

Connecticut State Department of Education (CSDE) Alliance Districts Year 2 Application Amendment | Spring 2013

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SUPPLEMENTAL APPLICATIONS

1. School Improvement Plan Template *(for districts with Review/Turnaround schools)*
2. TIME Collaborative Application *(for districts with Review/Turnaround schools)*
3. Priority School District Grant *(for Priority School Districts)*

***Please find supplemental application materials on the Connecticut State Department of Education (CSDE)
Web site at: <http://www.ct.gov/sde/AllianceDistricts>***



PART I: ALLIANCE DISTRICT APPLICATION OVERVIEW

1. Alliance District Program Overview

Public Act 12-116 established a new process for identifying 30 Alliance Districts — the districts with the lowest district performance index (DPI) scores statewide — and targeted increased Education Cost Sharing (ECS) funding for these districts. The Alliance District program is designed to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. Each district’s receipt of its designated ECS allocation is conditional upon district submission and the Commissioner of Education’s approval of an Alliance District plan in the context of the district’s overall strategy to improve academic achievement.

Alliance District plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. The CSDE will review district plans on an annual basis and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described Year 1 performance targets, among other factors. Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the plan, as well as the degree of alignment between the proposed use of funds and the overall district strategy.

2. Application Components

The Year 2 Alliance District application amendment is mandatory for all Alliance Districts. Those districts with “Review” and “Turnaround” schools must also submit school improvement plans for the identified schools. Priority School Districts must also submit grant renewal applications. Please read the following requirements carefully:

- **Year 2 Alliance District Plan Amendment:** All Alliance Districts must submit a Year 2 Alliance District plan amendment, completing the application amendment template contained in this document. The Year 2 amendment requires districts to reflect upon Year 1 progress and identify an aligned and coherent set of district-level priorities for the second year of implementation.
- **Review and Turnaround School Plans:** The Elementary and Secondary Education Act (ESEA) waiver identified a subset of Connecticut’s schools as needing significant intervention and improvement. Specifically, those schools classified as “Turnaround” or “Review” schools must develop and submit school improvement plans as a part of the Year 2 Alliance District package. Districts must submit plans for all of their Turnaround schools and at least half of their Review schools that will begin implementation in fall 2013. Appendix B provides a list of all of the district’s Review and Turnaround schools. Districts must indicate the strategy each school will pursue to dramatically improve student achievement. Districts may: (1) develop a new plan for the school; (2) submit a preexisting school plan that has shown evidence of results; or (3) apply to participate in the TIME Collaborative. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming. Please find forms for these school-level plans on the CSDE’s Web site at: <http://www.ct.gov/sde/AllianceDistricts>.



- **Priority School District Grant:** Priority Districts must complete a grant renewal application. This should align to and reinforce all other district plans, including the Alliance District plan. Please access the grant application on the CSDE’s Web site: <http://www.ct.gov/sde/AllianceDistricts>.

3. Application Instructions

Review and follow all directions carefully when completing the application. Complete all of the required sections. A draft of the Alliance District Year 2 application amendment **must be postmarked by June 28, 2013, at 5 p.m. (EST)**. The submission of the final draft must include one original and three (3) additional hard copies. Districts must also provide an electronic submission either via e-mail or flash drive. In the event that a district determines that it will not or cannot meet this deadline, the district should notify the Chief Turnaround Officer immediately (see contact information at the bottom of this page).

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

<p>Mailing Address:</p> <p>Connecticut State Department of Education Turnaround Office P.O. Box 2219, Room 249 Hartford, CT 06145-2219 Attention: Debra Kurshan</p>	<p>Overnight Mailing and Hand Delivery:</p> <p>Connecticut State Department of Education Turnaround Office 165 Capitol Avenue, Room 249 Hartford, CT 06106 Attention: Debra Kurshan</p>
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4. Timeline Summary

1. Districts participate in the Year 2 planning site visits facilitated by the CSDE	May 2013
2. CSDE releases the Year 2 Alliance District application	May 23, 2013
3. CSDE hosts a webinar explaining the Year 2 application	May 23, 2013
4. Districts complete a survey indicating proposed Year 2 priority areas	June 7, 2013
5. Districts submit TIME Collaborative applications (optional)	June 14, 2013
6. Districts submit Year 2 Alliance District application amendments	June 28, 2013
7. Districts submit school plans for their Review and Turnaround schools	July 26, 2013
8. Districts submit Priority School District applications	August 16, 2013

5. Questions

Any and all questions regarding the Alliance District program should be directed to:

Debra Kurshan



Chief Turnaround Officer
Connecticut State Department of Education
Telephone: 860-713-6777 | E-mail: Debra.Kurshan@ct.gov



PART II: YEAR 2 ALLIANCE DISTRICT PLAN AMENDMENT

1. District Contact Information

Instructions: Using the space provided below, please identify a main point of contact for the Year 2 Alliance District plan amendment and provide that individual's contact information.

Name of School District:	Killingly Public School		
Name of Grant Contact Person:	Kevin Farr		
Phone # of Contact Person:	860-779-6600		
E-mail of Contact Person:	kfarr@killinglyschools.org		
Address of Contact Person:	Street Address:	79 Westfield Ave	
	City:	Danielson	Zip Code: 06239
Name of Superintendent:	Kevin C. Farr		
Signature of Superintendent:		Date:	
Name of Board Chair:	Alexis Rich		
Signature of Board Chair:		Date:	
Local Board Approval of Plan: ¹	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Date of Plan Presentation to the Local Board:	September 2013		
Priority School District?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

¹ Due to the iterative process by which Alliance District plans will be submitted, reviewed and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.

2. District Vision, Mission & Values

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

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

The District’s Vision Statement is set forth as the “Philosophy” which underlies its Mission. The Philosophy – as defined by the Board of Education - is as follows:

“The Board believes that the educational process in our schools should be supported by educators, students, parents/guardians, and the entire community, for a commitment to today’s education is a commitment to society’s future.”

