2 - Notify Human Resources**

Within five (5) school days of the Step 1 meeting, the evaluator concerned notifies Human Resources in writing (email is sufficient) of the need to schedule a mediated discussion. When notifying Human Resources use the following format:

Dispute Resolution Informal Mediation Request
Email/written documentation indicating the following: Following an informal meeting on (date) with my (evaluatee), we were unable to come to a mutual agreement regarding our concerns. I am writing this to proceed to Step 3 Mediation Meeting of the Dispute Resolution Process.

Human Resources will notify all parties involved upon receipt of the request for mediation.

- **Step 3 - Mediation**

Human Resources schedules a meeting to occur within ten (10) school days from receipt of the written Step 2 request. In order to mediate the dispute, the meeting includes the following parties in an attempt to resolve the issue informally and at the building level:

- An alternate evaluator (Evaluator B) to meet with the two parties (evaluator and evaluatee);
- A union representative.

At the conclusion of the meeting, all parties will be informed of possible next steps by the alternate evaluator (Evaluator B):

- Acceptance and continuation of the evaluation cycle;
- Continuation of the process by either party in the dispute resolution process within

the established guidelines.

The alternate evaluator (Evaluator B) will summarize the decision to all parties in writing.

- **Step 4 - Notify Human Resources, in writing, of a need to designate an appeal panel**

If the mediation is unsuccessful, either party may continue the process by sending a written notification or email to Human Resources within five (5) days of the end of the informal mediation attempts.

The communication would use the same format as in Step 2.

Upon receipt of the request for mediation, Human Resources notifies all parties involved about the request to move to Step 5. The parties may prepare a written statement, up to a single page, and should prepare to present their position to the panel in no more than ten (10) minutes. Any supporting documentation or evidence should be submitted within the written statement.

- **Step 5- Formal Appeal Panel**

Within five (5) school days of receipt of a notice of appeal, Human Resources designates a panel composed of:

- A. Second alternate evaluator (Evaluator C);
- B. Human Resources Director;
- C. Teacher union president or designee;
- D. Member of the Professional Development and Educator Evaluation Committee.

The evaluatee and original evaluator (Evaluator A) are in attendance to present their positions to the panel.

At least three (3) school days prior to the panel meeting, Human Resources provides copies of all related documentation to the members of the formal appeal panel.

Between three (3) and ten (10) school days of the designation of the panel, a hearing is held. The panel (Evaluator C, Human Resources Director, teacher union president or designee, and a member of the Professional Development and Educator Evaluation Committee) renders a decision to the Human Resources Administrator. Once Human Resources begins the Formal Appeal Panel meeting, the evaluator (A) and evaluatee present their positions in up to ten (10) minutes each.

The panel may then ask procedural and factual questions of the evaluatee and evaluator (A) for clarification purposes. Once any questions have been asked and answered, the panel meets in closed session to discuss and come to a decision.

Within ten (10) school days of the hearing, Human Resources renders and disseminates the written decision to all parties through a letter or read/receipt email.

- **Step 6- Notify the Superintendent of need to meet**

Within five (5) school days of receipt of the written panel decision, the staff member who wishes to further appeal provides a written request to the Superintendent of Schools to review the panel's decision. The communication should be in the same format as in Step 2.

Human Resources will provide all materials created and submitted in Steps 4 and 5 of the dispute resolution process to the Superintendent for review.

The Superintendent notifies all parties involved upon receipt of the request for mediation.

- **Step 7- Appeal to the Superintendent**

Within ten (10) school days of the receipt of the request, the Superintendent and all parties (evaluator, evaluatee, Human Resources Director, and union representative) convene to mediate the disagreement.

Within five (5) school days of the meeting, if resolution of the disagreement is still not possible, the Superintendent of Schools renders a binding decision to be placed in the personnel files of the evaluator and evaluatee.

