### Advisory program
implemented with
weekly character/
developmental guidance
curriculum combined
with activity period

**Problem identified:**
Low achievement due
to low quality of
instruction

**HS Principal:** "Kids
come to school to
watch teachers work" =
Low Expectations

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**Prior to 2011, there was movement
towards more "equitable"
systems of intervention, but
primarily in the form of differentiated
Instruction to get kids to perform
better on state assessments.

In 2007–08 academic levels
collapsed from 5 to 3

| May–Aug | Nine characteristics of HP Schools
        | intensive PD planning for pedagogy improvement |
|---------|-----------------------------------------------|
| Jan–Jul | Continued Planning, and Implementation of Long-Range Plan/Instructional Improvement Strategies |
| Feb–May | Input/feedback from 400+ stakeholders to develop Long-Range Plan |
| May     | Final parent workshop declaration (Supt. Wayne Sweeney): "Every graduate of Windsor Locks in years 2020 and beyond will earn a diploma based on mastery of competencies rather than seat time" |
| Jul     | Pivotal moment: State of CT recalibrated Accountability Index for schools which placed WUPS in 30 lowest performing districts in the state. State-mandated and supervised improvement plan with grant money |
| Aug     | Implemented Extended Day/Year intervention program—developed collaboratively with Teacher Union. |
| Aug     | PD: Finalize district-wide graduation competencies using World Cafe Protocol with all teachers PK-12 |
| Mar     | Early innovator teacher group development first draft policies |
| Jul '15–'16 | Exemplar MBL policies reviewed by multiple stakeholders—long ventioning process |
| Jun     | Relevant grade policies reflecting MBL unanimously adopted by BOE |
| Feb– Apr | Student-led conferences implemented across district; negotiated with Union |
| Nov– May | Student-led conferences conducted for all students both semesters |

### MBL system
continued design of MBL and Grading.

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**Windsor Locks in years 2020 and beyond will earn a diploma based on mastery of competencies rather than seat time"**

**Every graduate of Windsor Locks in years 2020 and beyond will earn a diploma based on mastery of competencies rather than seat time"**

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**Ongoing meetings with parents/community about change and policies**

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**Equity re-focus:** Inclusion of equity strategies in DP/SIP's designed to help all stakeholders understand the need for equitable educational experiences versus simply equal. iNACOL definition invoked in planning, and solicited support through Saint Joseph University School of Education with specific PD around understanding privilege.

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