The initiatives set forth in this Application Amendment are designed to enlist the time, effort, support and intensive involvement of “educators, students, parents/guardians, and the entire community” in the “educational process” of the Killingly Public Schools.

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

It is the mission of the Killingly Public Schools to improve the quality of life and self esteem of all students. It will do so by:

1. Creating and maintaining an enthusiastic educational environment;
2. Challenging all students to achieve at their highest level;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

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

Killingly Public Schools believe that in our democratic society each person, without exception, is an important resource to our nation. We further believe that is the primary function of our schools to develop this resource to the greatest extent possible.

Our Schools must provide challenges and experiences which continually foster the development of students’ academic competencies, interests, abilities, and attitudes. Equipped with motivation skills, knowledge and values, individuals will be prepared to realize personal success and responsible citizenship.

Describe the district's overarching strategy and/or **theory of change** to dramatically improve student achievement districtwide. The theory of change should describe a core set of inputs or strategies leading to several desired outcomes. What major changes or shifts will result in improved student outcomes districtwide?

Curriculum - Common Core State Standards

If necessary stakeholders have an understanding of the CCSS, they will be more capable in supporting and carrying out the work that is associated with it

If students are exposed to high quality curriculum and instruction aligned to the CCSS, then they will be better prepared for college and/or careers

If assessments that are utilized by the school district are linked to the CCSS, then staff will be able to identify students not meeting standards and utilize the DDDM process to increase student achievement

Data Driven Decision Making – Improving Instructional Practice of All Teachers

If team leaders and administrators are able to adequately monitor effective implementation of the DDDM process, then specific, accurate and timely feedback and supports will be given to data teams in need of assistance.

If data teams use the DDDM process to improve instructional practice and support academically struggling students, then student achievement will improve.

If vertical teaming structures (District, School and Instructional Data Teams) are effective, then an aligned holistic accountability system will establish coherence to our district initiative and build collective capacity can to support students, teachers, and administrators at all levels.

Scientifically Based Research Interventions

If teachers and administrators follow the SRBI Policies and Procedures Guide, then:

- all teachers will provide differentiated instruction as a universal Tier I intervention, and targeted Tier II intervention and intensive Tier III intervention will be afforded in a timely manner to all struggling students, and;
- the reading scores of students with disabilities and economically disadvantaged students will improve.

If teachers participate in professional development on differentiated instruction, then:

- differentiated lessons will be evident; and
- academic needs of all students (particularly students with disabilities and economically disadvantaged students) will be addressed in a timely manner as a Tier I intervention.
- Step 4 on the DDDM Cycle will provide differentiation for students with disabilities and educationally disadvantaged students.

If students are provided with appropriate Tier II and Tier III interventions and their progress is monitored, then they should demonstrate increased achievement in their identified area of need.



3. District Data Profile

Instructions: Complete the district data profile below by providing student and staff information for the current school year (2012-13), and aggregate performance data from the past four school years (2009-10 to present).

District Overview (2012-13):					
Total Enrollment:	2,716	Per Pupil Allocation: ²	\$16,467.51		
Total # Schools:	5	Operating Budget:			
# Review Schools: ³	0	# Turnaround Schools:	0		
Student Demographics (2012-13):					
% White:	84.3	% F/R Lunch:	42.7		
% Black:	2.2	% IEP:	13.2		
% Hispanic:	4.6	% ELL:	2.2		
% Other:	8.8	Attendance Rate:			
District Personnel (2012-13):					
# Certified School-based Staff:	282	Median Teacher Salary: ⁴	\$58,894		
Student/Teacher Ratio: ⁵	9.6/1	# Central Office Administrators:	4		
# School Administrators:	10	# Central Office Support Staff:	11		
Student Achievement:	2009-10	2010-11	2011-12	2012-13	
District Performance Index:	n/a	n/a	75.1	n/a	
Math	Gr. 3 CMT at/above Goal:	46.9%	56.2%	60.7%	48.3%
	Gr. 5 CMT at/above Goal:	71.7%	58.4%	56.9%	54.1%
	Gr. 8 CMT at/above Goal:	69.8%	58.8%	57.4%	55.6%
	Gr. 10 CAPT at/above Goal:	26.8%	27.2%	24.4%	28.0%
Reading	Gr. 3 CMT at/above Goal:	56.4%	59.9%	55.4%	53.9%
	Gr. 5 CMT at/above Goal:	64%	45.9%	57.7%	63.0%
	Gr. 8 CMT at/above Goal:	77.1%	71%	76%	79.7%
	Gr. 10 CAPT at/above Goal:	29.2%	37.8%	31.2%	32.1%
Chronic Absenteeism Rate: ⁶	17.4%	15.8%	14.7%	14.7%	
4-Yr Graduation Rate:	68.7%	71.4%	78.2%		
% Pursuing Higher Education:	69.4	64.7	72.5		

² Per pupil allocation should include all sources of funds (including local operating, state, federal and private funds).

³ Review category includes "Review" and "Focus" schools.

⁴ Median salary should reflect the median for all certified staff.

⁵ Ratio should include all certified staff.

⁶ Chronic absenteeism is defined as the percentage of students missing 10 percent or more of school days.

4. District Needs Analysis

Instructions: Using the spaces provided below, identify the district’s greatest strengths and areas of need using findings from the CSDE planning site visit and other relevant district information and data. Be sure to include a root cause analysis identifying the factors contributing to current performance levels. Although you are encouraged to consider strengths and growth areas across all four district domains, you may choose to prioritize and are not required to cite strengths and growth areas in each of the four areas.

For the following domains, identify the district’s greatest **strengths**.