**CCT Rubric for Effective Service Delivery
Observation**

Domain 1: Positive Environment		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider establishes an environment:</p> <ul style="list-style-type: none"> ● with clear routines, procedures and norms; ● where positive and respectful interactions are consistently fostered and maintained; ● promoting stakeholder engagement, independence and interdependence through a variety of strategies; ● that is inclusive and equitable culturally, socially and developmentally; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential sources/types of evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development, consultation with teachers and stakeholders.)

- Organizing the environment with flexible opportunities and resources for self-management
- Evidence of equity; i.e., access, differentiation and scaffolding considering customs, characteristics, experiences, and the perspectives of all stakeholders, etc.
- Agreed upon norms, which are in partnership with all stakeholders, are posted
- Agreed norms are being followed
- Settings encourage engagement, collaboration, question, dialogue and/or discussion
- Observing positive and respectful interactions (student-student, student-teacher, teacher-student)
- Structured opportunities, routines, activities, and/or transitions
- Other observed evidence

**CCT Rubric for Effective Teacher Practice
Observation**

Domain 1: Positive Learning Environment		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher establishes a positive learning environment:</p> <ul style="list-style-type: none"> ● with clear classroom expectations and routines; ● where positive and respectful interactions are consistently fostered and maintained; ● promoting student engagement, independence, and interdependence through various teaching strategies; ● that is inclusive and equitable culturally, socially, and developmentally; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential sources/types of evidence:

- Classroom expectations are posted
- Student-teacher classroom agreements are posted
- Students/teacher are following posted expectations/agreements
- Observing students that are engaged in learning that is teacher and/or student directed
- Students/teacher transition smoothly from one learning activity/location to another
- Students/teacher use available time for learning
- Observing positive and respectful interactions (student-student, student-teacher, teacher-student)
- Visual representation of school's Character Traits/Habits of Scholarship
- Other observed evidence.

**CCT Rubric for Effective Service Delivery
Observation**

Domain 2: Planning for Service Delivery		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> ● plans clear objectives or purpose for service; ● plans tasks that engage stakeholders in problem solving, critical thinking, discourse, and inquiry; ● plans to include stakeholder input in the learning and development process; ● plans assessments to monitor growth/progress; ● plans opportunities to approach tasks in ways that will be effective for all stakeholders; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Potential sources/types of evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development, consultation with teachers and stakeholders.)

- Reports, lesson plans, professional development plans, agendas
- Student outcome data (classroom observations, student discipline data, attendance, data/SRBI team notes, academic/testing data)
- Service provider has a plan to for stakeholders to guide services, establish next steps
- Equitable service delivery
- Communication with or from stakeholders (surveys, emails)
- Other observed evidence.

**CCT Rubric for Effective Teacher Practice
Observation**

Domain 2: Planning for Active Learning		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> ● develops a clear learning objective for students that aligns with content standards; ● plans and organizes lessons and learning tasks that engage students and that build on students' prior knowledge, skills, and interests; ● plans differentiated learning tasks to meet students varied learning needs; ● plans learning tasks that engage students in problem solving, critical thinking, discourse, and inquiry; ● plans assessments that monitor growth/progress; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Potential sources/types of evidence:

- Lesson plans
- Instructional slides, posters, visual aides
- Assessment results (state, district-wide, summative, formative, student portfolio)
- Classroom observations of equitable teaching practices
- Use of technology to support learning
- Communication with/from students (student surveys, student correspondence)
- Other observed evidence.

**CCT Rubric for Effective Service Delivery
Observation**

Domain 3: Service Delivery		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> ● clearly communicates objectives or purpose of service; ● fosters stakeholder engagement and autonomy by providing choice of available resources and multiple opportunities for ownership, self direction and/or collaboration; ● encourages stakeholders towards new learning through differentiated strategies, tasks and/or questions; ● supports and challenges stakeholders to identify ways to approach growth that is effective and meets them at their individual needs; ● uses progress monitoring to adjust service delivery; ● provides feedback that supports the improvement; toward academic or social/behavioral outcomes; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Potential sources/types of evidence:

(Consider: PPT/504/parent meetings, small group settings, professional development, consultation with teachers and stakeholders.)