Academics	<ul style="list-style-type: none"> • Administrators are visible in the classrooms as part of the evaluation process • The capacity of HS teachers to use technology has increased • Teachers use formative assessments in grades K-8 and rely on CMT and CAPT for summative benchmarking • District has 14 early release days for IDT work District is aligning curricula to CCSS (awaiting BOE approval)
Human Capital	<ul style="list-style-type: none"> • District has attracted quality applicants for vacancies • Minimal staff turnover • School leaders select candidates for interviews and make hiring recommendations to the Superintendent • District adopted and submitted the EASTCONN model for evaluation to the SDE for approval • Supports available for new and developing teachers include the teacher orientation program, mentors, and TEAM District has 14 early release and 3 PD days per year
Operations	<ul style="list-style-type: none"> • District has clearly defined, transparent process to build and submit a budget that supports district goals • District secured support from Frito-Lays, private benefactors, and Friends of Learning in Killingly (FOLK) • School leaders have the authority to design school schedules based on student needs and school data • All schools have an extended day
Culture and Climate	<ul style="list-style-type: none"> • Higher education institutions (e.g., Three Rivers, Eastern, UConn, Quinebaug) are actively involved in the school system • PTAs are very active at the elementary level • Middle school behavior and attendance issues are improving; referrals have reduced by half • Labor and management are working together on reform efforts

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

Academics	<ul style="list-style-type: none"> • Develop comprehensive assessment system, including K-12 formative and benchmark assessments in all content areas • Establish regular staff collaborative planning time at the secondary level • Undergo an independent audit of special education services and programming. • Establish more consistent District Data Team meetings • Increase instructional time for students who most need additional “time on task” • Provide “wraparound” services for students who are underachieving academically, and/or who are at risk of leaving school. • Provide 1:1 Ipad program in grades 9-12 thereby equalizing access to technology for disadvantage students
Human Capital	<ul style="list-style-type: none"> • Improve professional development for teachers and administrators and align offerings to student and teacher needs • Identify, recruit / promote and retain high-quality administrators
Operations	<ul style="list-style-type: none"> • Build community support to increase resources for schools and student programs • Increase Continuous Improvement Planning support • Provide all students with after school transportation in order to access academic intervention, extra curricula activities, and enrichment programs
Culture and Climate	<ul style="list-style-type: none"> • Develop plans for improved school climate based on the results of the climate survey • Address the culture of low expectations directly with both staff and students

5. District Strategy and Year 1 Reflection

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

Articulate the **district’s key initiatives from Year 1** of the Alliance District program.

Killingly Public Schools (“KPS”) offered additional learning time for students within our district. This strategy was drawn from the menu of reform options provided by the CT SDE. We utilized two different venues for providing this additional learning time for students: summer school and after school programs.

While the programs differed slightly from school to school, they all shared the goal of providing remedial instruction for at risk students in an effort to close the achievement gap.

Summer school programs are for at risk students in grades K – 8, and credit recovery for high school students. At the elementary level, a Summer Intervention Program focused on students significantly at risk in reading by the end of kindergarten and grade one. This will help us to achieve the goal of all students reading on grade level by the end of second grade. Killingly Intermediate School’s summer program provided remediation in both reading and math. KHS students were afforded an opportunity to take online courses for credit recovery. Staff worked throughout the summer to support students in their efforts and to provide a more structured learning environment for students not making adequate progress in their online courses.

After-school programs were offered to at risk students at both elementary schools, at Killingly Intermediate School and at Killingly High School, all focusing on remediation in both language arts and math. At Killingly High School, the after-school program also provided supports for students struggling in other content area classes.

KPS also offered opportunities for human capital development throughout the school year. We had identified specific trainings in which we were particularly anxious that appropriate members of our staff participate, notably Capturing Kids Hearts and Reader’s/Writer’s Workshop, which are explained as follows:

Capturing Kids Hearts (“CKH”):

The outcomes of CKH were to enable teachers to do the following:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students’ motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Develop students’ empathy for diverse cultures and backgrounds

Reader’s/Writer’s Workshop (“RW”):

This initiative involved working collaboratively with professional staff from Teacher’s College, Columbia University. We anticipated different forms of human capital development taking place to increase the capacity of our elementary staff to become more knowledgeable in the Reader’s Workshop model, and more capable of utilizing these practices within classrooms. We were able to identify both administrators and teachers within the district to participate in training in the RW model by attending an RW Institute this summer. This workshop – which was enthusiastically received and endorsed by our participating staff – has now provided us with building level experts in the RW model, who will enhance our ability to utilize the practices and initiatives of RW



with consistency and fidelity.

We anticipate that when our teachers have a deeper understanding of the RW model, they will have an increased level of expertise of best practices regarding reading instruction, and therefore be able to provide higher quality classroom instruction for students. This will enrich teachers' capacity to deliver high quality instruction, which, in turn, will enhance student achievement in reading mastery, literacy skills and enjoyment of literature.

We also spent time throughout the year investigating different assessment tools to be utilized across the district at different grade levels. While we had hoped to have a tool in place during the 12 – 13 school year, our progress was intentionally slowed down as we learned more about the new teacher evaluation plan requirements established by the CSDE. We wanted to make sure that whatever tool we decided upon would work to meet those needs as well. We looked specifically at online assessments that would align to the CCSS and provide our teachers with data that would enable them to focus on particular instructional areas in which students were not making sufficient progress. We will administer the assessments a minimum of three times per year as a benchmark for them.



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

Student Performance Targets							
	2012	2013 Target	2013 Actual	2014	2015	2016	2017
SPI			n/a				
-reading	64.2	68.4		70.2	72.1	74.1	75.5
-math	59.4	63.2		65.5	67.5	69.2	79.5
Math course % completion data	86	89	86	91	92	93	94
ELA course % completion data	90	92	84	94	95	96	97
% of AP participation	16.6	21.6	23.5	25	28	30	32
Office Referrals (KIS)	1,711	1,540	1,357	1,386	1,247	1,122	1,010
In School Suspension (KIS)	307	276	226	249	223	201	181
Out of School Suspension (KIS)	144	130	91	117	105	94	85
Chronic non- attenders (students with more than 10% absences)	16% (3 year average)	14.4	13.2	8.7	7.8	7	6.3
Attendance (KIS)	94.94% (3 year average)	95.9	94.09	96	96.3	96.7	97
KIS SPI			n/a				
-reading	76.7	79.6		80.4	81.2	82	82.8
-math	74.1	80.4		81.1	71.8	82.5	83.2

% of KMS Students meeting guided reading grade level goal								
K	62.5	64.5	67	66.5	68.5	70.5	72.2	
1	78.2	80.2	71	82.2	84.2	86.2	88.2	
2	69	71	83	73	75	77	79	
3	68.2	70.2	49	72.2	74.2	76.2	78.2	
4	43.5	50	71	55	60	65	70	
% of KCS Students meeting guided reading grade level goal								
K	29	39	50	49	59	69	75	
1	53	58	47	63	68	73	78	
2	52	57	57	62	67	72	77	
3	49	54	52	59	64	69	77	
4	39**	49	68	59	69	79	84	
Reading SPI								
-KCS	76	74.6	n/a	76.6	78.6	80.6	82.6	
-KMS	76.7	76		78	80	82	84	



Explain any key initiatives that the district will **stop or discontinue** and why. Note that districts must consider discontinuing less effective strategies before adding new initiatives.

Last year, we used AD money to provide training for Capturing Kids Hearts. However we were able to secure JJAC grant funding to continue the expansion of this program during the 2013-14 school year. Therefore the initiative is not discontinued, but rather, it is being funded by various sources, freeing up some AD monies for other purposes. However, we are now hoping to utilize AD funds for an expanded use of Capturing Kids Hearts, moving the program into our elementary schools and our High School, to allow us to determine whether its consistent utilization at all grade levels will produce the impacts on classroom management, student behavior, cultural appreciation and academic focus which has been demonstrated in our Intermediate School.

Additionally, last year our district improvement plan focused efforts to ensure that the data driven decision-making model was employed with fidelity in each school. These efforts focused on the procedural aspects for the model, which did not transfer to the improvement of instructional practice. This year we will use the DDDM model as a tool to improve instructional practice and not include it as a prioritized need in our district improvement plan. The district improvement plan will be used to filter all decision regarding professional development to improve instructional practice.

6. Year 2 Priorities

Instructions: District improvement requires a targeted investment aligned to the district’s most pressing needs. Please reflect upon district data, the CSDE planning site visit, Year 1 progress, and the needs analysis to identify three to four priority areas for the Year 2 Alliance District plan.

The CSDE has identified three focus areas the second year of the Alliance District program: (1) the transition to Common Core State Standards and new assessments; (2) educator evaluation and support (for both teachers and administrators); and (3) interventions in low-performing schools. Your application must explain how these three areas will be addressed, either through the Alliance District spending plan or via separate district initiatives. Below, identify three to four district-specific priority areas for Year 2 and indicate whether they are new or continued initiatives from Year 1. Then, explain how these priorities align to and reinforce the district’s broader strategic plan and/or vision.

Priority #1	Additional Student Learning Time	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #2	Human Capital Development	<input checked="" type="checkbox"/> Continued from Year 1 <input type="checkbox"/> New priority
Priority #3	CCSS/SBAC Transition	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority
Priority #4 (optional)	Educator Evaluation and Support	<input type="checkbox"/> Continued from Year 1 <input checked="" type="checkbox"/> New priority

Briefly describe how the priorities listed above **support the district’s theory of change** and strategic direction.

Our TOC, a derivative of our 2010 – 2013 District Improvement Plan, focuses on accountability (DDDM), aligning curriculum to the CCSS, and SRBI. We are planning to appropriate AD money this year towards a special education audit to assist KPS in strategic planning in improving our intervention efforts, which will include independent reviews of certain aspects of district operations, including school bus transportation, and a possible “reconfiguration” of our schools and their grade levels in the course of planning on reuse of our former high school, perhaps as an elementary school or for a cluster of programs.

Our annual 4-year graduation rate continues to be a critical need of improvement. We will use AD money to provided additional learning time for high school student’s opportunities for credit recovery. Additional, we will provide additional learning opportunities to provided interventions to struggling students. We understand that



early intervention will be essential to close achievement gaps particularly among our economically disadvantaged students. Additionally, extended learning time will include extended transportation hours.

Through climate a survey at the middle school it was evident that many teachers struggle in creating a nurturing environment to support all students, including those whom struggle with social and emotional disabilities. We have allocated funding to improve teacher skills in establishing positive classroom environments, improve de-escalation skills, and how to structure engaging lessons. We consider this an investment in human capital development. It is our expectation to expand this training to all teachers at our high school by 2014-2015 school year.

Significant portions of the AD are allocated in professional development in curriculum and instruction. Additionally, funds are allocated to create and purchase benchmark assessments aligned to the CCSS / SBAC. These efforts will also enhance the skills of our staff and help aligned all curricula to the CCSS and SBAC assessments.

Our entire administrative team has participated in the CSDE Teacher Evaluation training and the EASTCONN Administration Evaluation training. The AD grant will provided additional resources to continue professional development opportunities for administrators, including monthly leadership meetings focused on calibration of observations, creating SMART goals, and providing purposeful feedback for teachers.

If not explicitly identified as priority areas, explain how the district will address the CSDE's three focus areas for Year 2 of the Alliance District program. Briefly describe the district's strategy and level of preparedness to (1) transition to **Common Core State Standards** and new assessments, and (2) fully implement **educator evaluation and support** systems. You will be asked to describe your district's strategy to intervene in its lowest-performing schools in Section #7.