- Delivers services with a logical progression resulting in learning/growth/progress
- Consistently delivers services at a level of challenge that aligns to stakeholder's needs
- Uses resources that promotes engagement/growth
- Supports and challenges stakeholders to identify ways to approach growth that is effective
- Use progress monitoring tools, ei: teacher-made assessments, anecdotal notes, asking clarifying questions/checking for understanding during a meeting
- Communicates specific observable and measurable criteria for stakeholder success
- Other observed evidence.

**CCT Rubric for Effective Teacher Practice
Observation**

Domain 3: Instruction for Active Learning		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> ● clearly communicates learning objectives; ● uses evidence-based instructional strategies to encourage critical thinking, creative problem solving, discourse, and inquiry; ● uses differentiated instruction and supplemental intervention to support students with various learning styles; ● varies the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to the students; ● adjusts the delivery of instruction based on data and progress monitoring; ● provides feedback that supports the improvement toward academic or social/behavioral outcomes; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Potential sources/types of evidence:

- Instructional materials provide support for students at various levels
- Checks for understanding, exit tickets
- Student/teacher explains learning target
- Grappling between students
- Asks higher level questions
- DOK Levels 3 and 4 questions/tasks
- Discourse through group discussion/work
- Cites information based on observations, anecdotal notes
- Feedback is specific, helpful and linked to goals/objectives
- Other observed evidence.

**CCT Rubric for Effective Service Delivery
Observation/Review of Practice Rubric**

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> ● contributes to efforts to achieve district and building goals; ● engages in professional learning and applies it to improve practice and/or student learning; ● accepts feedback and uses it to improve practice; ● collaborates with colleagues to promote student success; ● engages in efforts toward building a positive school climate; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Potential sources/types of evidence:

- Uses class surveys or questionnaires to gain input from students and/or parents regarding teaching methods, classroom environment, etc.
- Reflects/self-evaluates to identify areas for improvement, takes action to improve practice
- Uses supervisor or peer feedback and recommendations to make changes to teaching practices
- Engages in relevant professional learning and seeks opportunities to strengthen skills and practice
- Sets professional development goals based on peer and/or administrative feedback
- Shares learning from workshops, conferences, or other professional development with colleagues
- Participates in PLC as shown by Professional Learning Community agenda and minutes
- Provides documentation of communication with stakeholders. ie: parents, guardians, students, other staff involved with students
- Reviews collaborative projects with other stakeholders
- Participates in or facilitates school/district committees and extracurricular activities
- Provides documentation of mandatory training
- Facilitates professional learning with colleagues, families, or community
- Other observed evidence.

**CCT Rubric for Effective Teacher Practice
Observation/Review of Practice Rubric**

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> ● contributes to efforts to achieve district and building goals; ● engages in professional learning that improves practice and/or student learning; ● accepts feedback and uses it to improve practice; ● collaborates with colleagues to promote student success; ● engages in efforts toward building a positive school climate; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Potential sources/types of evidence:

- Uses class surveys or questionnaires to gain input from students and/or parents regarding teaching methods, classroom environment, etc.
- Reflects/self-evaluates to identify areas for improvement, takes action to improve practice
- Uses supervisor or peer feedback and recommendations to make changes to teaching practices
- Engages in relevant professional learning and seeks opportunities to strengthen skills and practice.
- Sets professional development goals based on peer and/or administrative feedback
- Shares learning from workshops, conferences, or other professional development with colleagues
- Participates in PLC as shown by Professional Learning Community agenda and minutes
- Provides documentation of communication with stakeholders. ie: parents, guardians, students, other staff involved with students
- Reviews collaborative projects with other stakeholders
- Participates in or facilitates school/district committees and extracurricular activities
- Provides documentation of mandatory training
- Facilitates professional learning with colleagues, families or community
- Other observed evidence.