Our district's strategy to transition to the CCSS and SBAC assessment has been to focus on our ELA and math curricula first, and then expand our efforts into other content areas, such as, science and social studies, and then other content areas. We have made adequate progress in ELA and math, primarily in grades K – 8; however, we have not progressed as well in grades 9 – 12. This will be a focus of our Alliance Grant initiatives for the 2013 – 14 school year. We anticipate using AD monies to provided opportunities for our math and reading coordinators to work with teachers beyond contract hours on to align curriculum and assessments to the CCSS and SBAC. We also plan to implement an online computer adaptive assessment in the 2013 – 14 school year for all grade levels.

Our educator evaluation and support plan was approved by the SDE, and we plan to use Bloomboard as our data management system for implementing it in the 2013 – 14 school year. We anticipate that our teachers and educational specialists will require professional development in a variety of areas aligned to the new plan, and we have budgeted AD monies to bring this training into our district.



Instructions: For each of the priority areas identified in Section #6, identify a core set of strategies that will lead to results and successful implementation. Identify any expected outcome(s) and metrics to track the progress and fidelity with which that strategy is executed. Also indicate when the district will implement that strategy during Year 2 of the Alliance District program (summer 2013, fall 2013, winter 2014, spring 2014 and/or summer 2014). The information provided will serve as the foundation for the Year 2 CSDE support and monitoring.

Priority #1: Insert the Year 2 priority below.
Additional Student Learning Time
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
<p>Killingly Public Schools would like to continue offering additional learning time for students within our district. This strategy is drawn from the menu of reform options provided by the CT SDE. We are proposing two different venues for providing this additional learning time for students; summer school and after school programs.</p> <p>While the programs will differ slightly from school to school, they will all share the goal of providing remedial instruction for at risk students in an effort to close the achievement gap. The measure of success will be the performance of the students on standardized tests, and on progress measurements by individual teachers, both before and after participation of the students in the additional learning time. These measures of progress will be pivotal in our review of the success of the additional learning time, as we seek to determine whether we need to modify our supplemental learning time initiative to make it more efficient, productive, and cost-effective.</p> <p>Teachers and administrators will use various assessment tools to assist in identifying students for extending learning opportunities, which include, guided reading levels (grades k-7), curriculum based measures (grades 3-12), STAR Math & Reading Enterprise (grades 3-12), report card reports, and teacher recommendations. Students who are determined by their teachers to be under-achieving in key disciplines and/or skills will be urged to participate in additional learning time. However, all students will be offered the opportunity to do so. At the high school level, counselors will be asked to recommend students for the program as well. We do not want the program to develop a pejorative reputation among students, thereby discouraging their participation, so we will introduce student enrichment or expanded instructional experiences in conjunction to the remedial efforts of the program.</p> <p>Each school will establish age appropriate structures for implementation of extended learning opportunities. Schools have reached out to local businesses to provided snacks for children during after school sessions. Administrators or designed supervisors will take daily attendance, progress monitor, and communicate with families regarding participation on our program. It is our expectations that students will complete each intervention session in its entirety. Our program will not utilize a “drop-in” model. Attendance to all sessions is mandatory, unless previous arrangements are made with the program coordinator. Certified teachers will staff all programs.</p> <p>Options under consideration for future years with supplemental time include advanced placement preparation, enrichment activities for academically gifted students, and recreational activities which focus on mastery of Common Core topics and knowledge.</p>

Outcome Metric: What is the desired result of the implementation of Priority #1?						
Improved attitudes about school (all schools) Increased student achievement (all schools) Improved attendance rates (all schools) Decrease discipline referrals (all schools) Increase course completion (KHS) Increased graduation rate (KHS)						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
-Create and utilize Individual Reading Plans for elementary students identified as being “at risk.” This plan will enable classroom teachers, reading specialists, and staff working with students during additional learning time (after school/summer school) to address the specific areas of weakness for each student.	- Continued utilization of IRP - Improved rates of students at goal as determined by guided reading level assessments		x	x	x	
-Continue an after school program for at risk 3 rd and 4 th grade students to receive additional learning time focused on providing interventions specific to their needs	Increased student achievement for students participating in program as measured by curriculum based measures		x	x	x	
-Continue summer school programs for K - 12 students to receive additional learning time focused on providing interventions specific to their needs	Operating Summer School programs to offer opportunities for students to earn credit for failing course work	x				x
-Expand “blended” learning opportunities (combination of online with traditional learning opportunities) at Killingly High School	Increased number of blended learning opportunities at KHS, which will improve our 4-year graduation rate		x	x	x	
-Continue/expand structured opportunities for credit recovery for students at Killingly High School	Summer school and after school programs that focus on credit recovery and reduce our drop out rates	x	x	x	x	x



-Continue to develop and administer math and E/LA benchmarks, formative, summative, and progress monitoring assessments that align with CCSS	Administration of assessments		x	x	x	
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Priority #2: Insert the Year 2 priority below.
Human Capital Development
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
<p>The Killingly Public Schools district is planning to implement three significant studies in an effort to improve programs and services at our schools. The first is a comprehensive audit of our special education department. We feel that this is important and necessary step to address the chronic achievement gap that exists between our special education students and those in “regular education.” Second, we will review our school bus transportation operations, to determine whether we can shorten bus routes, make the bus system (we own our regular education buses and employ our drivers) more efficient, and move a share of the funding now required for transportation into school academics. Third, we will initiate a “reconfiguration study”, which will focus on an optimal reuse of our district’s former high school – a solid 1965 structure (seriously underutilized since the new high school opened in 2010) which we believe is well-designed to serve as a natural venue for elementary and intermediate students. This study will consider possible relocation of our elementary schools into the former high school, or perhaps formulation of an entirely new school, with its own particular curricular and programmatic focus. The school is large enough to make a cluster of programs feasible – e.g., elementary schools with particular areas of emphasis, a small intermediate school, a “K-8” program, etc.</p> <p>Ultimately, the studies will point the way to major interventions in our schools. They will result in an infusion of additional resources – derived in part by savings in non-instructional areas of operation (e.g., transportation) – and they will produce both a long-range strategic goals, and additional instructional space in which to implement it. Their measure of success will be evident by the conclusion of the year, when the plans should have been completed, and implementation strategies and timelines will be under development for them.</p> <p>This priority also focuses on nurturing and supporting the “human capital” of the district. With a new strategic plan in place, a major commitment into resources for staff development will be needed to bring the plan to fruition at the classroom level. As noted above, we are currently applying Alliance Grant funds to staff development for Capturing Kids’ Hearts, and the Reader’s / Writer’s Workshop, curriculum development, and improving instructional strategies. Staff development which accompanies implementation of the Common Core State Standards is vital for us as well, and the academic progress of our students in the curricula implemented under the Standards – measured on standardized tests, and judged in part through teacher feedback and classroom walkthroughs, will be a key measure of the initiatives.</p>



Outcome Metric: What is the desired result of the implementation of Priority #2?						
- To build collectively capacity to implement a guaranteed viable curriculum by highly qualified professional to all students in Killingly Public Schools						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Comprehensive Special Education Audit	Completed audit	x	x			
Implement recommendations contributed through the specials education audit, such as professional development of instructional assistants, training of special education teachers to utilize tools for organizing student success teams.	Creation short-tem and long term of special education strategic goals	x	x			
Professional development for teachers and staff in SRBI, differentiated instruction, and other areas identified in both the strategic plan and the special education audit	Increased capacity for faculty and staff		x	x	x	x
Implement a school bus transportation operations review.	Completed review and new operational plan.		x			
-Refine responses and procedures for students identified at risk for not maintaining standard four year progression for graduation (individual plan tied to SSP)	Increased four year graduation rate		x	x	x	
School reconfiguration study, resulting in a plan for reuse of the former high school.	Completed study and plan, with recommendation for reuse of school.		x	x	x	x

Priority #3: Insert the Year 2 priority below.
CCSS/SBAC Transition
Summary: Briefly describe the district’s comprehensive approach to implement this priority.
Killingly Public Schools has been working on the task of transitioning our curriculum to incorporate the CCSS since the 2011 – 2012 school year. While we have made great progress in grades K – 8, the work has been slower at Killingly High School. The primary reason for the slow movement is the lack of school and district resources to help facilitate this work. New leadership at the High School has been charged with this transition as a key responsibility for 2013-14 as well. We believe that this transition is a prime opportunity for us to heighten our academic expectations of our students, and to set ambitious, but achievable, standards of mastery for them. This represents a cultural change for us in certain areas, and we expect that it will require a mixture of staff development initiatives focused on academic achievement, curriculum coordinators and “coaches” in pivotal subjects, and “wraparound” services for marginal students, in future years.

We have taken three key steps in this direction for 2013-14. First, we have outfitted our high school students with 1000 “iPads”, replacing for them our 1:1 laptop program. The iPads offer key advantages for the student, including enhanced portability, flexibility of use, more technical durability and reliability (fewer mechanical parts), and access to a range of apps and cloud storage, which exceed the limits of laptop technology. Second, we have enhanced two positions in our organization, which are vital to our curriculum renewal, promoting our language arts consultant to a full-time Literacy Coordinator (administrative position), and a teacher to full time Mathematics Coordinator. Both will be at the forefront of curricular transformation, overseeing the revisions themselves, assuring their consistency with Common Core State Standards, planning staff development related to them, and evaluating the test results which will help to determine their impact on students. If these positions are as beneficial as we expect, we will consider use of coordinators in other disciplines as well (e.g., science), in future years.

Built within the AD we intend to purchase a classroom set of iPads for each elementary school and the middle school. The iPad will allow teachers to efficiently utilize the STAR assessments in math and reading, which will provide summative and formative data aligned to the CCSS.

Killingly Public Schools will continue to develop units aligned to the CCSS. Currently units in grades k-9 have been developed in reading and units in k-8 developed in mathematics. Our plan is to assess the quality of each rubric and create an action plan to improve or revise each unit. The district curriculum council will be responsible for the initiative. AD funds will assist in providing teacher release time to complete this work with curriculum coordinators and the assistant superintendent.

It is our expectation to use AD funds to send teachers to EASCONN to support teachers in grades 5-9 in professional development opportunities aligned to support instructional practice necessary to transition to the CCSS.

Our district continues to use several tools to monitor the fidelity of our initiatives. All teachers participate in data teams and are required to submit minutes to their administrator. Teachers and administrators are expected to align new evaluation goals to our district improvement plan, which reflects our AD grant focus areas. Each school continues to utilize classroom walk-throughs, instructional rounds, and school data teams to monitor teacher practice and student achievement. Finally, KPS will be able to utilize STAR assessment data to monitor student achievement in a timely manner.

Outcome Metric: What is the desired result of the implementation of Priority #3?

A comprehensive curriculum for all content areas, and at all levels, that incorporates the CCSS, and that challenges students to work at, and to achieve success at, levels significantly above their “academic effort comfort level.”



Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Maintain use of an assessment tool that provides staff with data on student achievement as it pertains to CCSS	Benchmark assessments administered to all students		X	X	X	
Curriculum development/revision that aligns to the CCSS	Curriculum that aligns with CCSS	X	X	X	X	X
Purchase of technology to enable administration of assessments	Purchase class set of iPads for KIS, KMS, KCS for online assessment administration	X				
Professional Development related to CCSS	Deeper and broader understanding of CCSS and related instructional practices	X	X	X	X	X