CCT Rubric for Effective Service Delivery Observation

Domain 1: Positive Environment		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider establishes an environment:</p> <ul style="list-style-type: none"> ● with clear routines, procedures, and norms; ● where positive and respectful interactions are consistently fostered and maintained; ● promoting stakeholder engagement, independence and interdependence through a variety of strategies; ● that is inclusive and equitable culturally, socially and developmentally; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 2: Planning for Service Delivery		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> ● plans clear objectives or purpose for service; ● plans tasks that engage stakeholders in problem solving, critical thinking, discourse, and inquiry; ● plans to include stakeholder input in the learning and development process; ● plans assessments to monitor growth/progress; ● plans opportunities to approach tasks in ways that will be effective for all stakeholders; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

CCT Rubric for Effective Service Delivery Observation

Domain 3: Service Delivery		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider:</p> <ul style="list-style-type: none"> ● clearly communicates objectives or purpose of service; ● fosters stakeholder engagement and autonomy by providing choice of available resources and multiple opportunities for ownership, self direction and/or collaboration; ● encourages stakeholders towards new learning through differentiated strategies, tasks and/or questions; ● supports and challenges stakeholders to identify ways to approach growth that is effective and meets them at their individual needs; ● uses progress monitoring to adjust service delivery; ● provides feedback that supports the improvement toward academic or social/behavioral outcomes; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Service Delivery 2017</i>	Possible Next Steps
	<p>The service provider demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> ● contributes to efforts to achieve district and building goals; ● engages in professional learning and applies it to improve practice and/or student learning; ● accepts feedback and uses it to improve practice; ● collaborates with colleagues to promote student success; ● engages in efforts toward building a positive school climate; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Administrator Notes / Comments:

CCT Rubric for Effective Teacher Practice Observation

Domain 1: Positive Learning Environment		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher establishes a positive learning environment:</p> <ul style="list-style-type: none"> ● with clear classroom expectations and routines; ● where positive and respectful interactions are consistently fostered and maintained; ● promoting student engagement, independence, and interdependence through various teaching strategies; ● that is inclusive and equitable culturally, socially, and developmentally; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Domain 2: Planning for Active Learning		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> ● develops a clear learning objective for students that aligns with content standards; ● plans and organizes lessons and learning tasks that engage students and that build on students' prior knowledge, skills and interests; ● plans differentiated learning tasks to meet students varied learning needs; ● plans learning tasks that engage students in problem solving, critical thinking, discourse, and inquiry; ● plans assessments that monitor growth/progress ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

CCT Rubric for Effective Teacher Practice Observation

Domain 3: Instruction for Active Learning		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher:</p> <ul style="list-style-type: none"> ● clearly communicates learning objectives; ● uses evidence-based instructional strategies to encourage critical thinking, creative problem solving, discourse, and inquiry; ● uses differentiated instruction and supplemental intervention to support students with various learning styles; ● varies the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to the students; ● adjusts the delivery of instruction based on data and progress monitoring; ● provides feedback that supports the improvement toward academic or social/behavioral outcomes; ● other observed indicators. <p>*Not all indicators must be observed in single observation/review of practice.</p>	

Administrator Notes / Comments:

**CCT Rubric for Effective Teacher Practice
Observation/Review of Practice Rubric**

Domain 4: Professional Responsibilities and Leadership		
Areas of Strength	<i>Effective Practice</i> <i>Adapted from the CCT Rubric for Effective Teaching 2017</i>	Possible Next Steps
	<p>The teacher demonstrates professional responsibilities and leadership by:</p> <ul style="list-style-type: none"> ● contributes to efforts to achieve district and building goals; ● engages in professional learning that improves practice and/or student learning; ● accepts feedback and uses it to improve practice ● collaborates with colleagues to promote student success; ● engages in efforts toward building a positive school climate; ● other observed indicators. <p><small>*Not all indicators must be observed in single observation/review of practice.</small></p>	