Priority #4 (optional): Insert the Year 2 priority below.
Educator Evaluation and Support
Summary: Briefly describe the district's comprehensive approach to implement this priority.
<p>With the implementation of the new evaluation plan, we are very anxious to provide a variety of trainings for our teachers and administrators, to make the plan a true opportunity for them to develop individualized initiatives of professional growth and improvement.</p> <p>All teacher received and orientation in June 2013. All new hires received an orientation on August 22, 2013. Every teacher and administrator is required to participate in goal setting for professional practice (40%), whole school goal (5%), parent communication action plan (10%), and student's outcome goals (45%). Only a third of our certified teachers will be required to participate in the observations cycle (40%) of the plan. Teacher will utilize our 14 early release days to collaborate and align their efforts with our evaluation model. The administrative teams meet twice a month for two hours. The time is dedicated to professional development, which includes training for the new teacher evaluation plan. We intend to use AD funds to purchase videos and consultants to support our leadership team.</p> <p>The superintendent and assistant superintendent will be required to evaluate the administrative team (12 members).</p> <p>KPS evaluation committee has members from central office, administration, and teacher bargaining units. Our committee is determined to implement the changes to our evaluation plan with fidelity and a commitment to improve our professional practice.</p> <p>It is our expectation that teachers will utilize the CCT Rubric and Instrument to identify areas for professional focus in the evaluation cycle. Administrators will ensure that focus areas are aligned to district and school improvement plans. The impetus of the evaluation process begins with the goal setting conference and continued dialogue between teacher and administrator regarding their professional focus areas of growth.</p>



Outcome Metric: What is the desired result of the implementation of Priority #4?						
Successful implementation of the new evaluation plan and improved instructional practice as measured by the CCT Rubric and Instrument						
Aligned Strategies: Identify a core set of strategies to implement this district priority.	Progress Metrics: Identify a progress indicator for each strategy.	Timeline:				
		Su `13	F `13	W `14	Sp `14	Su `14
Professional development for new evaluation plan	Goals setting conferences and observation will identify areas for professional development	X	X	X	X	
Administrate ongoing (monthly) calibration sessions	These sessions will identify areas for target professional development	X	X	X	X	
Implementation of evaluation plan	100% participation of identified staff	X	X	X	X	
Surveys associated with the plan	Survey data				X	

7. School Turnaround Strategy

Instructions: Describe the district’s strategy or approach to school improvement. Using the spaces provided below, explain how the district will support and enable dramatic school improvement, focusing resources and attention on the district’s chronically underperforming schools. In Appendix B, districts with Review and Turnaround schools will be asked to identify a strategy to develop school-specific plans for identified school.

Explain the **district’s capacity** to support school turnaround. Specifically, how is the central office structured to drive significant gains in the district’s lowest-performing schools?

The Killingly district has one high school, one middle school, two elementary, and one early childhood resource center. Each school in Killingly is presented with unique needs and we also share similar struggles. Killingly High School has significant low CAPT scores and chronically high drop out rates. Our other schools continue to struggle with below state average assessment results in grades 3-8. Yet each school struggles with typical challenges associated with a student population having one-third of students receiving free lunch.

Our district has a moderate capacity to support the needs of our students. The assistant superintendent is responsible for curriculum, grants administration, and supervision of the district coordinators and administrators. The school calendar has adequate release time (fourteen early release days) for teachers and administrators to monitor district initiatives and respond to student needs in a timely manner. It is the responsibility of building principals to monitor teachers’ responsiveness to student needs through the data team process on these professional development days. Our district also has significant resources dedicated in provided social emotional supports for teachers, included social workers, guidance counselors, and psychologist in every building. The district lacks the resources to manage large sets of curriculum based assessment results. It is our expectations that the newly purchased STAR program will provided data management tools relating to student achievement in reading and mathematics. Our district reading coordinator supervises seven remedial teachers among three schools to coordinate timely interventions.

However, Killingly does not have any remedial math services in a district of 2700 students. It is our intention to use AD money to build our capacity in supporting district initiatives by hiring two half-time math remedial teachers to provide services during the day, in addition to extend learning opportunities offered after school.

It is our expectation that once high quality curriculum and assessments are in place, the infrastructure of our organization will have the capacity to ensure fidelity to our efforts to monitor and support student achievement. Our data team structure and fourteen early release days provide a foundation to meet those needs.

Describe the **district’s school turnaround strategy**. How will the district differentiate support and accountability for its schools? How does this relate the district’s overall theory of change? What new flexibility and resources will low-performing schools receive?

Our strategy to improve our schools has three phases being developed simultaneously, but prioritized in the following order:

- Ensure a nurturing environment is established at each school that will support the whole child learning experience
- Implement high quality curriculum and assessment aligned to the CCSS and 21st century skills
- Improved instructional strategies that will meet the demands of an economically diverse community
- Ensure that a needs based interventions are implemented in a systematic and timely manner

While there is not a large disparity in the SPI numbers of our four schools, there is a large achievement gap between our SPED population and general education students, as noted above. We feel that this area needs to be specifically addressed, and therefore we are undertaking a comprehensive audit of our special education department. Will use AD money to support recommendations made in the audit's final report.

To meet the needs of our students we are requesting to use the AD grant to implement the following strategies and resources:

- Improve school climate through whole school professional development with identifiable strategies, which includes teacher leaders to facilitate, support, and build capacity for ongoing implementation
- Provide time and resources to develop comprehensive curricula and assessments
- Provide access to standardized assessments, which include immediate data analysis to support timely interventions
- Provide tutoring opportunities during the school day
- Provided remedial math supports part-time at each elementary school
- Provide extended learning opportunities to support at-risk students, which includes summer school
- Integrate flexible learning experience for credit recovery for high school students
- Create an alternative learning experience in the evening for students with chronic academic and social struggles

8. Accountability and Support

Instructions: Explain how the district will promote accountability and ongoing progress monitoring to ensure the successful implementation of the Alliance District plan and school-specific improvement plans. What systems and processes are in place or will be developed to promote optimal accountability? At the district level, who will be responsible for ensuring that these systems and processes are executed throughout the year?

Explain the **district-level** monitoring strategy.

The Killingly district has several structures in place to ensure holistically accountability of our district and school improvement plan.

Each school has discipline based Instructional Leadership Teams who meet on each early release day. These teams are responsible to engage in the DDDM model and to submit meeting minutes to administration. Each school has a School Data Team who is responsible to support the Instructional Data Teams through the direction of administration. Each School Data Team is responsible for data analysis and ensures fidelity to the School Improvement plan. Each School Data Team meets monthly. Principals are required to report the District Data Team every six weeks. The District Data Team historically has had teacher representation. Principals will be required to invite Instructional Data team leaders to District Data Team meeting when applicable.

Additionally, the administrative team (including curriculum coordinators) meet bimonthly as a PLC to support the efforts of our leadership team. This time is spent with two purposes, one week dedicated for professional development included teacher evaluation calibration and the second week to supports leadership responsibilities.

The District Curriculum Council is responsible for assessing and approving all curricula in the district. This group has representation from each building and a Board of Education representative. Significant emphasis on assessing curriculum alignment to the CCSS and 21st century learning requirements will dominate this year's agenda. There will be an expectation to create a specific action plan for any curriculum in need of revision.

The assistant superintendent is responsible for chairing the District Data Team and the District Curriculum Council.

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

The Killingly Public Schools' District Data Team meets on a regular basis throughout the school year. The primary focus of these meetings is for individual schools to share data that pertain to Alliance District Initiatives. This data is shared and discussed with the team, and stakeholders from various schools throughout the district share insight and ideas on how improvements can be made. Ideas are taken back to school teams so that new strategies can be discussed and implemented (if applicable).

Additionally, the superintendent and assistant superintendent will be conducting site visits, which are aligned to the administrative evaluation plan. Our site visits will include individual conferences with administration.



To ensure optimal accountability, the superintendent and assistant superintendent will utilize BloomBoard to ensure the teacher evaluation plan is being implemented effectively. They will also assess student achievement through benchmark assessment data generated by the STAR Enterprise assessments. Each school is required to conduct climate surveys for staff and parents, which will reflect progress in improving our school climate in each building. The assistant superintendent will meet with principals on a monthly basis to review AD grant compliance and identify areas of success and areas of needed improvement.

How can the **CSDE support the implementation** of the Alliance District plan and school-specific turnaround plans? Specifically, what trainings and technical assistance would you suggest the CSDE provide to school- and/or district-level staff?

It is important that the CSDE continue to promote the CALI Initiatives, as many districts continue to struggle with turnover in personnel. We believe that a focus on supporting districts to develop leadership within its ranks is essential in establishing a collective capacity for long-term growth.

A monumental struggle for small districts is our capacity to manage large data sets particularly in regards to curriculum based assessments, such as unit assessments, universal writing tasks, benchmark assessments, and standardized assessments.

As we continue to transition to the CCSS it will be important that we implement standards based report cards in all grades. This transition will require significant technical supports.

Continued support in the following areas is also appreciated:

- DDDM for instructional, school, and district teams
- SRBI for school teams
- Differentiated Instruction for high school staff
- Dropout prevention
- SMART goal development

9. Budget

Instructions: Please complete and submit the Excel budget workbook as a part of the Year 2 Alliance District application package. Follow the instructions outlined below.

- 1. Budget Summary:** Please use the Excel budget workbook to provide a high-level budget summary that identifies the costs associated with each of the strategies outlined in Section 6.
- 2. Budget for Alliance District Funding (for new priorities and the expansion of existing priorities):** For each strategy that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the use of the Alliance District funding for 2013-14, as well as the use of other funds and leveraging of efficiencies. For each initiative, provide a cost basis, identify any/all funding streams that will support the strategy, and indicate which priority area(s) the expenditure supports. Note that the total of the budgets should equal a substantial majority of the Alliance District Funding allocated to the district.
- 3. Budget for Alliance District Funding for Other Purposes:** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach an operating budget for these uses for 2013-14. Also provide a one-page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. *(Districts may submit operating budget for 2013-14 in electronic format only).*

Note: *The total of the budgets provided in Parts 2 and 3 should equal the total Alliance District funding allocated to the district.*

- 4. Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3, and should equal the total Alliance District funding allocated to the district.



10. Stakeholder Engagement

Instructions: Please describe stakeholder engagement throughout the planning process. Provide evidence that collective bargaining units, school and district personnel, School Governance Councils, Parent Advisory Councils, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

Many meetings and discussions took place between school and district administrators in the development of this plan. The school based administrators have the pulse of the schools and solicited the input of school staff, governance councils, PTAs, and other community members. Teacher and administrator bargaining units were involved in the development of the new educator evaluation plan.



PART III: APPENDIX SECTION

A. Statement of Assurances

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

PROJECT TITLE: Alliance District

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

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

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

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

For the purposes of this section, “minority business enterprise” means any small contractor or supplier of materials 51 percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

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



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

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

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

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

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

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

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



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

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

Superintendent Signature:

Kevin C. Farr

Name: *(typed)*

Superintendent

Title: *(typed)*

7/5/13

Date:



B. Review and Turnaround Schools

Instructions: The list below identifies all of the district's Review and Turnaround schools. The district must submit plans for all of its Turnaround schools and at least half of its Review schools. Indicate which of the district's Review schools will begin implementation in fall 2013. Also indicate how the district will satisfy planning requirements for each school. This can include: (1) developing a new plan for the school; (2) submitting an existing plan that has shown progress; or (3) applying to participate in the TIME Collaborative.

In the final column, indicate whether the district is considering participation in the Commissioner's Network.⁷ Please note that if a school is not selected for the TIME Collaborative, then that school must complete the School Improvement Plan template. If the school is submitting an existing plan, then the district must only complete the cover page or Section #1 of the School Improvement Plan template for that school. Schools may also have the opportunity to apply for the K-3 Literacy Initiative; more information about this initiative is forthcoming.

Please complete and submit the Appendix B form provided and customized for your district.

⁷ Expression of interest does not signify a requirement or intent to apply. Expansion of the Commissioner's Network will be contingent upon the availability of funds.