Administrator Notes / Comments:

Appendix C

WLPS Educator Professional Growth Plan and Educator EOY Reflection

Professional Growth and Feedback

Educator:	Evaluator:
Length of Goal: _____ year(s)	Year ___ of _____ Second Evaluator:

Educator Professional Growth Plan	
<p>Problem Statement: Briefly reflect on your academic or SEL experiences and consider an area of need to address.</p> <p>Include data (quantitative or qualitative) and background information on the problem</p>	
<p>Connections to district/building priorities:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum - development of best practices in curriculum, instruction & assessment <input type="checkbox"/> Student Engagement - student attendance, involvement in learning, student ownership, contributing to positive school climate <input type="checkbox"/> Technology - To integrate technology into curricular areas that will improve student achievement <input type="checkbox"/> Equity - To increase awareness, understanding so that every child receives what they need to develop to their full academic and social potential <input type="checkbox"/> Educator Growth and Development -To enhance the professional practice of

	<p>educators in order to increase student achievement</p> <p><input type="checkbox"/> Vision of the Graduate - To engage in learning that advances one of the Windsor Locks' VOG competencies:</p> <p><input type="checkbox"/> Other:</p>
<p>Student Growth Goal: Academic or SEL</p>	<p>Students will...</p>
<p>Goal Objectives How will you measure student growth toward your goal?</p> <p>Include specific measures of success, data sources, and student or family or stakeholder feedback.</p>	<p>Objective / measure of success #1 Objective / measure of success #2 Objective / measure of success #3 (optional)</p>
<p>Action Steps: What are you going to do to achieve your goal? (see below)</p> <p>What research-based strategies will you consider?</p> <p>Based on what you have learned, what is your plan?</p>	<p>I / We will ...</p>

<p>What is your data collection and progress monitoring plan?</p>	
<p>Professional Support: What PD, resources, or support do you need to help you achieve your goal?</p>	
<p>Midyear Progress: Describe what progress/action steps you have made to date on your goal and objectives.</p> <p>What adjustments have you made or need to make based on your progress monitoring data?</p>	
<p>EOY Reflection: <u>Part 1 - PGP</u> Describe the work that you did; for each objective, describe the outcomes achieved.</p> <p>Reflection: What risks did you take? What would you have</p>	

done the same?
Differently?
What are your next
steps or goals for next
year?

Part 2 - Review of
Practice

Looking at the rubrics
for [Domain 4](#), describe
how you met your
professional
responsibilities and
demonstrated
leadership addressing
three or more of the
questions below.

Reflection: How did
you:

- contribute to the
collective efforts to
achieve the district
and building goals?
- engage in
professional
learning and apply
your learning to
improve your
practice and/or
student learning?
- accept feedback
and use it to
improve your
practice?
- collaborate with

<p>colleagues to promote student success?</p> <ul style="list-style-type: none"> - engage in efforts toward building a positive school climate? 	
<p>Evaluator Feedback/Comments:</p>	
<p>Midyear</p>	
<p>EOY, Summative Feedback Please reflect on the educator's PGP performance and give feedback to the educator with reference to observations of their educator practice domains:</p> <ul style="list-style-type: none"> - Domain 1 - Environment - Domain 2 - Planning - Domain 3 - Service Delivery / Instruction - Domain 4 - Professional 	<p><i>(Addressed in Summative Evaluation)</i></p>

Responsibilities / Leadership	
Authentic engagement and reflection in support of PGP	Yes No
Successful Completion of the Educator Evaluative Cycle	Yes No

Observations of Educator Practice and Feedback:
[Link to Observation Rubric](#) (see Domains 1, 2, 3)

Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric
Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric
Date:	Link to Completed Obs Rubric	Date:	Link to Completed Obs Rubric

Additional observation links can be added as needed.

Evaluator Signature :	Educator Signature :
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Date:	
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Date:	
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AppendixD

Corrective Support Plan (Sample)

Educator A has consistently struggled with classroom management as evidenced in observations 2, 3, and 4 during this year. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:	To improve classroom management practices in order to improve a positive learning environment to support learning - from Domain 1, needs to establish clear classroom expectations and routines.
Suggested Resources:	Observe a mutually agreed-upon peer for structures, systems, and dispositions that support positive classroom management skills. Read and discuss with TEAM mentor “The First Six Weeks of School” - Center for Responsive Classroom with evaluator. Training in Restorative Practices.
Time Frame:	Educator A will remain on this Corrective Support Plan for six weeks. Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan. Improvements will include actions in the classroom by students and adults demonstrating that there are established expectations and routines in support of teaching and learning.
Supportive Actions:	All resources (from above) have been made available Timely feedback in person and in writing (weekly meetings) Management of access to learning opportunities in and out of building Modeling of effective classroom management strategies Weekly meetings with progress reporting from Teacher A and written feedback from evaluator.

EXHIBIT V

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: MAY 22, 2024

RE: FY 25 BUDGET

As a follow up from our discussion at last week's meeting regarding the FY25 Budget, this evening I present to you for discussion and potential approval a **revised recommended reduction** list.

The changes from last week are the following:

- Health Insurance Savings from position reductions
- Reduction in Teaching Supplies
- Shifting reduction from 2.0 WLMS ELA Interventionists to 1.0 WLMS ELA Interventionist
- Shifting reduction from 2.0 Flex General Education Teachers to 1.0 Flex General Education Teacher (NSS) based on student need and prevents a layoff
- Shift from Art being shared between North and South to two (2) .75 Art positions based on sections and schedules at North and South
- Increase in Technology reduction line

Possible Board Motion:

"Move that the Board of Education adopts the FY25 budget with the reductions as presented."

	Department	Line Item Narrative	FY25 Reduction
1	District	Medical Line Reductions (15% to 10%)	\$125,000
2	District	Medical Line Funding by BOF	\$2,500,000
3	District	Supplies & Uniforms	\$77,151
4	District	NEW .5 Business Office Clerical	\$21,294
5	District	NEW - Assistant Superintendent	\$190,000
6	District	Vacant Director of Curriculum	\$149,587
7	District	NEW Technology Specialist	\$44,000
8	District	Additional Medical Savings (reduction of positions)	\$55,000
9	District	Reduction in Teaching Supplies	\$36,698
10	Facilities	Vacant - Reduction of 5.0 Seasonal Housekeepers	\$16,475
11	High School	1.0 World Language Teacher	\$70,591
12	High School	1.0 PE Teacher	\$54,463
13	High School	Art Replacement Savings	\$29,767
14	High School	1.0 English Replacement Savings	\$5,990
15	High School	Shifting Funding Source for ECE and AP Programs	\$18,727
16	Middle	1.0 ELA Interventionist (shift from 2.0 to 1.0 reduction)	\$81,188
17	Middle	1.0 Math Interventionist	\$95,812
18	Middle	1.0 Social Studies Replacement Savings	\$39,601
19	North/South	1.0 Librarian (NSS/SES Share)	\$95,812
20	North/South	Reduction of 1.0 SRO (NSS/SES Share)	\$97,334
21	North	1.0 Flex General Ed Teacher	\$61,404
22	North	Reduction of 1.0 Art Teacher to .75 Art Teacher	\$49,534

23	South	Reduction of 1.0 Art Teacher to .75 Art Teacher	\$49,534
24	Sped	1.0 Job Coach at RISE	\$38,196
25	Sped	1.0 Tutor Pine Meadow	\$34,971
26	Sped	Reduce Contracted Services	\$103,000
27	Sped	1.0 Administrative Assistant in Special Services	\$63,843
28	Sped	504 Services - Reallocation of Funding Source	\$12,000
29	Technology	Student Issued Technology funded by BOF Capital	\$63,800
30	Technology	Technology Reductions	\$104,200

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